Stage 1 semester-based – visual arts and drama; music and dance

# Semester 1

| Visual arts | Drama |
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| **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. | **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. |
| **In visual arts, students:**   * make artworks representing both real and imagined situations exploring a range of techniques and media * discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences. | **In drama, students:**   * explore and convey stories, events and feelings through roles and they work collaboratively to communicate and express feelings about the action of the drama * experience and respond to a range of drama forms and elements by making, performing and appreciating drama. |
| **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 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:**   * 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. | **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. |

## Semester 2

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| Music | Dance |
| **Outcomes**   * MUS1.1 – sings, 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 these choices. | **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. |
| **In music, students:**   * sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources * organise sounds into simple structures and begin representing creative ideas symbolically * listen to, and identify, simple features of music and make judgements about musical effectiveness and preference. | **In dance, students:**   * perform dances with some understanding of body movement and expression, exploring a range of movements to make choices in order to convey ideas, feelings and moods * describe the ideas, feelings and moods conveyed by dances. |
| **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 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:**   * through recognising musical features of the music that 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. | **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 * 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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