# Stage 2 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:

* **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.
* **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.

In 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.

Students learn to:

* develop their artistic intentions in artmaking and consider how these affect the look of the work, its details and an audience’s response
* select and explore different aspects of subject matter in particular ways in their making of artworks
* use particular artistic traditions guided by the teacher’s instruction in artmaking and experiment with techniques, tools and graphic schema (for example, in drawing, painting, sculpture, printmaking and digital works)
* interpret the meaning of artworks by taking into account relationships between the artwork, the world and the artist.

Students learn about:

* how artists, including themselves, have intentions that affect the look of the work and its details
* how artists think about what an audience may think about their work when they make art
* how artists, including themselves, can interpret the world in particular ways in their artmaking
* traditions associated with different forms such as drawing, painting, sculpture, printmaking and digital works
* how pictures and other artworks invite interpretations from audiences.

### Drama

Outcomes:

**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.

**DRAS2.3** – sequences the action of the drama to create meaning for an audience.

**DRAS2.4** – responds to, and interprets drama experiences and performances.

In drama, 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.

Students learn to:

* express dramatic meaning by taking on and sustaining familiar and different roles and by selecting character-specific props, gestures and movements
* use the elements of drama to deepen the meaning of the drama and in discussing drama work
* consolidate interpretative and symbolic work in the drama forms of improvisation, movement, mime, storytelling, puppetry, mask and play building
* devise drama using narrative or episodic sequences in collaboration with others
* interpret the meaning of their own drama and that of others.

Students learn about:

* interpreting everyday situations through a range of drama elements (for example, tension, contrast, symbol, time, space, focus, mood)
* making decisions and asking questions which help to develop in-role depth and dramatic responses
* acting in and devising drama from the perspective of drama maker and audience
* appreciating drama by viewing others’ performances.

## Semester 2

Music and dance

### Music

Outcomes:

**MUS2.1** – sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.

**MUS2.2** – improvises musical phrases, organises sounds and explains reasons for choices.

**MUS2.3** – uses commonly understood symbols to represent own work.

**MUS2.4** – identifies the use of musical concepts and musical symbols in a range of repertoire.

In 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.
* Students learn to:
* perform a variety of music through singing, playing and moving, demonstrating an understanding of the music
* improvise, experiment, select and combine musical ideas to form simple musical structures and notate these ideas using commonly understood symbols
* listen to, and appreciate, a range of repertoire showing some understanding of musical concepts.

Students learn about musical concepts:

* through recognising musical features of the music they perform
* by organising sound, listening, performing and representing these ideas in traditional and non-traditional notation
* 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 and appreciating the roles people play in music (performer, composer, listener) and that these people make conscious decisions about what they do.

### Dance

Outcomes:

**DAS2.1** – performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance.

**DAS2.2** – explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods.

**DAS2.3** – gives personal opinions about the use of elements and meaning in their own and others’ dances.

In 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.

Students learn to:

* sustain expressive qualities and movement skills to convey intent in a dance performance
* draw on the elements of dance to create movement content that relates clearly to the intended meaning of a dance
* use a range of ideas in the composition of dances based on diverse stimuli
* talk and write about their own and others’ dances using dance vocabulary.

Students learn about:

* the human body and movement as the raw material for dance as a performing art
* the use of the elements of dance to make meaning in the creation of a dance, in a performance and for an audience
* how dance ideas can come from a diverse range of sources, including personal experience and the wider world
* dance as it occurs in different places for a range of reasons and how dances can be about different things and elicit varying interpretations from audience members.

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