# Creative arts – Early Stage 1 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 pictures and other artworks using the media and materials given, representing both real and imagined situations
* appreciate that artists make artworks and they begin to describe some aspects of artworks.

Through music, students:

* sing, play and move to a range of music
* experiment with sounds and begin to organise them into basic structures
* listen and respond to a variety of music

Through dance, students:

* perform dances with some control over body movement and expression
* respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas
* watch dance performances and begin to recognise some basic components of dance.

### 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 can we represent ourselves through the arts?

### Further focus questions

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

* What do I need to know and do to make an artwork?
* How can I express myself in an artwork?

### Outcomes

Visual arts:

* Making
  + **VAES1.1** – makes simple pictures and other kinds of artworks about things and experiences.
  + **VAES1.2** – experiments with a range of media in selected forms.
* Appreciating
  + **VAES1.3** – recognises some of the qualities of different artworks and begins to realise that artists make artworks.
  + **VAES1.4** – communicates their ideas about pictures and other kinds of artworks.

Music:

* Performing
  + **MUES1.1** – participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.
* Organising sound
  + **MUES1.2** – creates own rhymes, games, songs and simple compositions.
* Listening
  + **MUES1.4** – listens to and responds to music.

Dance:

* Performing
  + **DAES1.1** – participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.
* Composing
  + **DAES1.2** – explores movement in response to a stimulus to express ideas, feelings or moods.
* Appreciating
  + **DAES1.3** – responds to and communicates about the dances they view and/or experience.

### Sample learning activities linking artforms

* Investigate a visual artwork or musical composition as the stimulus for exploring body movement to express ideas, personal or imagined experiences.
* Use the stimulus of a real or imaginary story to create a dance, artwork and/or musical composition.
* Create visual artworks about real and imaginary things to be represented through rhymes, singing games, songs or simple dance compositions.

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

Through visual arts, students:

* make pictures and other artworks using the media and materials given, representing both real and imagined situations
* appreciate that artists make artworks and they begin to describe some aspects of artworks.

Through music, students:

* sing, play and move to a range of music
* experiment with sounds and begin to organise them into basic structures
* listen and respond to a variety of music.

Through drama, students:

* engage in roles through imaginative play and dramatic situations
* use movement, spaces and objects to dramatise personal experiences
* respond to different forms of dramatic experiences.

### 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 help us express our ideas?

Further focus questions

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

* Why do audiences prefer different artworks?
* What and how do artists communicate through artworks?

### Outcomes

Visual arts

* Making
  + **VAES1.1** – makes simple pictures and other kinds of artworks about things and experiences.
  + **VAES1.2** – experiments with a range of media in selected forms.
* Appreciating
  + **VAES1.3** – recognises some of the qualities of different artworks and begins to realise that artists make artworks.
  + **VAES1.4** – communicates their ideas about pictures and other kinds of artworks.

Music

* Performing
  + **MUES1.1** – participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.
* Organising sound
  + **MUES1.2** – creates own rhymes, games, songs and simple compositions.
* Listening
  + **MUES1.4** – listens to and responds to music

Drama

* Making
  + **DRAES1.1** – uses imagination and the elements of drama in imaginative play and dramatic situations.
* Performing
  + **DRAES1.3** – dramatises personal experiences using movement, space and objects.
* Appreciating
  + **DRAES1.4** – responds to dramatic experiences

### Sample activities using artforms

* Create visual artworks or organise sounds that can support a dramatic performance about real or imagined situations, experiences or events.
* Make visual artworks to tell a real or imagined story. Then experiment with sounds and different roles to respond to this artwork.
* Engage with Aboriginal and Torres Strait Islander music and visual artworks. Connect with storytelling in drama through mime and movement, storytelling, role play or playbuilding.

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