

# Creative Arts – Primary - Scope and Sequence

## Semester 1

This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Stage	Outcomes	Visual Arts Content Focus Term 1	Outcomes	Music Content Focus Term 2	Outcomes	Drama Content Focus All Year	Outcomes	Dance Content Focus All Year
Early Stage 1	Making VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences VAES1.2 Experiments with a range of media in selected forms	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Literacy Links</li> <li>• Numeracy Links</li> <li>• Special Celebrations throughout the Year</li> <li>• Craft</li> </ul> <b>Themes:</b> <ul style="list-style-type: none"> <li>• Portraits focusing on Line &amp; Shape (PD/H/PE Links)</li> <li>• Living Things (Science Links- Term 1)</li> <li>• Seasons (Science Links- Term 2)</li> <li>• Special Places (Geography Links)</li> <li>• Ephemeral Art (Outdoors)</li> </ul> <b>Term 1 Example Unit of Work:</b> <ul style="list-style-type: none"> <li>• All About Me Unit of Work</li> <li>• Fireworks</li> </ul>	Performing MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> <li>• Sound and Letter Songs</li> <li>• Number Songs</li> <li>• Personal Care &amp; Routine Songs</li> </ul> <b>Term 2 Focus:</b> <ul style="list-style-type: none"> <li>• Beat &amp; Tempo</li> <li>• Rhythm</li> <li>• Loud/ Soft</li> <li>• Scores &amp; Percussion Instruments</li> </ul> <b>Example Unit of Work:</b> <ul style="list-style-type: none"> <li>• Sing and Move</li> <li>• Sounds in the Environment</li> </ul>	Making DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Social Stories</li> <li>• Puppet Theatre</li> <li>• Masks and Play Building</li> <li>• Movement and Mime</li> </ul>	Performing DAES1.1 Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities. DAES1.7 Moves in response to various stimuli	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> </ul>
			Organising Sound MUES1.2 Creates own rhymes, games, songs and simple compositions		Performing DRAES1.3 Dramatises personal experiences using movement, space and objects.		Composing DAES1.2 Explores movement in response to a stimulus to express ideas, feelings or moods	
	Appreciating VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks. VAES1.4 Communicates their ideas about pictures and other kinds of artworks.		Listening MUES1.4 Listens to and responds to music.		Appreciating DRAES1.4 Responds to dramatic experiences.		Appreciating DAES1.3 Responds to and communicates about the dances they view and/or experience	
Stage 1	Making 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	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Literacy Links</li> <li>• Numeracy Links</li> <li>• Special Celebrations throughout the Year</li> <li>• Craft</li> </ul> <b>Odd Year Themes:</b> <ul style="list-style-type: none"> <li>• Portraits focusing on Line, Colour &amp; Shape (PD/H/PE Links)</li> <li>• Living Things (Science Links- Term 1)</li> <li>• Changes to the Earth and Sky (Science Links- Term 2)</li> </ul>	Performing MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> <li>• Sound and Letter Songs</li> <li>• Number Songs</li> <li>• Personal Care &amp; Routine Songs</li> </ul> <b>Term 2 Focus:</b> <ul style="list-style-type: none"> <li>• Beat &amp; Tempo</li> <li>• Rhythm</li> <li>• Loud/ Soft</li> <li>• Scores &amp; Percussion Instruments</li> </ul> <b>Odd Year Example Unit of Work:</b> <ul style="list-style-type: none"> <li>• Where the Forest Meets the Sea</li> </ul>	Making 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	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Social Stories</li> <li>• Puppet Theatre</li> <li>• Masks and Play Building</li> <li>• Movement and Mime</li> </ul>	Performing DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> </ul>

	<p>Appreciating</p> <p>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</p>	<ul style="list-style-type: none"> <li>Changes When Combining Materials (Science Links- Term 3)</li> <li>Energy (Science Links – Term 4)</li> <li>Places in Australia (Geography Links – Semester 1)</li> <li>Past and Present (History Links – Semester 2)</li> </ul> <p><b>Term 1 Example Unit of Work:</b></p> <ul style="list-style-type: none"> <li>Fish and Sea Creatures</li> </ul> <p><b>Even Year Themes:</b></p> <ul style="list-style-type: none"> <li>Respectful Relationships &amp; Aboriginal Dreamtime Story Art (PD/H/PE Links)</li> <li>Living Things (Science Links- Term 1)</li> <li>Caring for the Earth's Resources (Science Links- Term 2)</li> <li>Properties of Materials (Science Links – Term 3)</li> <li>Forces (Science Links – Term 4)</li> <li>Features of Places (Geography Links – Semester 1)</li> <li>Family (History Links – Semester 2)</li> </ul> <p><b>Term 1 Example Unit of Work:</b></p> <ul style="list-style-type: none"> <li>The Vase of Flowers</li> </ul>	<p>Organising Sound</p> <p>MUS1.2 Explores, creates, selects and organises sound in simple structures MUS1.2 Explores, creates, selects and organises sound in simple structures</p>	<p>Even Year Example Unit of Work</p> <ul style="list-style-type: none"> <li>When I Get and Mad I Beat My Drum</li> </ul>	<p>Performing</p> <p>DRAS1.3 Interacts collaboratively to communicate the action of the drama with others</p>		<p>Composing</p> <p>DAS1.2 Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods</p>	
Stage 2	<p>Making</p> <p>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 matter</p>	<p>All Year Focus:</p> <ul style="list-style-type: none"> <li>Literacy Links</li> <li>Numeracy Links</li> <li>Special Celebrations throughout the Year</li> <li>Craft</li> </ul> <p><b>Odd Year Themes:</b></p> <ul style="list-style-type: none"> <li>Portraits focusing on Line, Colour, Texture &amp; Shape (PD/H/PE Links) (How have we changed over time?)</li> <li>Lifecycle's of Living Things (Science Links- Term 1)</li> <li>Interactions Between the Sun &amp; Earth (Science Links- Term 2)</li> <li>Hot and Cold (Science Links – Term 3)</li> <li>Energy (Science Links – Term 3)</li> <li>Sustainability (Geography Links – Semester 1)</li> </ul> <p><b>Term 1 Example Unit of Work:</b></p> <ul style="list-style-type: none"> <li>Insects and Dragons</li> </ul> <p><b>Even Year Themes:</b></p> <ul style="list-style-type: none"> <li>Respectful Relationships (PD/H/PE Links)</li> <li>Food and Fibre Products (Science Links - Term 1)</li> <li>Changing Earth Over Time (Science Links – Term 2)</li> <li>Materials (Science Links - Term 3)</li> <li>Objects &amp; Energy(Science Links – Term 4)</li> <li>Neighbouring Countries – Similarities and Differences (Geography Links – Semester 1)</li> <li>First Nations People and Colonisation (History Links – Semester 2)</li> </ul> <p><b>Term 1 Example Unit of Work:</b></p> <ul style="list-style-type: none"> <li>Bicycles</li> </ul>	<p>Performing</p> <p>MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts</p>	<p>All Year Focus:</p> <ul style="list-style-type: none"> <li>Morning Circle Routines</li> <li>Brain Breaks</li> <li>Sound and Letter Songs</li> <li>Number Songs</li> <li>Personal Care &amp; Routine Songs</li> </ul> <p><b>Term 2 Focus:</b></p> <ul style="list-style-type: none"> <li>Beat &amp; Tempo</li> <li>Rhythm</li> <li>Loud/ Soft</li> <li>Scores &amp; Percussion Instruments</li> </ul> <p><b>Odd Year Example Unit of Work:</b></p> <ul style="list-style-type: none"> <li>Night and Day</li> </ul> <p><b>Even Year Example Unit of Work:</b></p> <ul style="list-style-type: none"> <li>Bicycles</li> </ul>	<p>Making</p> <p>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</p>	<p>Focus:</p> <ul style="list-style-type: none"> <li>Social Stories</li> <li>Puppet Theatre</li> <li>Masks and Play Building</li> <li>Movement and Mime</li> </ul>	<p>Performing</p> <p>DAS2.1 Performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance DAS2.7 Performs familiar movement patterns in a variety of dance situations</p>	<p>Focus:</p> <ul style="list-style-type: none"> <li>Morning Circle Routines</li> <li>Brain Breaks</li> </ul>
	<p>Appreciating</p> <p>VAS2.3 Acknowledges that artists make artworks for different reasons and that 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</p>		<p>Organising Sound</p> <p>MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices MUS2.3 Uses commonly understood symbols to represent own work</p>		<p>Performing</p> <p>DRAS2.3 Sequences the action of the drama to create meaning for an audience</p>		<p>Composing</p> <p>DAS2.2 Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods</p>	
			<p>Listening</p> <p>MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire</p>		<p>Appreciating</p> <p>DRAS2.4 Responds to, and interprets drama experiences and performances</p>		<p>Appreciating</p> <p>DAS2.3 Gives personal opinions about the use of elements and meaning in their own and others' dances</p>	
Stage 3	<p>Making</p> <p>VAS3.1 Investigates subject matter in an attempt to represent</p>	<p>All Year Focus:</p> <ul style="list-style-type: none"> <li>Literacy Links</li> <li>Numeracy Links</li> <li>Special Celebrations throughout the Year</li> </ul>	<p>Performing</p> <p>MUS3.1 Sings, plays and moves to a range of music, individually and in groups,</p>	<p>All Year Focus:</p> <ul style="list-style-type: none"> <li>Morning Circle Routines</li> <li>Brain Breaks</li> <li>Sound and Letter Songs</li> <li>Number Songs</li> </ul>	<p>Making</p> <p>DRAS3.1 Develops a range of in-depth and sustained roles DRAS3.2 Interprets and conveys dramatic</p>	<p>Focus:</p> <ul style="list-style-type: none"> <li>Social Stories</li> <li>Puppet Theatre</li> <li>Masks and Play Building</li> <li>Movement and Mime</li> </ul>	<p>Performing</p> <p>DAS3.1 Performs and interprets dances from particular contexts, using a wide range of</p>	<p>Focus:</p> <ul style="list-style-type: none"> <li>Morning Circle Routines</li> <li>Brain Breaks</li> </ul>

Appreciating	likenesses of things in the world <b>VAS3.2</b> Makes artworks for different audiences assembling materials in a variety of ways	<ul style="list-style-type: none"> <li>Craft</li> </ul> <p><b>Odd Year Themes:</b></p> <ul style="list-style-type: none"> <li>Portraits focusing on Line, Colour, Texture &amp; Shape (PD/H/PE Links) (How have we changed over time?)</li> <li>Survival of Living Things - Environment (Science Links- Term 1)</li> <li>Natural Disasters and Weather (Science Links- Term 2)</li> <li>Materials (Science Links – Term 3)</li> <li>Forces (Science Links – Term 4)</li> <li>People &amp; Places Across the World (Geography Links)</li> <li>Australia as a Nation (History Links – Semester 1)</li> </ul> <p><b>Term 1 Example Unit of Work:</b></p> <ul style="list-style-type: none"> <li><a href="#">Making Music</a></li> </ul>	Organising Sound	demonstrating a knowledge of musical concepts	<ul style="list-style-type: none"> <li>Personal Care &amp; Routine Songs</li> </ul> <p><b>Term 2 Focus:</b></p> <ul style="list-style-type: none"> <li>Beat &amp; Tempo</li> <li>Rhythm</li> <li>Loud/ Soft</li> <li>Scores &amp; Percussion Instruments</li> </ul> <p><b>Odd Year Example Unit of Work:</b></p> <ul style="list-style-type: none"> <li><a href="#">Exploring Tone Colour</a></li> </ul> <p><b>Even Year Example Unit of Work:</b></p> <ul style="list-style-type: none"> <li><a href="#">Absolutely Everybody</a></li> </ul>	Performing	meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms	movement skills and appropriate expressive qualities <b>DAS3.7</b> Performs a range of dance styles and sequences confidently	
	<b>VAS3.3</b> Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks <b>VAS3.4</b> Communicates about the ways in which subject matter is represented in artworks	<p><b>Even Year Themes:</b></p> <ul style="list-style-type: none"> <li>Respectful Relationships (PD/H/PE Links)</li> <li>Food and Fibre Products (Science Links- Term 1)</li> <li>Planets (Science Links- Term 2)</li> <li>Characteristics of Materials (Science Links – Term 3)</li> <li>Electricity (Science Links – Term 4)</li> <li>Factors that Shape Places (Geography Links – Semester 1)</li> <li>Australian Colonies (History Links – Semester 2)</li> </ul> <p><b>Term 1 Example Unit of Work:</b></p> <ul style="list-style-type: none"> <li><a href="#">Shovels, Picks and Pans</a></li> </ul>		Listening	<b>MUS3.2</b> Improvises, experiments, selects, combines and orders sound using musical concepts <b>MUS3.3</b> Notates and discusses own work and the work of others		<p><b>DRAS3.3</b> Devises, acts and rehearses drama for performance to an audience</p>		Composing
Appreciating				<b>MUS3.4</b> Identifies the use of musical concepts and symbols in a range of musical styles		Appreciating	<b>DRAS3.4</b> Responds critically to a range of drama works and performance styles	Appreciating	<b>DAS3.3</b> Discusses and interprets the relationship between content, meaning and context in their own and others' dances

**Aboriginal Perspectives**

*Teachers should note that experiences in the arts of Aboriginal peoples contribute to students' understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians. Contemporary practices of Aboriginal and Torres Strait Islander peoples in the arts reflect ongoing traditions. It is recommended that from Early Stage 1 to Stage 3 all students should experience the work of Aboriginal and Torres Strait Islander peoples. (NSW Creative Arts Syllabus, 2006)*

**Visual Arts**

- Appreciating:** Students should be exposed to a wide range of artists, artworks and artistic practices in Australian cultures. These include Aboriginal and Torres Strait Islander peoples where the visual arts are integral to the expression of Aboriginal cultural identity and contemporary interpretations of experience.
- Subject Matter- Living Things:** Opportunities to investigate the rich diversity of forms, structures and life patterns of living things can provide a rich source of ideas for the making of artworks and the appreciation of art. Investigations can include the making of artworks about the visual qualities of living things such as sea-life, plants, flowers and trees by exploring their colour, shape, texture, size and movement. Students can focus on the designs, symbols and motifs of animals, birds and reptiles in Aboriginal art. They can investigate the importance of the animals in each of the pieces as well as the techniques used in each artwork.
- Subject Matter- Significant Events:** Celebrations, rituals, everyday events and those of historic significance can be of great interest to watch and/or participate in. These can have a significant meaning to individuals and communities and contribute to their sense of shared histories. Events of historical, cultural, religious and personal significance that affect concepts of identity within Australia can be explored (eg colonisation, National Aboriginal and Torres Strait Islander Week, also known as National Aboriginal and Islander Day Of Celebration Week (NAIDOC Week), reconciliation and Australia Day celebrations). Each of these events, and others, can be interpreted and recreated in a variety of ways through art.

**Drama**


- Performing:** Students should be given opportunities to perform and appreciate a variety of drama forms from different Australian cultures including those of Aboriginal and Torres Strait Islander peoples where ceremony and performance are integral to the expression of their cultural identity.
- Appreciating:** Students should explore and recognise that drama is used for different purposes in communities and cultures, eg through observations of Indigenous performances. Invite theatre companies, including indigenous groups, to perform for, and work with, the students so that they engage in drama as audience and as drama makers.

**Dance**

- Values and Attitudes:** Recognise that experiences in the arts of Aboriginal peoples contribute to students' understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians. Dance is integral to the expression of Aboriginal cultural identity.
- Performing:** Uses movement combinations adapted from a dance in a particular cultural or historic context, eg the movement patterns used in an Indigenous dance, Spanish hand/foot rhythms, Irish folk dance.

**Music**

- Repertoire:** A broad range of repertoire from various times, places and cultures provides students with the variety of musical experiences that enable them to develop self-expression, a sense of personal and cultural identity, an understanding of the world around them and an understanding of musical concepts. This should include Aboriginal and Torres Strait Islander music, and music from various times and cultures.

	<p>Traditional art music repertoire (the ‘classics’) can be used effectively at all stages of students’ development. Through this exposure to a range of repertoire from around the world, students learn to recognise the importance of music in the world and how music has been used. Repertoire could be drawn from Aboriginal and Torres Strait Islander traditional and popular music, classical music from various traditions and eras, folk music from various traditions, contemporary popular music, world music (incorporating multicultural and popular characteristics) and music by and for children (nursery rhymes, children’s playground games and songs composed for children).</p> <p> <b>Repertoire:</b> Listening to and singing songs from Aboriginal and Torres Strait Islander communities and reflecting on their purposes will immerse students in Indigenous culture.</p>
<p><b>Assessment</b></p>	<p><b>Assessment for Learning:</b> Enables teachers to use information about students’ knowledge, understanding and skills to inform their teaching.</p> <p><b>Assessment as Learning:</b> Involves students in the learning process where they monitor their own progress, ask questions and practices skills.</p> <p><b>Assessment of Learning:</b> Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p>
<p><b>Resources</b></p>	<p><b>Syllabus:</b> <a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts</a></p> <p><b>Creative Arts K–6 Units of Work:</b> <a href="https://educationstandards.nsw.edu.au/wps/wcm/connect/41dc0e7d-e4fc-4202-b9e8-be706242a2c4/K6_creatart_uw.pdf?MOD=AJPERES&amp;CVID=">https://educationstandards.nsw.edu.au/wps/wcm/connect/41dc0e7d-e4fc-4202-b9e8-be706242a2c4/K6_creatart_uw.pdf?MOD=AJPERES&amp;CVID=</a></p> <p><b>Get Smarts Weebly:</b> <a href="https://getsmarts.weebly.com/music.html">https://getsmarts.weebly.com/music.html</a></p> <p><b>Cassie Stephens Art Lessons Online:</b> <a href="https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNTJsRLEUg">https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNTJsRLEUg</a></p> <p><b>Drama Resource:</b> <a href="https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNTJsRLEUg">https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNTJsRLEUg</a></p> <p><b>Jack Hartman:</b> <a href="https://jackhartmann.com/pages/fun-house">https://jackhartmann.com/pages/fun-house</a></p> <p><b>Go Noodle:</b> <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></p>

# Creative Arts – Primary - Scope and Sequence

## Semester 2

This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Stage	Outcomes	Creative Arts Content Focus All Year	Outcomes	Music Content Focus All Year	Outcomes	Drama Content Focus Term 3 and 4	Outcomes	Dance Content Focus Term 3 and 4
Early Stage 1	Making VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences VAES1.2 Experiments with a range of media in selected forms	All Year Focus: • Literacy Links • Numeracy Links • Special Celebrations throughout the Year • Craft	Performing MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts	All Year Focus: • Morning Circle Routines • Brain Breaks • Sound and Letter Songs • Number Songs • Personal Care & Routine Songs	Making DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.	All Year Focus: • Social Stories • Puppet Theatre • Masks and Play Building • Movement and Mime  Example Unit of Work: • <u>Dinosaurs</u> • <u>Working with Animals</u>	Performing DAES1.1 Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities. DAES1.7 Moves in response to various stimuli	All Year Focus: • Morning Circle Routines • Brain Breaks  Example Unit of Work: • <u>Rain</u> • <u>I Can Dance</u>
			Organising Sound MUES1.2 Creates own rhymes, games, songs and simple compositions		Performing DRAES1.3 Dramatises personal experiences using movement, space and objects.		Composing DAES1.2 Explores movement in response to a stimulus to express ideas, feelings or moods	
	Listening MUES1.4 Listens to and responds to music.		Appreciating DRAES1.4 Responds to dramatic experiences.		Appreciating DAES1.3 Responds to and communicates about the dances they view and/or experience			
Stage 1	Making 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	All Year Focus: • Literacy Links • Numeracy Links • Special Celebrations throughout the Year • Craft	Performing MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts	All Year Focus: • Morning Circle Routines • Brain Breaks • Sound and Letter Songs • Number Songs • Personal Care & Routine Songs	Making 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	All Year Focus: • Social Stories • Puppet Theatre • Masks and Play Building • Movement and Mime  Odd Year: Example Unit of Work: • <u>Playgrounds</u>  Even Year: Example Unit of Work: • <u>If the Cap Fits</u>	Performing DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement DAS1.7 Performs simple dance sequences incorporating basic movement skills and patterns	All Year Focus: • Morning Circle Routines • Brain Breaks  Odd Year: Example Unit of Work: • <u>We've Got Rhythm</u>  Even Year: Example Unit of Work: • <u>Get Ready, Let's Dance</u>

	Appreciating	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		Organising Sound	MUS1.2 Explores, creates, selects and organises sound in simple structures MUS1.2 Explores, creates, selects and organises sound in simple structures		Performing	DRAS1.3 Interacts collaboratively to communicate the action of the drama with others		Composing	DAS1.2 Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods	
	Listening			Listening	MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices		Appreciating	DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others		Appreciating	DAS1.3 Gives personal opinions about the dances and their purpose that they view and/or experience	
<b>Stage 2</b>	Making	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 matter	All Year Focus: <ul style="list-style-type: none"> <li>Literacy Links</li> <li>Numeracy Links</li> <li>Special Celebrations throughout the Year</li> <li>Craft</li> </ul>	Performing	MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts	All Year Focus: <ul style="list-style-type: none"> <li>Morning Circle Routines</li> <li>Brain Breaks</li> <li>Sound and Letter Songs</li> <li>Number Songs</li> <li>Personal Care &amp; Routine Songs</li> </ul>	Making	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	Focus: <ul style="list-style-type: none"> <li>Social Stories</li> <li>Puppet Theatre</li> <li>Masks and Play Building</li> <li>Movement and Mime</li> </ul> Odd Year: Example Unit of Work: <ul style="list-style-type: none"> <li>Danny in the Toybox</li> </ul> Even Year: Example Unit of Work: <ul style="list-style-type: none"> <li>Explorers</li> </ul>	Performing	DAS2.1 Performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance DAS2.7 Performs familiar movement patterns in a variety of dance situations	Focus: <ul style="list-style-type: none"> <li>Morning Circle Routines</li> <li>Brain Breaks</li> </ul> Odd Year: Example Unit of Work: <ul style="list-style-type: none"> <li>Making Connections</li> </ul> Even Year: Example Unit of Work: <ul style="list-style-type: none"> <li>Get Ready, Let's Dance</li> </ul>
	Appreciating	VAS2.3 Acknowledges that artists make artworks for different reasons and that 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		Organising Sound	MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices MUS2.3 Uses commonly understood symbols to represent own work		Performing	DRAS2.3 Sequences the action of the drama to create meaning for an audience		Composing	DAS2.2 Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods	
	Listening			Listening	MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire		Appreciating	DRAS2.4 Responds to, and interprets drama experiences and performances		Appreciating	DAS2.3 Gives personal opinions about the use of elements and meaning in their own and others' dances	
<b>Stage 3</b>	Making	VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world VAS3.2 Makes artworks for	All Year Focus: <ul style="list-style-type: none"> <li>Literacy Links</li> <li>Numeracy Links</li> <li>Special Celebrations throughout the Year</li> <li>Craft</li> </ul>	Performing	MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts	All Year Focus: <ul style="list-style-type: none"> <li>Morning Circle Routines</li> <li>Brain Breaks</li> <li>Sound and Letter Songs</li> <li>Number Songs</li> <li>Personal Care &amp; Routine Songs</li> </ul>	Making	DRAS3.1 Develops a range of in-depth and sustained roles DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of	Focus: <ul style="list-style-type: none"> <li>Social Stories</li> <li>Puppet Theatre</li> <li>Masks and Play Building</li> <li>Movement and Mime</li> </ul> Odd Year: Example Unit of Work: <ul style="list-style-type: none"> <li>Rapunzel</li> </ul>	Performing	DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities	Focus: <ul style="list-style-type: none"> <li>Morning Circle Routines</li> <li>Brain Breaks</li> </ul> Odd Year: Example Unit of Work: <ul style="list-style-type: none"> <li>The Living Landscape</li> </ul> Even Year:

Appreciating	different audiences assembling materials in a variety of ways	Organising Sound	MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts MUS3.3 Notates and discusses own work and the work of others	Performing	movement and voice skills in a variety of drama forms	Even Year Example Unit of Work: • The Search	Composing	DAS3.7 Performs a range of dance styles and sequences confidently	Example Unit of Work: • Sculpture
	<p>VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks</p> <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks</p>		Listening		MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles			Appreciating	
Appreciating				Appreciating	DRAS3.4 Responds critically to a range of drama works and performance styles		Appreciating	DAS3.3 Discusses and interprets the relationship between content, meaning and context in their own and others' dances	

**Aboriginal Perspectives**

Teachers should note that experiences in the arts of Aboriginal peoples contribute to students' understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians. Contemporary practices of Aboriginal and Torres Strait Islander peoples in the arts reflect ongoing traditions. It is recommended that from Early Stage 1 to Stage 3 all students should experience the work of Aboriginal and Torres Strait Islander peoples. (NSW Creative Arts Syllabus, 2006)

**Visual Arts**

- 👉 **Appreciating:** Students should be exposed to a wide range of artists, artworks and artistic practices in Australian cultures. These include Aboriginal and Torres Strait Islander peoples where the visual arts are integral to the expression of Aboriginal cultural identity and contemporary interpretations of experience.
- 👉 **Subject Matter- Living Things:** Opportunities to investigate the rich diversity of forms, structures and life patterns of living things can provide a rich source of ideas for the making of artworks and the appreciation of art. Investigations can include the making of artworks about the visual qualities of living things such as sea-life, plants, flowers and trees by exploring their colour, shape, texture, size and movement. Students can focus on the designs, symbols and motifs of animals, birds and reptiles in Aboriginal art. They can investigate the importance of the animals in each of the pieces as well as the techniques used in each artwork.
- 👉 **Subject Matter- Significant Events:** Celebrations, rituals, everyday events and those of historic significance can be of great interest to watch and/or participate in. These can have a significant meaning to individuals and communities and contribute to their sense of shared histories. Events of historical, cultural, religious and personal significance that affect concepts of identity within Australia can be explored (eg colonisation, National Aboriginal and Torres Strait Islander Week, also known as National Aboriginal and Islander Day Of Celebration Week (NAIDOC Week), reconciliation and Australia Day celebrations). Each of these events, and others, can be interpreted and recreated in a variety of ways through art.

**Drama**

- 👉 **Performing:** Students should be given opportunities to perform and appreciate a variety of drama forms from different Australian cultures including those of Aboriginal and Torres Strait Islander peoples where ceremony and performance are integral to the expression of their cultural identity.
- 👉 **Appreciating:** Students should explore and recognise that drama is used for different purposes in communities and cultures, eg through observations of Indigenous performances. Invite theatre companies, including indigenous groups, to perform for, and work with, the students so that they engage in drama as audience and as drama makers.

**Dance**

- 👉 **Values and Attitudes:** Recognise that experiences in the arts of Aboriginal peoples contribute to students' understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians. Dance is integral to the expression of Aboriginal cultural identity.
- 👉 **Performing:** Uses movement combinations adapted from a dance in a particular cultural or historic context, eg the movement patterns used in an Indigenous dance, Spanish hand/foot rhythms, Irish folk dance.

**Music**

	<p>✎ <b>Repertoire:</b> A broad range of repertoire from various times, places and cultures provides students with the variety of musical experiences that enable them to develop self-expression, a sense of personal and cultural identity, an understanding of the world around them and an understanding of musical concepts. This should include Aboriginal and Torres Strait Islander music, and music from various times and cultures. Traditional art music repertoire (the ‘classics’) can be used effectively at all stages of students’ development. Through this exposure to a range of repertoire from around the world, students learn to recognise the importance of music in the world and how music has been used. Repertoire could be drawn from Aboriginal and Torres Strait Islander traditional and popular music, classical music from various traditions and eras, folk music from various traditions, contemporary popular music, world music (incorporating multicultural and popular characteristics) and music by and for children (nursery rhymes, children’s playground games and songs composed for children).</p> <p>✎ <b>Repertoire:</b> Listening to and singing songs from Aboriginal and Torres Strait Islander communities and reflecting on their purposes will immerse students in Indigenous culture.</p>
<b>Assessment</b>	<p><b>Assessment for Learning:</b> Enables teachers to use information about students’ knowledge, understanding and skills to inform their teaching.</p> <p><b>Assessment as Learning:</b> Involves students in the learning process where they monitor their own progress, ask questions and practices skills.</p> <p><b>Assessment of Learning:</b> Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p>
<b>Resources</b>	<p><b>Syllabus:</b> <a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts</a></p> <p><b>Creative Arts K–6 Units of Work:</b> <a href="https://educationstandards.nsw.edu.au/wps/wcm/connect/41dc0e7d-e4fc-4202-b9e8-be706242a2c4/K6_creatart_uw.pdf?MOD=AJPERES&amp;CVID=">https://educationstandards.nsw.edu.au/wps/wcm/connect/41dc0e7d-e4fc-4202-b9e8-be706242a2c4/K6_creatart_uw.pdf?MOD=AJPERES&amp;CVID=</a></p> <p><b>Get Smarts Weebly:</b> <a href="https://getsmarts.weebly.com/music.html">https://getsmarts.weebly.com/music.html</a></p> <p><b>Cassie Stephens Art Lessons Online:</b> <a href="https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3Cxp2N8a6yHaNNTJsRLEUg">https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3Cxp2N8a6yHaNNTJsRLEUg</a></p> <p><b>Drama Resource:</b> <a href="https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3Cxp2N8a6yHaNNTJsRLEUg">https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3Cxp2N8a6yHaNNTJsRLEUg</a></p> <p><b>Jack Hartman:</b> <a href="https://jackhartmann.com/pages/fun-house">https://jackhartmann.com/pages/fun-house</a></p> <p><b>Go Noodle:</b> <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></p>