# Creative arts Early Stage 1 **sample** scope and sequence

**Term-based – focus on subject matter, concepts or elements**

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## ****Term overview****

Table 1 creative arts Early Stage 1 overview

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| --- | --- | --- | --- | --- |
| Term | Visual arts – focus on subject matter | Music – focus on concepts | Drama – focus on elements | Dance – focus on elements |
| 1 | People and other living things | Duration and pitch | Space, contrast and time | Incidental learning |
| 2 | Objects | Duration, pitch and dynamics | Space, contrast, time, symbol and tension | Incidental learning |
| 3 | Places and spaces | Duration, pitch, dynamics and tone colour | Incidental learning | Action, dynamics, time and space (body control, movement and expression both locomotor and non-locomotor) |
| 4 | Events | Duration, pitch, dynamics, tone colour and structure | Incidental learning | Action, dynamics, time and space (body control, movement and expression both locomotor and non-locomotor) |

## 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 subject matter students are learning about visual arts practices and techniques in making and appreciating through:

* Term 1 – people and other living things
* Term 2 – objects
* Term 3 – place and spaces
* Term 4 – events.

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 and so on 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

Students are learning musical concepts, through performing, organising sound and listening using:

* Term 1 – duration and pitch
* Term 2 – duration, pitch and dynamics
* Term 3 – duration, pitch, dynamics and tone colour
* Term 4 – duration, pitch, dynamics, tone colour and structure.

Students learn to:

* perform music though 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

Students are learning the elements of drama, through making, performing and appreciating focussing on:

* Term 1 – space, contrast and time
* Term 2 – space, contrast, time, symbol and tension.

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

Students are learning the elements of dance through performing, composing and appreciating focussing on:

* Term 3 – action, dynamics, time and space (body control, movement and expression both locomotor and non-locomotor)
* Term 4 – action, dynamics, space, time, relationships and structure (body control, movement and expression both locomotor and non-locomotor).

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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