

## **Alignment with NESA Syllabus**

The Montessori Dance Children's Workshop series are designed to offer the language of dance such as the elements of dance and choreographic tools to children so that they can independently explore and utilise this movement language to express their ideas, feelings and learnings through movement.

The NSW Education Standards Authority (NESA) and the Australian Curriculum likewise approach the study of dance as an artform through which students learn about and experiment with the elements of dance and choreographic tools to create their own dances.

Children's engagement in the processes of improvisation, exploration and experimentation as well as collaboration are encouraged in the workshops and are also emphasised by both NESA and the Australian Curriculum.

## Overview of the NESAs K-6 Creative Arts: Dance Outcomes

Children will have the opportunity to engage with the following NESAs K-6 Creative Arts outcomes through the Montessori Dance Children's Workshop Series.

Early Stage 1	Stage 1	Stage 2	Stage 3
<p><b>Performing</b></p> <p><b>DAES 1.1</b> Participates in dance activities and demonstrates an awareness of body, control over movement and expressive qualities</p>	<p><b>DAS 1.1</b> Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement</p>	<p><b>DAS2.1</b> Performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance</p>	<p><b>DAS3.1</b> Performs and interprets dances from particular contexts, using a wider range of movement skills and appropriate expressive qualities</p>
<p><b>Composing</b></p> <p><b>DAES 1.2</b> Explores movement in response to a stimulus to express ideas, feelings or moods</p>	<p><b>DAS 2.1</b> Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods</p>	<p><b>DAS2.2</b> Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods</p>	<p><b>DAS3.2</b> Explores, selects, organises and refines movement using the elements of dance to communicate intent</p>
<p><b>Appreciating</b></p> <p><b>DAES1.3</b> Responds to and communicates about dances they view and/or experience</p>	<p><b>DAS1.3</b> Gives personal opinions about the dances and their purpose that they view and/or experience</p>	<p><b>DAS2.3</b> Gives personal opinions about the use of elements and meaning in their own and others' dances</p>	<p><b>DAS3.3</b> Discusses and interprets the relationship between content, meaning and context in their own and others' dances</p>

## Overview of the NESA K-6 PDHPE Outcomes

The following NESA outcomes for Personal Development, Health and Physical Education also align with the skills and values the children develop through the workshops.

<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> A student:
<b>PDe-4</b> practises and demonstrates movement skills and sequences using different body parts	<b>PD1-4</b> performs movement skills in a variety of sequences and situations	<b>PD2-4</b> performs and refines movement skills in a variety of sequences and situations	<b>PD3-4</b> adapts movement skills in a variety of physical activity contexts
<b>PDe-5</b> explores possible solutions to movement challenges through participation in a range of activities	<b>PD1-5</b> proposes a range of alternatives to solve movement challenges through participation in a range of activities	<b>PD2-5</b> applies strategies to solve movement challenges	<b>PD3-5</b> proposes, applies and assesses solutions to movement challenges
<b>PDe-7</b> identifies actions that promote health, safety, wellbeing and physically active spaces	<b>PD1-7</b> explores actions that help make home and school healthy, safe and physically active spaces	<b>PD2-7</b> describes strategies to make home and school healthy, safe and physically active spaces	<b>PD3-7</b> proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
<b>PDe-9</b> practises self-management skills in familiar and unfamiliar scenarios	<b>PD1-9</b> demonstrates self-management skills in taking responsibility for their own actions	<b>PD2-9</b> demonstrates self-management skills to respond to their own and others' actions	<b>PD3-9</b> applies and adapts self-management skills to respond to personal and group situations
<b>PDe-10</b> uses interpersonal skills to effectively interact with others	<b>PD1-10</b> describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong	<b>PD2-10</b> demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations	<b>PD3-10</b> selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections
<b>PDe-11</b> demonstrates how the body moves in relation to space, time, objects, effort and people	<b>PD1-11</b> incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences	<b>PD2-11</b> combines movement skills and concepts to effectively create and perform movement sequences	<b>PD3-11</b> selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences