The role of narrative in the creative arts

**Parental advice and support Stage 1**

This sequence develops student understanding of the role of narrative in the creative arts. A narrative is sometimes called a story. Students will explore the way narrative helps create meaning in visual arts, music, dance and drama.

## Background notes

Narrative is part of everyday communication as well as how we think about the world. Narrative in the creative arts and English are interconnected. As students listen to musical compositions and view visual artworks, they will create their own meaning. Students need to continue to develop their knowledge and skills of each artform using appropriate language and techniques from the relevant artform such as tempo (speed), dynamics (volume), pitch (high or low), mime (gesture or movement to act out a role or play), movement, expression (of thoughts and feelings), line (outlines, actual and implied lines) and colour.

During this learning sequence your child will explore examples of how narrative is used to create meaning in the creative arts. Your child will create their own artwork. This artwork will be created in response to a musical stimulus and will demonstrate an understanding of the way meaning can vary between audience. It will be accompanied by a student written artist intent statement (narrative) to assist in creating meaning for their audience. Students may need assistance to write their sentence.

When creating artworks, encourage your child to use equipment correctly such as having sharp pencils, overlapping colours, using pencils softly to allow colours to blend.

## Resources

You are an important support for your child in their learning. Key opportunities for you to help your child are:

* Activity 1 – encourage your child to sing a song they have learnt in class. Choose a nursey rhyme your child knows, such as ‘Sing a song of sixpence’. Discuss with your child the story (narrative) of the nursey rhyme. Watch (or join) your child role play (act out) the story of the nursery rhyme. Try changing musical concepts in the nursery rhyme. For example, change the tempo by slowing parts of the rhyme to reinforce the meaning, or the dynamics of the song by singing parts louder or softer, or the pitch by singing parts higher or lower. These concepts relate to both sung or spoken versions of the rhyme. Discuss with your child if this changes the meaning, or mood, of the nursery rhyme. In their student workbook help them to write a sentence describing how the music in their chosen nursery rhyme helps tell a story.
* Activity 2 – encourage your child to choose another nursery rhyme from the list in the student workbook. With your child, read the nursery rhyme and mime the actions on the spot (non-locomotor). What is the rhyme about? Does it make sense? Does it tell a story? Help your child write a response in the student workbook including the name of the rhyme and what it is about. Watch your child change their body shape from small and compact like a seed to spread out like a grown tree as you read the poem. Read it again as your child role plays melting and forming a puddle on the ground. Watch your child recite the nursery rhyme using a silly voice and then again as they move to role play a character in the rhyme. Help your child to analyse how these actions might have changed or enhanced the meaning of the rhyme.
* Activity 3 – find some music for your child to listen to that tells a story without using words (lyrics). It could be a television advertisement, something heard at home, at a concert, or music from another culture. Discuss with your child the story (narrative) the music could be telling. How does the music create the narrative? For example, does it change tempo or dynamics? Provide materials for your child to create an artwork that reflects the narrative of the music they listened to. Materials could include paper, pencils, paints or textiles (to create a sculpture). Help your child to write a one-sentence artist intent statement in their student workbook.

If your child is learning through an online platform, they will need access to a computer and the internet. Alternatively, students may complete their learning using the student workbook provided.

During this sequence your child may also need the following resources.

* student workbook
* coloured pencils, lead pencil, paint or textiles
* a piece of paper
* access to music (with and without lyrics), various artworks.

## Further support

For support or more information please contact your school or class teacher or visit [education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers)

The learning in this sequence contributes to student achievement of NSW English syllabus outcomes – VAS1.1, VAS1.4, MUS1.1, MUS1.4, DRAS1.1, DRAS1.2, DAS1.2.