# Creative arts – Stage 1 sample scope and sequence

**Semester-based – connections across artforms through an overarching question**

Contents

[Creative arts – Stage 1 sample scope and sequence 0](#_Toc66784880)

[Semester 1 learning overview – visual arts, music, and dance 1](#_Toc66784881)

[Overarching question (or big idea) 1](#_Toc66784882)

[Inquiry questions 1](#_Toc66784883)

[Further focus questions 1](#_Toc66784884)

[Outcomes 2](#_Toc66784885)

[Sample learning activities linking artforms 3](#_Toc66784886)

[Semester 2 learning overview – visual arts, music, and drama 4](#_Toc66784887)

[Overarching question (or big idea) 4](#_Toc66784888)

[Inquiry questions 4](#_Toc66784889)

[Further focus questions 4](#_Toc66784890)

[Outcomes 5](#_Toc66784891)

[Sample learning activities linking artforms 6](#_Toc66784892)

## Semester 1 learning overview – visual arts, music, and dance

Through visual arts, students:

* make artworks representing both real and imagined situations exploring a range of techniques and media
* discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.

Through music, students:

* sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources
* organise sounds into simple structures and begin representing creative ideas symbolically
* listen to, and identify, simple features of music and make judgements about musical effectiveness and preference.

Through dance ,students:

* perform dances with some understanding of body movement and expression, exploring a range of movements to make choices in order to convey ideas, feelings and moods
* describe the ideas, feelings and moods conveyed by dances.

### 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 do the arts help us represent ourselves?

### Further focus questions

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

* What do I need to know, do and understand to make an artwork?
* How can I represent and express myself and my experiences through an artwork?

### Outcomes

Visual arts:

* Making
	+ **VAS1.1** – makes artworks in a particular way about experiences of real and imaginary things.
	+ **VAS1.2** – uses the forms to make artworks according to varying requirements.
* Appreciating
	+ **VAS1.3** – realises what artists do, who they are and what they make.
	+ **VAS1.4** – begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.

Music:

* Performing
	+ **MUS1.1** – sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.
* Organising sound
	+ **MUS1.2** – explores, creates, selects and organises sound in simple structures.
	+ **MUS1.3** – uses symbol systems to represent sounds.

Listening:

* **MUS1.4** – responds to a range of music, expressing likes and dislikes and the reasons for these choices.

**Dance:**

* Performing
	+ **DAS1.1** – performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.
* Composing
	+ **DAS1.2** – explores and selects movement using the elements of dance to make dance express ideas, feelings or moods.
* Appreciating
	+ **DAS1.3** – gives personal opinions about the dances and their purpose that they view and/or experience.

### Sample learning activities linking artforms

* Investigate the subject matter of an artwork and use this as the stimulus for selecting movements to communicate these ideas, feelings or moods. Select music to accompany this by identifying features that will make it appropriate.
* Engage with stimulus material of a dance and music from another culture or time and discuss who and why people dance, as well as the features of the music.
* Explore the music, dance and visual arts of a variety of cultures and times. Make judgements about preferences and use this as stimulus for our own artworks.
* Create visual artworks about real and imaginary things and further represent these through rhymes, singing games, songs and/or dance performances

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

Through visual arts, students:

* make artworks representing both real and imagined situations exploring a range of techniques and media
* discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.

Through visual arts, students:

* sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources
* organise sounds into simple structures and begin representing creative ideas symbolically. Students listen to, and identify, simple features of music and make judgements about musical effectiveness and preference.

Through drama, students:

* explore and convey stories, events and feelings through roles, and they work collaboratively to communicate and express feelings about the action of the drama
* experience and respond to a range of drama forms and elements by making, performing and appreciating drama.

### 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 can the arts shape and share meaning?

### Further focus questions

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

* Why do audiences understand artworks differently?
* What and how do artists create and share through artworks?

### Outcomes

Visual arts:

* Making
	+ **VAS1.1** – makes artworks in a particular way about experiences of real and imaginary things.
	+ **VAS1.2** – uses the forms to make artworks according to varying requirements.
* Appreciating
	+ **VAS1.3** – realises what artists do, who they are and what they make.
	+ **VAS1.4** – begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.

Music:

* Performing
	+ **MUS1.1** – sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.
* Organising sound
	+ **MUS1.2** – explores, creates, selects and organises sound in simple structures.
	+ **MUS1.3** – uses symbol systems to represent sounds.
* Listening
	+ **MUS1.4** – responds to a range of music, expressing likes and dislikes and the reasons for these choices.

Drama:

* Making
	+ **DRAS1.1** – takes on roles in drama to explore familiar and imagined situations.
	+ **DRAS1.2** – conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.
* Performing
	+ **DRAS1.3** – interacts collaboratively to communicate the action of the drama with others.
* Appreciating
	+ **DRAS1.4** – appreciates dramatic work during the making of their own drama and the drama of others.

### **Sample learning activities linking artforms**

* Make visual artworks and organise sounds into simple structures that can support, or are in response to, the meanings of a dramatic performance.
* Represent a story or express feelings through visual artworks, some dramatic forms (such as readers’ theatre or role play), and/or organise sounds to symbolise and connect these ideas.
* Interpret, understand and respond to the musical and visual artworks of Aboriginal and Torres Strait Islander people. Connect with storytelling, mime and movement or improvisation in drama.