# Creative arts – Stage 3 sample scope and sequence

Semester-based – connections across artforms through an overarching question

Contents

[Creative arts – Stage 3 sample scope and sequence 0](#_Toc66785298)

[Semester 1 learning overview – visual arts, music, and dance 1](#_Toc66785299)

[Overarching question (or big idea) 1](#_Toc66785300)

[Inquiry questions 1](#_Toc66785301)

[Further focus questions 1](#_Toc66785302)

[Outcomes 2](#_Toc66785303)

[Sample learning activities linking artforms 3](#_Toc66785304)

[Semester 2 learning overview – visual arts, music, and drama 4](#_Toc66785305)

[Overarching question (or big idea) 4](#_Toc66785306)

[Inquiry questions 4](#_Toc66785307)

[Further focus questions 4](#_Toc66785308)

[Outcomes 6](#_Toc66785309)

[Sample learning activities linking artforms 7](#_Toc66785310)

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

Through visual arts, students:

* make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world
* discuss artworks in terms of how subject matter is used and represented, artists’ intention and audience interpretation and make reasoned judgements about these artworks.

Through music, students:

* sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts
* organise musical ideas into compositions, using notation systems to record these ideas
* listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

Through dance, students:

* use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts
* devise and perform a range of drama forms for audiences
* interpret a range of drama experiences by making, performing and appreciating drama.

### 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)

* How do artists represent their ideas, meanings and world through their artworks?
* How do I decide what choices I need to make to express myself in an artwork?

### Outcomes

Visual arts:

* Making
  + **VAS3.1** – investigates subject matter in an attempt to represent likenesses of things in the world.
  + **VAS3.2** – makes artworks for different audiences assembling materials in a variety of ways.
* Appreciating
  + **VAS3.3** – acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
  + **VAS3.4** – communicates about the ways in which subject matter is represented in artworks.

Music:

* Performing
  + **MUS3.1** – sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.
* Organising sound
  + **MUS3.2** – improvises, experiments, selects, combines and orders sound using musical concepts.
  + **MUS3.3** – notates and discusses own work and the work of others.
* Listening
  + **MUS3.4** – identifies the use of musical concepts and symbols in a range of musical styles

Dance:

* Performing
  + **DAS3.1** – performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.
* Composing
  + **DAS3.2** – explores, selects, organises and refines movement using the elements of dance to communicate intent.
* Appreciating
  + **DAS3.3** – discusses and interprets the relationship between content, meaning and context in their own and others’ dances.

### Sample learning activities linking artforms

* Discuss, interpret and make judgements about an artwork through relationships of the artist, artwork, audience, and their world, with any one of these as the focus of the discussion. What forms and techniques have been used to represent the artist’s intention? Use these as the basis of an artmaking experience.
* Represent narratives through visual artworks accompanied by composed soundscapes, known songs and/or dance compositions. What expressive qualities have been used to organise these works?
* Focus on an artwork as the stimulus for creating a dance or soundscape composition. Change the stimulus material to being a dance or musical composition from another culture or time. How has the artist used their work to express their meaning?

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

Through visual arts, students:

* make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world
* discuss artworks in terms of how subject matter is used and represented, artists’ intention and audience interpretation and make reasoned judgements about these artworks.

Through music, students:

* sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts
* organise musical ideas into compositions, using notation systems to record these ideas
* listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

Through drama, students:

* use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts
* devise and perform a range of drama forms for audiences
* interpret a range of drama experiences 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, convey and challenge meaning?

### Further focus questions

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

* How and why do audiences interpret artworks differently?
* How do artists communicate their intentions and experiences through their artworks?

### Outcomes

Visual arts

* Making
  + **VAS3.1** – investigates subject matter in an attempt to represent likenesses of things in the world.
  + **VAS3.2** – makes artworks for different audiences assembling materials in a variety of ways.
* Appreciating
  + **VAS3.3** – acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
  + **VAS3.4** – communicates about the ways in which subject matter is represented in artworks.

Music:

* Performing
  + **MUS3.1** – sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.
* Organising sound
  + **MUS3.2** – improvises, experiments, selects, combines and orders sound using musical concepts.
  + **MUS3.3** – notates and discusses own work and the work of others.
* Listening
  + **MUS3.4** – identifies the use of musical concepts and symbols in a range of musical styles.

Drama:

* Making
  + **DRA3.1** – develops a range of in-depth and sustained roles.
  + **DRAS3.2** – interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.
* Performing
  + **DRAS3.3** – devises, acts and rehearses drama for performance to an audience.
* Appreciating
  + **DRAS3.4** – responds critically to a range of drama works and performance styles.

### Sample learning activities linking artforms

* Examine the music and visual arts of Aboriginal and Torres Strait Islander people. Connect these with dramatic representations through forms such as mime and movement or role play. How does this assist with understanding, appreciation and discrimination?
* Investigate and make visual artworks or musical compositions such as soundscapes. Represent these through sustained dramatic performances. Does this help us make judgements about these artworks?
* Investigate materials, tools and techniques, knowledge, and skills to communicate our ideas through making and appreciating across drama, music, and the visual arts.
* Focus on an artwork as the stimulus for creating dramatic performance or for play building and role play, or soundscape composition. Change the stimulus material to a musical composition from another culture or time. What meaning do they convey to the audience?

[Creative Arts K-6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © 2006 Copyright NESA for and on behalf of the Crown in right of the State of New South Wales.