

MOVE TO LEARN



Dance for everybody

Year 9 - 10 Dance



Dance for Everybody

Dance is one of the **oldest artforms in the world**. Every culture has used movement to **express, connect, and tell stories**. Whether you realise it or not, **your body already knows how to move**.

You might have heard, or even said

“I can’t dance!”

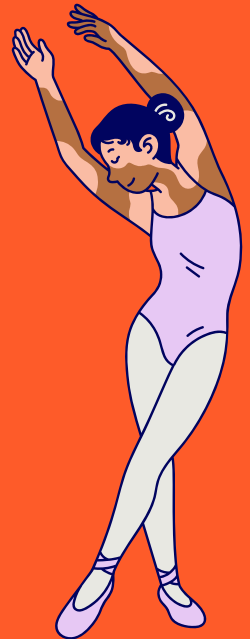
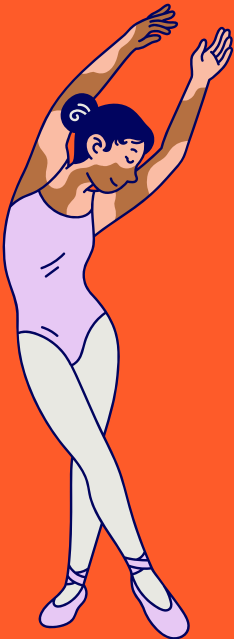
But dance is more than just dazzling feats of athleticism and virtuosity, it is also more than a test of your ability to memorise set steps and techniques.

In reality, dance is a **natural human form of expression** that belongs to all, **regardless of gender, skill level or physical attributes**.

While it can be guided by technique and style, it is not limited by them.



Dance - the Gift
that
Keeps on
Giving



Dance helps refine ability to think critically about culture, history, and meaning in art

Dance stimulates cross-disciplinary conversations that **question underlying assumptions and encourage students to think critically** (Dils, 2004).

By engaging with the histories and cultural contexts of different dance forms, and questioning what dances and what bodies are represented in contemporary media, **students learn to analyse meaning, question assumptions, and understand how art can be political and socially situated** (Dils, 2004).

Dance helps build skills
in collaboration,
peer feedback and
cross-cultural exchange

Students learn how to **provide and receive constructive feedback** and work with fellow students in studying dances originating from demographics across **diverse cultures and contexts**.

Narikbayeva et al. (2025) found that dance education in particular, had positive impacts on the development of **social and emotional competence in youth**.

Dance helps develop proficiency in non-verbal communication, self-expression and regulation

Dance also provides a powerful avenue for **non-verbal self-expression and emotional regulation**. It allows students to process, communicate, regulate and release emotions when verbal means do not suffice within a safe environment (Koch et al., 2019).

The act of performance, develops the ability of students to **regulate and adapt emotional expression to different environments** (Koch et al., 2019)

Dance helps build strength, coordination, balance, and body awareness

Through learning dance, students develop both **gross and fine motor skills**. Students build broad **proprioceptive awareness, as well as balance, flexibility and coordination** (Bégal et al., 2022).

Bégal et al. (2022) also noted **improvements in social and cognitive functioning** of students in the form of **improved memory, concentration and executive functioning** through learning dance.

Dance helps develop confidence in presentation and performance to audiences in a variety of contexts

The act of performing and presenting in front of others **strengthens students' ability to communicate, express themselves, and engage with an audience.**

Morris (2023) found that the attendance of dance classes among youth **reduced anxiety levels, increased self-confidence and willingness to seek new opportunities - improving overall psychological wellbeing** of students.

Dance helps cultivate discipline, resilience, and the ability to work towards goals

The processes of goal-setting and self-directed training help students develop **strong work ethic and persistence**.

In combination with increased emotional awareness, students are able to **increase their ability to be resilient** when faced with adversity through dance education (Lee & Seo, 2018).



What will you learn?

The Victorian Dance Curriculum is split into **four core learning strands**:

1. **Exploring** - Students as researchers and audiences, discovering and responding to dance
2. **Developing Practices** - Students as dancers building skills, technique and confidence
3. **Creating** - Students as artists using imagination to devise their own work
4. **Presenting** - Students as performers, presenting and performing learnt and original works to audiences

These strands work together to offer students a rich and multi-faceted dance education that will equip them with a multitude of transferable and subject-specific skills and knowledge.

Colour Key:

Victorian Dance Curriculum Links

Cross-Curriculum Priorities, Foundational Skills and General Capabilities Links

What will you learn?

Dance also addresses key **cross-curriculum priorities, foundational skills and general capabilities** identified in the **Victorian Curriculum**.

Cross-curriculum priorities:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Foundational skills:

- Digital Literacy
- Literacy
- Numeracy

General capabilities:

- Critical and Creative Thinking
- Ethical Capability
- Intercultural Capability
- Personal and Social Capability

Colour Key:

Victorian Dance Curriculum Links

Cross-Curriculum Priorities, Foundational Skills and General Capabilities Links

You will learn to:

In the Victorian Dance Curriculum
Years 9 and 10, you will learn to:

- Analyse and evaluate how elements of dance, choreographic devices and style specific techniques are manipulated in your own dance works and the works of others.

VC2ADA10E01, VC2ADA10D02, Literacy and Critical and Creative Thinking

- Critically evaluate how dance challenges and celebrates shifting perspectives regarding Australian identity and learn about the dances of Aboriginal and Torres Strait Islander Peoples.

VC2ADA10E01, VC2ADA10E02, VC2ADA10D02, Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, Intercultural Capability, Literacy and Critical and Creative Thinking



You will learn to:

- Evaluate how choreographers across contexts and cultures present and challenge meaning through dance.

VC2ADA10E01, VC2ADA10E02, VC2ADA10D02, Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, Intercultural Capability, Literacy and Critical and Creative Thinking

- Work individually and collaboratively to learn and create dances that communicate ideas, perspectives and meaning and use production elements to enhance your dance making.

VC2ADA10D01, VC2ADA10D02, VC2ADA10C01, VC2ADA10C02, VC2ADA10P01, Personal and Social Capability, Digital Literacy, Literacy and Critical and Creative Thinking

- Document, reflect on, analyse and evaluate their own and the work of others using relevant dance terminology.

VC2ADA10D01, VC2ADA10D02, VC2ADA10C01, VC2ADA10C02, Literacy, Personal and Social Capability, Critical and Creative Thinking



You will learn to:

- Design your own dances for audiences by selecting and manipulating the elements of dance, style specific techniques and choreographic devices while adhering to safe dance practice.

VC2ADA10D01, VC2ADA10D02, VC2ADA10C01, VC2ADA10P01, Literacy, Critical and Creative Thinking, Personal and Social Capability, Sustainability

- Plan, rehearse, refine, present and perform dances to a range of audiences in formal and informal settings.

VC2ADA10D01, VC2ADA10D02, VC2ADA10C01, VC2ADA10C02, VC2ADA10P01, Literacy, Critical and Creative Thinking, Personal and Social Capability





Looking Forward

Students studying Dance in Year 9 and 10 can **continue to pursue studies in Year 11 and 12 with the VCE VET Dance subject.**

In **VCE VET Dance**, students:

- Create and perform their own dance works
 - Study, perform and analyse the works of others
 - Undertake regular and systematic dance training to advance their physical skills
 - Develop and refine choreographic skills
 - If completing scored assessments, **subject will contribute towards ATAR**
 - Upon completion, students receive **CUA20120 Certificate II in Dance** (if completing Year 11 - 12) and can acquire a **Certificate III in Dance CUA30120** with an additional year of study
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Beyond School

The skills acquired in Dance Studies are beneficial in a variety of pathways. **Some dance adjacent pathways include (are not limited to):**

Choreographer

Professional Dancer

Arts Administrator

Dance Physiotherapist

Dance Teacher

Dance Researcher

Lighting Designer

Movement Therapist

Set Designer

Curator

Costume Designer

Dance Dietician

Producer

Arts Journalist

Fitness Coach

Stage Manager

Performing Arts Lawyer

Talent Agent

Movement Director

Sources

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