# Creative arts – Stage 2 sample scope and sequence

**Semester-based – connections across artforms through an overarching question**

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## Semester 1 learning overview – visual arts, music, and dance

Through visual arts, students:

* make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter
* discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.

Through music, students:

* sing, play and move to music, demonstrating a basic understanding of musical concepts
* organise musical ideas into simple compositions and use understood symbols to represent these
* listen to a range of music, identifying key features and they make some informed judgements about musical preference.

Through dance, students:

* perform dances demonstrating a range of performance qualities and increasingly complex movement skills
* explore the elements of dance in their own works and how these can be selected and combined to convey meaning
* discuss the meaning and purpose of dance works and the roles of the creator and performer.

### Overarching question (or big idea)

* Why are the arts important?

### Inquiry questions

(through making, appreciating, listening, organising sound, composing and/or performing)

* How can the arts shape our identity?
* How do the arts help us represent ourselves?

### Further focus questions

(through making, appreciating, listening, organising sound, composing and/or performing)

* What techniques, forms, tools and knowledge do I need to make and understand artworks?
* How can I express myself and my world through an artwork?

### Outcomes

Visual arts:

* Making
	+ **VAS2.1** – represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.
	+ **VAS2.2** – uses the forms to suggest the qualities of subject matter.
* Appreciating
	+ **VAS2.3** – acknowledges that artists make artworks for different reasons and that various interpretations are possible.
	+ **VAS2.4** – identifies connections between subject matter in artworks and what they refer to and appreciates the use of particular techniques.

Music:

* Performing
	+ **MUS2.1** – sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.
* Organising
	+ **MUS2.2** – improvises musical phrases, organises sounds and explains reasons for choices.
	+ **MUS2.3** – uses commonly understood symbols to represent own work.
* Listening
	+ **MUS2.4** – identifies the use of musical concepts and musical symbols in a range of repertoire.

Dance:

* Performing
	+ **DAS2.1** – performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance.
* Composing
	+ **DAS2.2** – explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods.
* Appreciating
	+ **DAS2.3** – gives personal opinions about the use of elements and meaning in their own and others’ dances.

### Sample learning activities linking artforms

* Select a work in music, dance or visual arts. Investigate the artwork through the role and world of the artist and their audience. What forms and techniques did they use to express themselves? Does everyone share the same opinions of these works?
* Explore the music, dance and visual arts of a variety of cultures and times. What do they help us to learn about the time and place where they were made? What choices do we need to make to express our time and place?
* Investigate the traditional music and dance of Aboriginal and Torres Strait Islander peoples. Use this to connect with visual representations or artworks in other cultures and identities.
* Represent storytelling through visual artworks accompanied by organising musical sounds and/or movement. Discuss the meaning, purpose and identities of self and others in artworks.

## Semester 2 learning overview – visual arts, music, and drama

Through visual arts, students:

* make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter
* discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.

Through music, students:

* sing, play and move to music, demonstrating a basic understanding of musical concepts
* organise musical ideas into simple compositions and use understood symbols to represent these
* listen to a range of music, identifying key features and they make some informed judgements about musical preference.

Through drama, students:

* use movement and voice to build the action and roles of a drama in a variety of situations
* devise and sequence drama to create meaning
* experience and interpret a range of drama forms and elements by making, performing and appreciating drama.

### Overarching question (or big idea)

How do the arts help us understand our world?

### Inquiry questions

(through making, appreciating, listening, organising sound, and/or performing)

* How do the arts connect us?
* How do the arts construct and convey meaning to audiences?

### Further focus questions

(through making, appreciating, listening, organising sound, and/or performing)

* Why and how do audiences understand and communicate artworks differently?
* How do artists represent subject matter and their intent through artworks?

### Outcomes

Visual arts:

* Making
	+ **VAS2.1** – represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter
	+ **VAS2.2** – uses the forms to suggest the qualities of subject matter.
* **Appreciating**
	+ VAS2.3 – acknowledges that artists make artworks for different reasons and that various interpretations are possible.
	+ VAS2.4 – identifies connections between subject matter in artworks and what they refer to and appreciates the use of particular techniques.

Music:

* Performing
	+ MUS2.1 – sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.
* Organising sound
	+ MUS2.2 – improvises musical phrases, organises sounds and explains reasons for choices.
	+ MUS2.3 – uses commonly understood symbols to represent own work.
* Listening
	+ MUS2.4 – identifies the use of musical concepts and musical symbols in a range of repertoire.

Drama:

* Making
	+ DRAS2.1 – takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.
	+ DRAS2.2 – builds the action of the drama by using the elements of drama, movement and voice skills.
* Performing
	+ DRAS2.3 – sequences the action of the drama to create meaning for an audience.
* Appreciating
	+ DRAS2.4 – responds to and interprets drama experiences and performances.

### Sample activities using artforms

* Investigate and make visual artworks or soundscape compositions. Represent these artworks through drama mime and movement or improvisation. What similarities and differences do we see in the way the subject matter is represented?
* Investigate materials, tools and techniques used to communicate a set idea or subject through artworks in drama, music, and the visual arts.
* Examine the music and visual arts of Aboriginal and Torres Strait Islander people and connect with dramatic representations. For example, through mime and movement to represent the essence of the music.
* Represent narratives through visual artworks. Accompany with musical soundscapes and/or dramatic works. Discuss why and how we (as audience) have different opinions and interpretations of these artworks.

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