# 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:

* **VAS1.1** – makes artworks in a particular way about experiences of real and imaginary things.
* **VAS1.2** – uses the forms to make artworks according to varying requirements.
* **VAS1.3** – realises what artists do, who they are and what they make.
* **VAS1.4** – begins to interpret the meaning of artworks, acknowledging the roles of artist and audience

In visual arts, students:

* make artworks representing both real and imagined situations exploring a range of techniques and media
* discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.

Students learn to:

* think about how they can work in similar ways to artists in their making of artworks
* explore different kinds of subject matter and concepts in their making of artworks
* make different kinds of artworks including paintings, drawings, sculptures, photographs, digital artworks and videos
* extend their skills in using a variety of media, techniques and tools to create effects that link to things in the world
* take into account various factors when talking about art (for example, details within an artwork, what the work is about and what the artist has done).

Students learn about:

* how artists make artworks for different reasons
* how different aspects of the world are represented in pictures and other kinds of artworks
* the diversity of kinds of things that are made as art (for example, paintings, drawings, sculptures, photographs, digital works, videos)
* the properties of a wider range of media, tools and techniques and how artists, including themselves, can use these to create various effects
* who audiences are, what they do and where they look at art.

### Drama

Outcomes:

* **DRAS1.1** – takes on roles in drama to explore familiar and imagined situations.
* **DRAS1.2** – conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.
* **DRAS1.3** – interacts collaboratively to communicate the action of the drama with others.

In drama, students:

* explore and convey stories, events and feelings through roles and they work collaboratively to communicate and express feelings about the action of the drama
* experience and respond to a range of drama forms and elements by making, performing and appreciating drama.

Students learn to:

* explore role interactions in a variety of dramatic situations
* make drama in various groupings by responding to the elements of drama (For example, tension, contrast, symbol, time, space, focus and mood)
* make meaning through the forms of drama (For example, improvisation, movement, mime, storytelling, readers theatre and puppetry)
* communicate and express their everyday and imagined experiences in drama to create meaning about them
* respond to drama as devisers and audience members.

Students learn about:

* engaging in the elements of drama to develop the action of the drama
* making decisions about role, situation, space, voice, and movement
* viewing character relationships in live performances and screen drama.

## Semester 2

### Music

Outcomes:

* **MUS1.1** – sings, plays and moves, to a range of music, demonstrating an awareness of musical concepts.
* **MUS1.2** – explores, creates, selects and organises sound in simple structures.
* **MUS1.3** – uses symbol systems to represent sounds.
* **MUS1.4** – responds to a range of music, expressing likes and dislikes and the reasons for these choices.

In music, students:

* sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources
* organise sounds into simple structures and begin representing creative ideas symbolically
* listen to, and identify, simple features of music and make judgements about musical effectiveness and preference.

Students learn to:

* perform a variety of music through singing, playing and moving
* organise sound through imitation and experimentation, and represent this work using symbols
* listen to, and respond to, a variety of music.

Students learn about:

* through recognising musical features of the music that they perform
* by organising sound through listening, performing and notating using a symbol system
* by 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:

* understanding the different ways music is used and appreciated in the world.

### Outcomes – Dance

* **DAS1.1** – performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement
* **DAS1.2** – explores and selects movement using the elements of dance to make dance express ideas, feelings or moods
* **DAS1.3** – gives personal opinions about the dances and their purpose that they view and/or experience.

In dance, students:

* perform dances with some understanding of body movement and expression, exploring a range of movements to make choices in order to convey ideas, feelings and moods
* describe the ideas, feelings and moods conveyed by dances.

Students learn to:

* perform expressively with awareness of others, using movement qualities appropriate to the idea for the dance and having sensitivity to the timing, mood and sound accompaniment
* explore ideas in the composition of dances with attention to body actions, space, dynamic qualities, timing and relationships
* respond to a range of stimuli, using their imagination and drawing on their experience of the immediate and wider world for dance ideas
* perform dances for other people, view dance as an audience member, talk about other people dancing and the dances they have viewed.

Students learn about:

* the importance of using the body safely and skilfully when creating and performing dance
* the use of the elements of dance to express ideas in the composition of dances
* the structure and development of dances from a range of starting points and stimuli
* the basic components of dance (dancers, movement, physical setting) and that dance can be accompanied by music, other sounds or silence.

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