Role of narrative in the creative arts

## Parental advice and support

Creative arts Stage 2

This sequence develops student understanding of the role of narrative in the creative arts. A narrative is sometimes called a story. Students will explore the way narrative helps create meaning in visual arts, music and drama.

## Background notes

Narrative is part of everyday communication as well as how we think about the world. Narrative in the creative arts and English are interconnected. As students listen to musical compositions, view visual artworks and respond to literary texts, they will create their own meaning. Students need to continue to develop their knowledge and skills of each artform using appropriate language and techniques from the relevant artform such as tempo (speed), dynamics (volume), pitch (high or low), timbres (specific sounds of instruments), mime (gesture or movement to act out a role or play), movement, expression (of thoughts and feelings), line (outlines, actual and implied lines) and colour.

During this learning sequence your child will explore examples of how narrative is used to create meaning in the creative arts. Your child will explore folk songs and jazz as musical styles and explore creating their own musical composition. They will also analyse artworks to identify techniques used by artists to communicate meaning to audiences.

## Resources

You are an important support for your child in their learning. Key opportunities for you to help your child are:

* Activity 1 – Narrative in folk songs

Identify different folk songs your child may know, such as Waltzing Matilda and Click go the Shears from Australia or a folk song from another culture, such as Mango Walk. Identify the title and the country/culture it is from. Discuss the story (narrative) of each folk song and identify ideas about how the music contributes to this story. Help your child choose one folk song and learn to sing it, trying to keep the beat and pitch as accurate as possible. Assist your child to complete the folk song tasks in their student workbook. Listen to your child recite the second verse of the poem, ‘My Country’ by Dorothea McKellar. Discuss how this poem makes them feel and whether everyone would feel the same way when they read the poem.

‘I love a sunburnt country,   
A land of sweeping plains,   
Of ragged mountain ranges,   
Of droughts and flooding rains.   
I love her far horizons,   
I love her jewel-sea,   
Her beauty and her terror -   
The wide brown land for me!’

Retrieved with permission from the official Dorothea MacKellar website <https://www.dorotheamackellar.com.au/archive/mycountry.htm>

* Activity 2 – narrative in visual arts

Support your child to look at the artworks provided or other artworks that you may know of. After your child has looked at the work, ask them to summarise what the narrative of the artwork is about. Support them if they need help to interpret what the artwork is about and some of the techniques the artist may have used. Then assist them to complete the tasks in their student workbook. Discuss any new understanding your child has gained through the interpretations of the artwork.

Support your child to complete their student workbook and then to complete their artwork. Materials for artworks are flexible and should include items that you may have at home. This artwork should be a reflection of their story and their growing identity in their environment. Help them to think about where they should set their artwork, who is in the artwork, what are they doing and what is the story behind the artwork.

* Activity 3 – narrative in drama

Support your child to look at the inspirations provided or others that you may have at home or that you may know of. After your child has looked at the work, ask them to summarise what the narrative is about. Support them if they need help to take photographs of themselves for the tasks in their student workbook. Join with your child to recreate a scene from the story. Discuss any new understanding your child has gained through the dramatic interpretations they created from the work they have used. Support your child to complete their student workbook. Some background information is included in their workbook to guide your discussions.

If your child is learning through an online platform, they will need access to a computer and the internet. Alternatively, students may complete their learning using the student workbook provided.

During this sequence your child may also need the following resources.

* student workbook
* a picture book (If a picture book is not available, telling students a story will assist them to complete this task)
* access to a camera (if possible)
* coloured pencils, lead pencil

## Further support

For support or more information please contact your school or class teacher or visit <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

The learning in this sequence contributes to student achievement of NSW English Syllabus outcomes – VAS2.1, VAS2.2, VAS2.3, MUS2.1, MUS2.4, DRAS2.1, DRAS2.2, DAS2.2.