Early Stage 1 semester-based – connections across artforms through an overarching question

**Through visual arts, students:**

* make pictures and other artworks using the media and materials given, representing both real and imagined situations
* appreciate that artists make artworks and they begin to describe some aspects of artworks.

**Through music, students:**

* sing, play and move to a range of music
* experiment with sounds and begin to organise them into basic structures
* listen and respond to a variety of music

**Through dance, students:**

* perform dances with some control over body movement and expression
* respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas
* watch dance performances and begin to recognise some basic components of dance.

**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 can we represent ourselves through the arts?

**Further focus questions (through making, appreciating, listening, organising sound, composing and/or performing)**

* What do I need to know and do to make an artwork?
* How can I express myself in an artwork?

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| Visual arts outcomes | Music outcomes | Dance outcomes | Sample activities linking artforms |
| **Making**VAES1.1 – makes simple pictures and other kinds of artworks about things and experiences.VAES1.2 – experiments with a range of media in selected forms.**Appreciating**VAES1.3 – recognises some of the qualities of different artworks and begins to realise that artists make artworks.VAES1.4 – communicates their ideas about pictures and other kinds of artworks. | **Performing**MUES1.1 – participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.**Organising sound**MUES1.2 – creates own rhymes, games, songs and simple compositions.**Listening**MUES1.4 – listens to and responds to music. | **Performing**DAES1.1 – participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.**Composing**DAES1.2 – explores movement in response to a stimulus to express ideas, feelings or moods.**Appreciating**DAES1.3 – responds to and communicates about the dances they view and/or experience. | Investigate a visual artwork or musical composition as the stimulus for exploring body movement to express ideas, personal or imagined experiences.Use the stimulus of a real or imaginary story to create a dance, artwork and/or musical composition.Create visual artworks about real and imaginary things to be represented through rhymes, singing games, songs or simple dance compositions. |

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

**Through visual arts, students:**

* make pictures and other artworks using the media and materials given, representing both real and imagined situations
* appreciate that artists make artworks and they begin to describe some aspects of artworks.

**Through music, students:**

sing, play and move to a range of music

* experiment with sounds and begin to organise them into basic structures
* listen and respond to a variety of music.

**Through drama, students:**

* engage in roles through imaginative play and dramatic situations
* use movement, spaces and objects to dramatise personal experiences
* respond to different forms of dramatic experiences.

**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 do the arts help us express our ideas?

**Further focus questions (through making, appreciating, listening, organising sound, and/or performing)**

* Why do audiences prefer different artworks?
* What and how do artists communicate through artworks?

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| Visual arts outcomes | Music outcomes | Drama outcomes | Sample activities linking artforms |
| **Making**VAES1.1 – makes simple pictures and other kinds of artworks about things and experiences.VAES1.2 – experiments with a range of media in selected forms.**Appreciating**VAES1.3 – recognises some of the qualities of different artworks and begins to realise that artists make artworks.VAES1.4 – communicates their ideas about pictures and other kinds of artworks. | **Performing**MUES1.1 – participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.**Organising sound**MUES1.2 – creates own rhymes, games, songs and simple compositions.**Listening**MUES1.4 – listens to and responds to music. | **Making**DRAES1.1 – uses imagination and the elements of drama in imaginative play and dramatic situations.**Performing**DRAES1.3 – dramatises personal experiences using movement, space and objects.**Appreciating**DRAES1.4 – responds to dramatic experiences. | Create visual artworks or organise sounds that can support a dramatic performance about real or imagined situations, experiences or events.Make visual artworks to tell a real or imagined story. Then experiment with sounds and different roles to respond to this artwork.Engage with Aboriginal and Torres Strait Islander music and visual artworks. Connect with storytelling in drama through mime and movement, storytelling, role play or playbuilding.  |

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