Stage 2 term-based – focus on subject matter, concepts or elements

# T**erm overview**

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| **Term** | **Visual arts – subject matter** | **Music – concepts** | **Drama – elements** | **Dance – 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, concept or element focus – content

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| Artform and outcomes | Subject matter, concepts or elements focus | Content (learn to) | Content (learn about) |
| Visual arts outcomes:   * VAS2.1 – represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter. * VAS2.2- Uses the forms to suggest the qualities of subject. * VAS2.3 – acknowledges that artists make artworks for different reasons and various interpretations are possible. * VAS2.4 – identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques. | **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:**   * develop their artistic intentions in artmaking and consider how these affect the look of the work, its details and an audience’s response * select and explore different aspects of subject matter in particular ways in their making of artworks * use particular artistic traditions guided by the teacher’s instruction in artmaking and experiment with techniques, tools and graphic schema (For example, in drawing, painting, sculpture, printmaking and digital works) * interpret the meaning of artworks by taking into account relationships between the artwork, the world and the artist. | **Students learn about:**   * how artists, including themselves, have intentions that affect the look of the work and its details * how artists think about what an audience may think about their work when they make art * how artists, including themselves, can interpret the world in particular ways in their artmaking * traditions associated with different forms such as drawing, painting, sculpture, printmaking and digital works * how pictures and other artworks invite interpretations from audiences. |
| Music outcomes:   * MUS2.1 – sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts. * MUS2.2 – improvises musical phrases, organises sounds and explains reasons for choices. * MUS2.3 – uses commonly understood symbols to represent own work. * MUS2.4 – identifies the use of musical concepts and musical symbols in a range of repertoire. | **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, demonstrating an understanding of the music * improvise, experiment, select and combine musical ideas to form simple musical structures and notate these ideas using commonly understood symbols * listen to, and appreciate, a range of repertoire showing some understanding of musical concepts. | **Students learn about musical concepts:**   * through recognising musical features of the music, they perform * by organising sound, listening, performing and representing these ideas in traditional and non-traditional notation * 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 and appreciating the roles people play in music (performer, composer, listener) and that these people make conscious decisions about what they do. |
| Drama outcomes:   * DRAS2.1 – takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations. * DRAS2.2 – builds the action of the drama by using the elements of drama, movement and voice skills. * DRAS2.3 – sequences the action of the drama to create meaning for an audience. * DRAS2.4 – responds to and interprets drama experiences and performances. | **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:**   * express dramatic meaning by taking on and sustaining familiar and different roles and by selecting character-specific props, gestures and movements * use the elements of drama to deepen the meaning of the drama and in discussing drama work * consolidate interpretative and symbolic work in the drama forms of improvisation, movement, mime, storytelling, puppetry, mask and play building * devise drama using narrative or episodic sequences in collaboration with others * interpret the meaning of their own drama and that of others. | **Students learn about:**   * interpreting everyday situations through a range of drama elements (such as tension, contrast, symbol, time, space, focus, mood) * making decisions and asking questions which help to develop in-role depth and dramatic responses * acting in and devising drama from the perspective of drama maker and audience * appreciating drama by viewing others’ performances. |
| Dance outcomes:   * DAS2.1 – performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance. * DAS2.2 – explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods. * DAS2.3 – gives personal opinions about the use of elements and meaning in their own and others’ dances. | **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:**   * sustain expressive qualities and movement skills to convey intent in a dance performance * draw on the elements of dance to create movement content that relates clearly to the intended meaning of a dance * use a range of ideas in the composition of dances based on diverse stimuli * talk and write about their own and others’ dances using dance vocabulary. | **Students learn about:**   * the human body and movement as the raw material for dance as a performing art * the use of the elements of dance to make meaning in the creation of a dance, in a performance and for an audience * how dance ideas can come from a diverse range of sources, including personal experience and the wider world * dance as it occurs in different places for a range of reasons and how dances can be about different things and elicit varying interpretations from audience members. |

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