# Stage 2 creative arts sample scope and sequence

**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 (Year 3); puppetry and mask (Year 4). | 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 readers’ theatre (Year 3); playbuilding and digital (video) drama (Year 4). | 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 (Year 3); personal, contemporary and historical situations (Year 4). |
| 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 (Year 3); community, Australian, global cultures and identities (Year 4). |

## Content

**Form, repertoire or context focus**

### Visual arts outcomes

**VAS2.1** – represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.

**VAS2.2** – uses the forms to suggest the qualities of subject.

**VAS2.3** – acknowledges that artists make artworks for different reasons and various interpretations are possible.

**VAS2.4** – identifies connections between subject matter in artworks and what they refer to and appreciates the use of particular techniques.

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/or printmaking.

Students learn to:

* develop their artistic intentions in artmaking and consider how these affect the look of the work, its details and an audience’s response
* select and explore different aspects of subject matter in particular ways in their making of artworks
* use particular artistic traditions guided by the teacher’s instruction in artmaking and experiment with techniques, tools and graphic schema (for example, in drawing, painting, sculpture, printmaking and digital works)
* interpret the meaning of artworks by taking into account relationships between the artwork, the world and the artist.

Students learn about:

* how artists, including themselves, have intentions that affect the look of the work and its details
* how artists think about what an audience may think about their work when they make art
* how artists, including themselves, can interpret the world in particular ways in their artmaking
* traditions associated with different forms such as drawing, painting, sculpture, printmaking and digital works
* how pictures and other artworks invite interpretations from audiences.

### Music outcomes

* **MUS2.1** – sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.
* **MUS2.2** – improvises musical phrases, organises sounds and explains reasons for choices.
* **MUS2.3** – uses commonly understood symbols to represent own work.
* **MUS2.4** – identifies the use of musical concepts and musical symbols in a range of repertoire.

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 a variety of music through singing, playing and moving, demonstrating an understanding of the music
* improvise, experiment, select and combine musical ideas to form simple musical structures and notate these ideas using commonly understood symbols
* listen to, and appreciate, a range of repertoire showing some understanding of musical concepts.

Students learn about musical concepts:

* through recognising musical features of the music they perform
* by organising sound, listening, performing and representing these ideas in traditional and non-traditional notation
* by responding to music through performing and organising sound activities and identifying features of this music.

Students will learn about the role of music in the world by:

* understanding and appreciating the roles people play in music (performer, composer, listener) and that these people make conscious decisions about what they do.

### Drama outcomes

* **DRAS2.1** – takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.
* **DRAS2.2** – builds the action of the drama by using the elements of drama, movement and voice skills.
* **DRAS2.3** – sequences the action of the drama to create meaning for an audience.
* **DRAS2.4** – responds to and interprets drama experiences and performances.

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

* Year 3
	+ Term 1 – improvisation, mime and movement
	+ Term 2 – storytelling and readers’ theatre.
* Year 4
	+ Term 1 – puppetry and mask
	+ Term 2 – playbuilding and digital (video) drama.

Students learn to:

* express dramatic meaning by taking on and sustaining familiar and different roles and by selecting character-specific props, gestures and movements
* use the elements of drama to deepen the meaning of the drama and in discussing drama work
* consolidate interpretative and symbolic work in the drama forms of improvisation, movement, mime, storytelling, puppetry, mask and play building
* devise drama using narrative or episodic sequences in collaboration with others
* interpret the meaning of their own drama and that of others.

Students learn about:

* interpreting everyday situations through a range of drama elements (such as tension, contrast, symbol, time, space, focus, mood)
* making decisions and asking questions which help to develop in-role depth and dramatic responses
* acting in and devising drama from the perspective of drama maker and audience
* appreciating drama by viewing others’ performances.

### Dance outcomes

* **DAS2.1** – performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance.
* **DAS2.2** – explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods.
* **DAS2.3** – gives personal opinions about the use of elements and meaning in their own and others’ dances.

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

* Year Three
	+ Term 3 – community and cultural dances
	+ Term 4 – reflecting on an idea, stimulus, story, cultural or historical situations.
* Year Four
	+ Term 3 – personal, contemporary and historical situations
	+ Term 4 – community, Australian, global cultures and identities.

Students learn to:

* sustain expressive qualities and movement skills to convey intent in a dance performance
* draw on the elements of dance to create movement content that relates clearly to the intended meaning of a dance
* use a range of ideas in the composition of dances based on diverse stimuli
* talk and write about their own and others’ dances using dance vocabulary.

Students learn about:

* the human body and movement as the raw material for dance as a performing art
* the use of the elements of dance to make meaning in the creation of a dance, in a performance and for an audience
* how dance ideas can come from a diverse range of sources, including personal experience and the wider world
* dance as it occurs in different places for a range of reasons and how dances can be about different things and elicit varying interpretations from audience members.

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