# Creative arts Stage 2 sample scope and sequence

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

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## Term overview

Table 1 creative arts Stage 2 overview

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| Term  | Visual arts – subject matter  | Music – concepts  | Drama – elements | Dance – elements |
| 1 | People and other living things | Duration and pitch | Space, contrast, time and tension | Incidental learning |
| 2 | Objects | Duration, pitch and dynamics | Space, contrast, time, tension, symbol, focus and mood. | 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, space, time, relationships and structure (body control, movement and expression both locomotor and non-locomotor) |

## 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 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:

* 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.

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 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 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.

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

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

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.

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:

* 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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