# Stage 3 creative arts sample scope and sequence – Approach 6

**Stage and semester-based – visual arts and ‘performing’ arts (music, drama and dance)**

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* 1. **Semester 1 – Visual arts**

Outcomes and foundation statements

* + 1. Visual arts outcomes
* **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.
* **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

### Visual arts foundation statements

Students in visual arts:

* 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

## Semester 2 – ‘Performing arts’

Outcomes and foundation statements

### Music outcomes

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

### Drama outcomes

* **DRAS3.1** – 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.
* **DRAS3.3** – devises, acts and rehearses drama for performance to an audience.
* **DRAS3.4** – responds critically to a range of drama works and performance styles.

### Dance outcomes

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

### ‘Performing arts’ foundation statements

Students in ‘performing’ arts:

* 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
* 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
* perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance
* explore, refine and organise movement to convey meaning to an audience
* recognise and discuss how dance has various artistic and cultural contexts.