# Stage 1 creative arts sample scope and sequence – Approach 3

**Term-based – focus on form, repertoire or context**

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## Overview

Table 1 Areas to focus on each term

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term  | Visual arts – forms | Music – repertoire  | Drama – forms  | Dance – contexts  |
| 1 | Learning about visual arts practices and techniques through making and appreciating through a focus on drawing and painting. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement and vocal music (speech and song). | Learning the elements of drama through making, performing and appreciating using dramatic forms of improvisation, mime and/or movement (Year 1); puppetry and mask (Year 2). | Incidental learning this term. |
| 2 | Learning about visual arts practices and techniques through making and appreciating through a focus on ceramics, sculpture and CD forms. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement and vocal music (speech and song). | Learning the elements of drama through making, performing and appreciating using dramatic forms of playbuilding and digital (video) drama (Year 1); storytelling and readers’ theatre (Year 2). | Incidental learning this term. |
| 3 | Learning about visual arts practices and techniques through making and appreciating through a focus on digital forms and photography. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement, vocal music and instrumental music. | Incidental learning this term. | Learning the elements of dance through performing, composing and appreciating using contexts such as community and cultural dances (Year 1); personal, contemporary and historical situations (Year 2). |
| 4 | Learning about visual arts practices and techniques through making and appreciating through a focus on fibre and printmaking. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement, vocal music and instrumental music when composing or organising sound. | Incidental learning this term.  | Learning the elements of dance through performing, composing and appreciating using contexts such as reflecting on an idea, stimulus, story, cultural or historical situation (Year 1); community, Australian, global cultures and identities (Year 2). |

## Content

**Form, repertoire or context focus**

### 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.

Through a focus on forms, students are learning about visual arts practices and techniques through making and appreciating through:

* Term 1 – drawing and painting
* Term 2 – ceramics, sculpture and 3D forms
* Term 3 – digital forms and photography
* Term 4 – fibre and/or printmaking

Students learn to:

* think about themselves as artists and how they make artworks
* explore different kinds of subject matter in their artworks
* extend skills in using a variety of media, techniques and tools to create effects to represent things
* describe some aspects of their own and others’ artworks.

Students learn about:

* how artists and why artists make artworks
* how pictures and artworks represent different aspects of the world
* the different things that are made as art
* the properties of some media, tools and techniques and how they are used
* who audiences are, what they do and where they look at art.

### Music outcomes

* **MUS1.1** – brings, 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 those choices.

Through a focus on repertoire, students are learning musical concepts through performing, organising sound and listening in:

* Term 1 – movement and vocal music (speech and song)
* Term 2 – movement and vocal music (speech and song)
* Term 3 - movement, vocal music and instrumental music
* Term 4 – movement, vocal music and instrumental music when composing or organising sound.

Students learn to:

* sing, play and move to a variety of music
* organise sound through imitation and experimentation
* represent sound through symbols
* listen and respond to a variety of music. Students learn about:
* musical concepts in the music they sing, move to or play
* use symbol systems to notate the music they organise, perform or listen to
* responding to music through performing, organising sound and identifying musical concepts.

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

* recognising that music is all around them.

### 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.
* **DRAS1.4** – appreciates dramatic work during the making of their own drama and the drama of others.

Through a focus on using dramatic forms, students are learning the elements of drama through making, performing and appreciating in:

* Year one
	+ Term 1 – improvisation, mime and movement
	+ Term 2 – playbuilding and digital (video) drama.
* Year two
	+ Term 1 – puppetry and mask
	+ Term 2 – storytelling and readers’ theatre.

Students learn to:

* explore roles in different dramatic situations
* use the elements of drama to make and respond to drama
* use improvisation, mime, movement, storytelling, readers’ theatre, playbuilding, puppetry, mask and digital drama to make meaning
* communicate and express experiences to make meaning
* respond as both artist and audience.

Students learn about:

* developing their use of the elements of drama
* make decisions about roles and situations, and using voice and movement
* character relationships in live and screen drama.

### Dance outcomes

* **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.

Through a focus on contexts, students are learning the elements of dance through performing, composing and appreciating through:

* Year one
	+ Term 3 – community and cultural dances
	+ Term 4 – reflecting on an idea, stimulus, story, cultural or historical situation.
* Year two
	+ Term 3 – personal, contemporary and historical situations
	+ Term 4 – community, Australian, global cultures and identities.

Students learn to:

* perform expressively using movement qualities, considering mood and possible accompaniment
* use dance elements such as action, space, dynamics, time and relationships to compose dances
* respond to a range of stimuli, drawing from personal or global experience
* share their dances as an artist and talk about dancing as an audience.

Students learn about:

* the importance of safe and skilful dance practices when composing and performing dances
* the elements of dance to express ideas when composing dances
* developing and structuring dances using stimuli
* discuss components of dances such as the artists, the movement, the setting and any sound.

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