Stage 1 term-based – focus on subject matter, concepts or elements

# T**erm overview**

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| **Term** | **Visual arts – subject matter focus** | **Music – focus on concepts** | **Drama – focus on elements** | **Dance - focus on 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) |

## Subject matter, concepts or elements focus – content

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| Artform and outcomes | Subject matter, concept or element 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 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:**   * think about how they can work in similar ways to artists in their making of artworks * explore different kinds of subject matter and concepts in their making of artworks * make different kinds of artworks including paintings, drawings, sculptures, photographs, digital artworks and videos * extend their skills in using a variety of media, techniques and tools to create effects that link to things in the world * take into account various factors when talking about art (for example, details within an artwork, what the work is about and what the artist has done). | **Students learn about:**   * how artists make artworks for different reasons * how different aspects of the world are represented in pictures and other kinds of artworks * the diversity of kinds of things that are made as art (For example, paintings, drawings, sculptures, photographs, digital works, videos) * the properties of a wider range of media, tools and techniques and how artists, including themselves, can use these to create various effects * 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. | **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 * organise sound through imitation and experimentation, and represent this work using symbols * listen to, and respond to, a variety of music. | **Students learn about:**   * through recognising musical features of the music they perform * by organising sound through listening, performing and notating using a symbol system * by responding to music through performing and organising sound activities and identifying simple features of this music.   **Students learn about the role of music in the world by:**   * understanding the different ways music is used and appreciated in the world. |
| 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. | **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:**   * explore role interactions in a variety of dramatic situations * make drama in various groupings by responding to the elements of drama (for example, tension, contrast, symbol, time, space, focus and mood) * make meaning through the forms of drama (for example, improvisation, movement, mime, storytelling, readers’ theatre and puppetry) * communicate and express their everyday and imagined experiences in drama to create meaning about them * respond to drama as devisers and audience members. | **Students learn about:**   * engaging in the elements of drama to develop the action of the drama * making decisions about role, situation, space, voice, and movement * viewing character relationships in live performances and screen drama. |
| Dance outcomes:   * 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. | **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:**   * perform expressively with awareness of others, using movement qualities appropriate to the idea for the dance and having sensitivity to the timing, mood and sound accompaniment * explore ideas in the composition of dances with attention to body actions, space, dynamic qualities, timing and relationships * respond to a range of stimuli, using their imagination and drawing on their experience of the immediate and wider world for dance ideas * perform dances for other people, view dance as an audience member, talk about other people dancing and the dances they have viewed. | **Students learn about:**   * the importance of using the body safely and skilfully when creating and performing dance * the use of the elements of dance to express ideas in the composition of dances * the structure and development of dances from a range of starting points and stimuli * thinking and talking about the basic components of dance (dancers, movement, physical setting) and that dance can be accompanied by music, other sounds or silence. |

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