# Stage 3 creative arts sample scope and sequence – Approach 3

**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 5); puppetry and mask (Year 6). | 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 5); playbuilding and digital (video) drama (Year 6). | 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 5); personal, contemporary and historical situations (Year 6). |
| 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 situations (Year 5); community, Australian, global cultures and identities (Year 6). |

## Content

**Form, repertoire or context focus**

### Visual arts outcomes

* **VAS3.1** – investigates subject matter in an attempt to represent likenesses of things in the world.
* **VAS3.2** – makes artworks for different audiences, assembling materials in a variety of ways.
* **VAS3.3** – acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
* **VAS3.4** – communicates about the ways in which subject matter is represented in artworks.

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:

* think about their artmaking as a kind of social practice that employs both their own resources and their understanding of art
* apply what they have learnt about concepts in the artworld to their artmaking
* interpret subject matter which is of local interest in particular ways in their making of artworks
* organise and assemble materials in various ways in the making of artworks suited to particular purposes and think about the meaning of their decisions
* become critically focused in their judgements about artworks and artists and seek to explain their reasons.

Students learn about:

* how artists engage in a form of social practice in making art and contribute to the field of the visual arts
* a range of concepts and subject matter that is of interest to the artworld and community
* how concepts and materials are thought about, organised and assembled, and serve different ends in artworks that they and others make
* how artworks can be subject to different interpretations by artists and audiences
* how audiences can form different opinions about artworks and artists.

### Music outcomes

* **MUS3.1** – sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.
* **MUS3.2** – improvises, experiments, selects, combines and orders sound using musical concepts.
* **MUS3.3** – notates and discusses own work and the work of others.
* **MUS3.4** – identifies the use of musical concepts and symbols in a range of musical styles.

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
* perform music through singing, playing and moving to a variety of music, both individually and in groups
* organise musical ideas to vary known repertoire, to create new work and to notate as a means of recording and communicating musical ideas
* listen to and appreciate a variety of repertoire demonstrating an understanding of musical concepts.

Students learn about musical concepts:

* through recognising musical features of the music they perform
* by organising sound, listening and performing, and by exploring the relationship between musical symbols and sound
* 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, appreciating and evaluating their own work and the work of others
* understanding the variety of situations in which music occurs and the function it plays in these situations.

### Drama outcomes

* **DRAS3.1** – develops a range of in-depth and sustained roles.
* **DRAS3.2** – interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.
* **DRAS3.3** – devises, acts and rehearses drama for performance to an audience.
* **DRAS3.4** – responds critically to a range of drama works and performance styles.

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

* Year 5
  + Term 1 – improvisation, mime and movement
  + Term 2 – storytelling and readers’ theatre.
* Year 6
  + Term 1 – puppetry and mask
  + Term 2 – playbuilding and digital (video) drama.

Students learn to:

* develop and sustain greater belief in a variety of roles that challenge character stereotypes as a means of interpreting the world in which they live
* manipulate artefacts, costumes, music, sound effects, lighting, scripted and unscripted material to develop and transform the meaning created through role, place, situation
* manage the elements of drama (for example, tension, contrast, symbol, time, space, focus and mood) during the preparation of the drama, in the drama and when reflecting on the effect of their drama work
* devise and collaborate on drama works through various combinations of forms
* critically appraise drama work as participants and as audience.

Students learn about:

* interpreting the personal, social and cultural aspects of everyday situations through a range of drama elements (for example, tension, contrast, symbol, time, space, focus and mood)
* exploring traditions associated with different forms of drama (for example, improvisation, movement, mime, storytelling, puppetry, mask, video drama and play building)
* devising and acting in drama for an audience
* appreciating drama by viewing others’ performances and acknowledging how this can change their own drama practice.

### Dance outcomes

* **DAS3.1** – performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.
* **DAS3.2** – explores, selects, organises and refines movement, using the elements of dance to communicate intent.
* **DAS3.3** – discusses and interprets the relationship between content, meaning and context of 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 5
  + Term 3 – community and cultural dances
  + Term 4 – reflecting on an idea, stimulus, story, cultural or historical situations.
* Year 6
  + Term 3 – personal, contemporary and historical situations
  + Term 4 – community, Australian, global cultures and identities.

Students learn to:

* use appropriate expressive and movement skills in performing dances which have been sourced from a range of cultural and historic contexts
* create and perform new work, with clear intent, applying what they have learned about the elements of dance through composing, performing and appreciating
* think of themselves as an active participant in dance-making, giving form to a range of dance ideas through composing, performing and appreciating
* talk and write critically about their dance experience, both as creative and active participants and as members of a dance audience.

Students learn about:

* how they and others engage in dance as a performing art for a range of reasons in relation to individuals, the community, societies, culture, and the world
* the use of the elements of dance within and outside traditions and conventions to create original and new dance work which expresses ideas and conveys meaning
* how dance as a performing art occurs in different artistic cultural contexts: indigenous, folk, classical, modern and popular
* the range of meanings in dance, which like other artworks, can be interpreted by people in different ways.

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