# Creative arts Stage 1 **sample** scope and sequence

**Term-based – focus on subject matter, concepts or elements**

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## Term overview

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| Term | Visual arts – subject matter focus | Music – focus on concepts | Drama – focus on elements | Dance - focus on elements |
| 1 | People and other living things | Duration and pitch | Space, contrast, time and tension | Incidental learning |
| 2 | Objects | Duration, pitch and dynamics | Space, contrast, time, tension, symbol, focus and mood. | Incidental learning |
| 3 | Places and spaces | Duration, pitch, dynamics and tone colour | Incidental learning | Action, dynamics, time and space (body control, movement and expression both locomotor and non-locomotor) |
| 4 | Events | Duration, pitch, dynamics, tone colour and structure | Incidental learning | Action, dynamics, space, time, relationships and structure (body control, movement and expression both locomotor and non-locomotor) |

## 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 subject matter, students are learning about visual arts practices and techniques in making and appreciating through:

* Term 1 – people and other living things
* Term 2 – objects
* Term 3 – place and spaces
* Term 4 – events.

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.

## 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

Students are learning musical concepts through performing, organising sound and listening using:

* Term 1 – duration and pitch
* Term 2 – duration, pitch and dynamics
* Term 3 – duration, pitch, dynamics and tone colour
* Term 4 – duration, pitch, dynamics, tone colour and structure.

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 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.

## 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.

Students are learning the elements of drama through making, performing and appreciating focussing on:

* Term 1 – space, contrast, time and tension
* Term 2 – space, contrast, time, tension, symbol, focus and mood.

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.

## 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.

Students are learning the elements of dance through performing, composing and appreciating focussing on:

* Term 3 – action, dynamics, time and space (body control, movement and expression both locomotor and non-locomotor)
* Term 4 – action, dynamics, space, time, relationships and structure (body control, movement and expression both locomotor and non-locomotor).

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
* thinking and talking about 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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