# Early Stage 1 creative arts – sample scope and sequence – Approach 3

Term-based – focus on form, repertoire or context

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## Overview

Table 1 Areas to focus on each term

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | Visual arts – forms | Music – repertoire | Drama – forms | Dance – contexts |
| 1 | Learning about visual arts practices and techniques through making and appreciating through a focus ondrawing and painting. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement and vocal music (speech and song). | Learning the elements of drama through making, performing and appreciating using dramatic forms of improvisation, mime and/or movement. | Incidental learning this term. |
| 2 | Learning about visual arts practices and techniques through making and appreciating through a focus on ceramics, sculpture and 3D forms. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement and vocal music (speech and song). | Learning the elements of drama through making, performing and appreciating using dramatic forms of storytelling and playbuilding. | Incidental learning this term. |
| 3 | Learning about visual arts practices and techniques through making and appreciating through a focus on digital forms and photography. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement, vocal music and instrumental music. | Incidental learning this term. | Learning the elements of dance through performing, composing and appreciating using contexts such as community and cultural dances. |
| 4 | Learning about visual arts practices and techniques through making and appreciating through a focus on fibre and printmaking. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement, vocal music and instrumental music when composing or organising sound. | Incidental learning this term. | Learning the elements of dance through performing, composing and appreciating using contexts such as reflecting on an idea, stimulus, story, cultural or historical situation. |

## Content

**Form, repertoire or context focus**

### Visual arts outcomes

* **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.
* **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.

Through a focus on forms, students are learning visual arts practices and techniques through making and appreciating in:

* Term 1 – drawing and painting
* Term 2 – ceramics, sculpture and 3D forms
* Term 3 – digital forms and photography
* Term 4 – fibre and printmaking.

Students learn to:

* think about themselves as artists in their artmaking (within a limited understanding of the artist’s function)
* explore different kinds of things and experiences in their making of artworks
* make drawings, paintings, sculptures about things of interest to them and their experiences
* use a variety of media, techniques and tools to create different effects
* look at details within their own and others’ artworks and talk about associations with their own experience and the effects of the works

Students learn about:

* who artists are, what they do, what they make
* how their interest in things and experience affects what they and others represent in pictures and other kinds of artworks
* the properties of drawings, paintings, sculptures and so on, what they are about and what they are made from
* the properties of some media, tools and techniques and how they can be used to create interesting effects.

### Music outcomes

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

Through a focus on repertoire, students are learning musical concepts through performing, organising sound and listening in:

* Term 1 – movement and vocal music (speech and song)
* Term 2 – movement and vocal music (speech and song)
* Term 3 – movement, vocal music and instrumental music
* Term 4 – movement, vocal music and instrumental music when composing or organising sound.

Students learn to:

* perform music through singing, playing and moving to simple songs and speech rhymes
* organise sound by creating simple songs, rhymes, games and compositions or variations on simple songs, rhymes, games and compositions
* listen to, and respond to, a variety of music.

Students learn about musical concepts:

* through recognising simple musical features of the music they perform
* by organising sound through listening, imitation and experimentation
* 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:

* recognising that music is all around them.

### Drama outcomes

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

Through a focus on dramatic forms, students are learning the elements of drama through making, performing and appreciating using of:

* Term 1 – improvisation, mime and/or movement
* Term 2 – storytelling and playbuilding.

Students learn to:

* make drama by interacting with the teacher and others and by using their imagination to create roles and dramatic situations
* communicate imagined situations through drama forms such as improvisation, movement, mime, and storytelling
* begin to respond to their own drama in terms of roles and space.

Students learn about:

* engaging in the basic elements of drama such as tension, contrast (loud/soft, fast/slow) and symbol
* sharing their drama with others
* depicting everyday situations in dramatic contexts.

### Dance outcomes

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

Through a focus on contexts, students are learning the elements of dance through performing, composing and appreciating using such as:

* Term 3 – community and cultural dances
* Term 4 – reflecting on an idea, stimulus, story, cultural or historical situation.

Students learn to:

* move safely and expressively in a dance with control and sensitivity to sound accompaniment
* explore the elements of dance expressively in the composition of dances
* use memory and imagination to explore a range of familiar and fantasy movement ideas for dance
* show their dance ideas to others, watch other people dance, and think and talk about themselves and others dancing.

Students learn about:

* the importance of moving safely, as an individual and with others, in a designated dance space
* the basic elements of dance: actions of the body, dynamic qualities of movement, timing, spatial aspects and relationships
* the use of everyday and fantasy movement ideas as active and physical starting points for creating dances
* the basic components of dances — dancers, movement, sound and physical settings — and how they and their classmates can think about dance ideas.

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