# Early Stage 1 creative arts scope and sequence – Approach 2

Semester-based – visual arts and drama; music and dance

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## Semester 1

Visual arts and drama

### Visual arts

Outcomes:

* **VAES1.1** – makes simple pictures and other kinds of artworks about things and experiences.
* **VAES1.2** – experiments with a range of media in selected forms.
* **VAES1.3** – recognises some of the qualities of different artworks and begins to realise that artists make artworks.
* **VAES1.4** – communicates their ideas about pictures and other kinds of artworks.

In visual arts, students:

* make pictures and other artworks using the media and materials given, representing both real and imagined situations
* appreciate that artists make artworks and they begin to describe some aspects of artworks.

Students learn to:

* think about themselves as artists in their artmaking (within a limited understanding of the artist’s function)
* explore different kinds of things and experiences in their making of artworks
* make drawings, paintings, sculptures and so on about things of interest to them and their experiences
* use a variety of media, techniques and tools to create different effects
* look at details within their own and others’ artworks and talk about associations with their own experience and the effects of the works.

Students learn about:

* who artists are, what they do, what they make
* how their interest in things and experience affects what they and others represent in pictures and other kinds of artworks
* the properties of drawings, paintings, sculptures and so on, what they are about and what they are made from
* the properties of some media, tools and techniques and how they can be used to create interesting effects.

### Drama

Outcomes:

* **DRAES1.1** – uses imagination and the elements of drama in imaginative play and dramatic situations.
* **DRAES1.2** – dramatises personal experiences using movement, space and objects.
* **DRAES1.3** – dramatises personal experiences using movement, space and objects.
* **DRAES1.4** – responds to dramatic experiences.

In drama, students:

* engage in roles through imaginative play and dramatic situations
* use movement, spaces, and objects to dramatise personal experiences
* respond to different forms of dramatic experiences.

Students learn to:

* make drama by interacting with the teacher and others and by using their imagination to create roles and dramatic situations
* communicate imagined situations through drama forms such as improvisation, movement, mime, and storytelling
* begin to respond to their own drama in terms of roles and space.

Students learn about:

* engaging in the basic elements of drama such as tension, contrast (loud/soft, fast/slow) and symbol
* sharing their drama with others depicting everyday situations in dramatic contexts.

## Semester 2

Music and dance

### Music

Outcomes

* **MUES1.1** – participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.
* **MUES1.2** – creates own rhymes, games, songs and simple compositions.
* **MUES1.4** – listens to and responds to music.

In music, students:

* sing, play and move to a range of music
* experiment with sounds and begin to organise them into basic structures
* listen and respond to a variety of music.

Students learn to:

* perform music though singing, playing and moving to simple songs and speech rhymes
* organise sound by creating simple songs, rhymes, games and compositions or variations on simple songs, rhymes, games and compositions
* listen to, and respond to, a variety of music.

Students learn about musical concepts by:

* recognising simple features of the music that they perform
* organising sound through listening, imitation and experimentation
* responding to music through performing and organising sound activities and identifying simple features of this music.

Students learn about the role of music in the world by:

* recognising that music is all around them.

### Dance

Outcomes

* **DAES1.1** – participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.
* **DAES1.2** – explores movement in response to a stimulus to express ideas, feelings or moods.
* **DAES1.3** – responds to and communicates about the dances they view and/or experience.

In dance, students:

* perform dances with some control over body movement and expression
* respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas
* watch dance performances and begin to recognise some basic components of dance.

Students learn to:

* move safely and expressively in a dance with control and sensitivity to sound accompaniment
* explore the elements of dance expressively in the composition of dances
* use memory and imagination to explore a range of familiar and fantasy movement ideas for dance
* show their dance ideas to others, watch other people dance, and think and talk about themselves and others dancing.

Students learn about:

* the importance of moving safely, as an individual and with others, in a designated dance space
* the basic elements of dance: actions of the body, dynamic qualities of movement, timing, spatial aspects and relationships
* the use of everyday and fantasy movement ideas as active and physical starting points for creating dances
* the basic components of dances — dancers, movement, sound and physical settings — and how they and their classmates can think about dance ideas.

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