Stage 1 term-based – focus on form, repertoire or contexts

# Form, repertoire and context term overview

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| **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 1); puppetry and mask (Year 2). | Incidental learning this term. |
| 2 | Learning about visual arts practices and techniques through making and appreciating through a focus on ceramics, sculpture and CD 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 playbuilding and digital (video) drama (Year 1); storytelling and readers’ theatre (Year 2). | 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 1); personal, contemporary and historical situations (Year 2). |
| 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 1); community, Australian, global cultures and identities (Year 2). |

## Form, repertoire or context focus – content

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| **Artform and outcomes** | **Focus** | **Content (learn to)** | **Content (learn about)** |
| **Visual arts outcomes:**   * 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. * 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. | **Through a focus on forms,** students are learning about visual arts practices and techniques through making and appreciating through:   * 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 themselves as artists and how they make artworks * explore different kinds of subject matter in their artworks * extend skills in using a variety of media, techniques and tools to create effects to represent things * describe some aspects of their own and others’ artworks. | **Students learn about:**   * how artists and why artists make artworks * how pictures and artworks represent different aspects of the world * the different things that are made as art * the properties of some media, tools and techniques and how they are used * who audiences are, what they do and where they look at art. |
| **Music outcomes:**   * MUS1.1 – brings, plays and moves to a range of music, demonstrating an awareness of musical concepts. * MUS1.2 – explores, creates, selects and organises sound in simple structures. * MUS1.3 – uses symbol systems to represent sounds. * MUS1.4 – responds to a range of music, expressing likes and dislikes and the reasons for those choices. | **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:**   * sing, play and move to a variety of music * organise sound through imitation and experimentation * represent sound through symbols * listen and respond to a variety of music. | **Students learn about:**   * musical concepts in the music they sing, move to or play * use symbol systems to notate the music they organise, perform or listen to * responding to music through performing, organising sound and identifying musical concepts.   **Students learn about the role of music in the world by:**   * recognising that music is all around them. |
| **Drama outcomes:**   * 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. * DRAS1.3 – interacts collaboratively to communicate the action of the drama with others. * DRAS1.4 – appreciates dramatic work during the making of their own drama and the drama of others. | **Through a focus on using dramatic forms**, students are learning the elements of drama through making, performing and appreciating in:  **Year One**   * Term 1 – improvisation, mime and movement * Term 2 – playbuilding and digital (video) drama.   **Year Two**   * Term 1 – puppetry and mask * Term 2 – storytelling and readers’ theatre. | **Students learn to:**   * explore roles in different dramatic situations * use the elements of drama to make and respond to drama * use improvisation, mime, movement, storytelling, readers’ theatre, playbuilding, puppetry, mask and digital drama to make meaning * communicate and express experiences to make meaning * respond as both artist and audience. | **Students learn about:**   * developing their use of the elements of drama * make decisions about roles and situations, and using voice and movement * character relationships in live and screen drama. |
| **Dance**   * DAS1.1 – performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement. * DAS1.2 – explores and selects movement using the elements of dance to make dance express ideas, feelings or moods. * DAS1.3 – gives personal opinions about the dances and their purpose that they view and/or experience. | **Through a focus on contexts,** students are learning the elements of dance through performing, composing and appreciating through:  **Year One**   * Term 3 – community and cultural dances * Term 4 – reflecting on an idea, stimulus, story, cultural or historical situation.   **Year Two**   * Term 3 – personal, contemporary and historical situations * Term 4 – community, Australian, global cultures and identities. | **Students learn to:**   * perform expressively using movement qualities, considering mood and possible accompaniment * use dance elements such as action, space, dynamics, time and relationships to compose dances * respond to a range of stimuli, drawing from personal or global experience * share their dances as an artist and talk about dancing as an audience. | **Students learn about:**   * the importance of safe and skilful dance practices when composing and performing dances * the elements of dance to express ideas when composing dances * developing and structuring dances using stimuli * discuss components of dances such as the artists, the movement, the setting and any sound. |

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