

# Arts

## Responding

### Phase 1

#### Year 1

#### Overall Expectations

Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

#### Conceptual Understandings

We enjoy and experience different forms of arts.

The art is a means of communication and expression.

People make meaning through the use of symbols.

People share art with others.

We express our responses to artwork in a variety of ways.

We reflect on our artwork and the work of others.

## Learning outcomes

### Dance

Learners show curiosity about live and recorded dance performances

Learners describe the ideas and feelings communicated through body movements

Learners identify and explain why certain body postures and movements communicate certain ideas and feelings

Learners display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance

Learners respond to dance through spoken, written, visual and/ or kinesthetic mediums.

### Drama

Learners respond to live performances, stories and plays from other times and/or places

Learners talk about ideas and feelings in response to dramatic performances

Learners display audience etiquette and appropriate responses

Learners realize that dramatic conventions are used to craft performance

Learners use materials to symbolically show location and character

Learners respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums.

## Music

Learners use voice to imitate sounds and learn songs

Learners bring music from home to share

Learners describe the differences in music

Learners move their bodies to express the mood of the music

Learners describe how music makes them feel

Learners distinguish the sounds of different instruments in music

Learners listen to music and create their own work in response

Learners express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)

Learners explore body and untuned percussion instrument sounds

Learners recognize different sources of music in daily life

Learners recognize that sound can be notated in a variety of ways.

## Visual Arts

Learners enjoy experiencing artworks

Learners show curiosity and ask questions about artworks

Learners describe what they notice about an artwork

Learners identify the materials and processes used in the creation of an artwork

Learners analyse the relationships within an artwork and construct meanings

Learners communicate their initial responses to an artwork in visual, oral or physical modes

Learners make personal connections to artworks

Learners express opinions about an artwork

Learners create artwork in response to a variety of stimuli.

## Phase 2

### Year 2

#### Overall Expectations

Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

#### Conceptual Understandings

We are receptive to art practices and artworks from different cultures, places and times (including our own).  
 People communicate ideas, feelings and experiences through the arts.  
 We can reflect on and learn from the different stages of creating.  
 There is a relationship between the artist and the audience.

### Learning outcomes

#### Dance

Learners compare a variety of dance genres over time to the contemporary dance form of their culture

Learners recognize the theme of a dance and communicate their personal interpretation

Learners identify dance components such as rhythm and use of space in their own and others' dance creations

Learners describe and evaluate the learnings and understandings developed through their exploration of dance

Learners realize that there is a dynamic connection between the audience and performer.

#### Drama

Learners compare varied styles of performance with drama from their own culture

Learners use drama performance to tell stories about people and events from various cultures, including their own

Learners discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance

Learners describe and evaluate the learning and understandings developed through their exploration of drama

Learners describe the dynamic connection between the audience and performer

#### Music

Learners sing individually and in unison

Learners recognize music from a basic range of cultures and styles

Learners express their responses to music from different cultures and styles

Learners create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)

Learners explore individually or collectively a musical response to a narrated story

Learners reflect on and communicate their reactions to music using musical vocabulary

Learners record and share the stages of the process of creating a composition

Learners share performances with each other and give constructive criticism.

## Visual Arts

Learners investigate the purposes of artwork from different times, places and a range of cultures including their own

Learners sharpen their powers of observation

Learners identify the formal elements of an artwork

Learners use appropriate terminology to discuss artwork

Learners describe similarities and differences between artworks

Learners identify the stages of their own and others' creative processes

Learners become an engaged and responsive audience for a variety of art forms.

## Phase 3

### Year 3

#### Overall Expectations

Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

#### Conceptual Understandings

When experiencing arts, we make connections between different cultures, places and times.

People explore issues, beliefs and values through arts.

There are different kinds of audiences responding to different arts.

We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.

## Learning outcomes

### Dance

Learners recognize that dance plays an innovative role in communicating ideas within cultures and societies

Learners reflect on their personal and family history and make connections with cultural and historical dance forms

Learners consider the composition of an audience when preparing an effective formal and/or informal presentation

Learners reflect on artistic processes in dance achievements and how to incorporate new ideas into future work

Learners recognize how dance can be used to express and understand our inner thoughts and our understanding of the world around us.

### Drama

Learners discuss aspects of drama that illustrate relationships between culture, history and location

Learners explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community

Learners consider the composition of an audience when preparing an effective formal and/or informal presentation

Learners reflect on achievement and challenges and how they can incorporate these influences in future work

Learners recognize and discuss how the consequences and actions of a performance teach audience members and performers life lessons

## Music

Learners sing with accuracy and control focusing awareness on the musical elements

Learners sing partner songs

Learners discuss music that relates to social issues and/or values

Learners compare aspects of music

Learners create and perform a movement sequence accompanied by music that they have created

Learners share and compare their experiences as audience members at various performances

Learners describe the process used to create their own music and compare it with others, in order to improve their compositions

Learners analyse different compositions describing how the musical elements enhance the message

Learners reflect upon how their music expresses their personal voice and the impact it has on others

## Visual Arts

Learners compare, contrast and categorize artworks from a range of cultures, places and times

Learners identify and consider the contexts in which artworks were made

Learners use their knowledge and experiences to make informed interpretations of artworks

Learners reflect on their own and others' creative processes to inform their thinking

Learners use relevant and insightful questions to extend their understanding

Learners recognize that different audiences respond in different ways to artworks

Learners provide constructive criticism when responding to artwork.

## Phase 4

### Year 4

#### Overall Expectations

Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

#### Conceptual Understandings

Through exploring arts across cultures, places and times we can appreciate that people innovate.

People communicate across cultures, places and times through arts.

The arts provide us with multiple perspectives.

We reflect and act on the responses to our creative work.

### Learning outcomes

#### Dance

Learners investigate a cultural or historical dance form and identify how it communicates artistic, ritual or social issues, beliefs or values

Learners recognize the role and relevance of dance in their own society through exposure to a variety of performers and their perspectives

Learners analyse how the meanings of movements can change in various cultural and historical contexts

Learners analyse and integrate the reflections of others into the creative process when evaluating and improving.

#### Drama

Learners describe how drama plays an innovative role in communicating ideas within cultures and societies

Learners understand the role and relevance of drama in their own society through exposure to a variety of performers and their perspectives

Learners reflect on a variety of dramatic forms to identify new understandings within the arts

Learners recognize and explore some of the different roles in theatre

Learners use responses to drama to adapt and improve work, considering the original intention.

#### Music

Learners sing individually and in harmony

Learners explain the role and relevance of music in their own culture, its uses and associations through place and time

Learners interpret and explain the cultural and/or historical perspectives of a musical composition

Learners modify their practices and/or compositions based on the audiences' responses

Learners explore different artistic presentations that are/ were innovative and their implications

## Visual Arts

Learners explain the cultural and historical perspectives of an artwork

Learners understand the role and relevance of visual arts in society

Learners reflect on the factors that influence personal reactions to artwork

Learners reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities

Learners critique and make informed judgments about artworks.



## Creating

### Phase 1

#### Year 1

#### Overall Expectations

Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

#### Conceptual Understandings

We can enjoy and learn from creating art.

The creative process involves joining in, exploring and taking risks.

In creating art, people make choices to construct meaning about the world around them.

We can express ourselves through arts.

Our experiences and imagination can inspire us to create.

## Learning outcomes

### Dance

Learners respond to word, rhythm and/or music through movements

Learners communicate and express feelings through body movements

Learners explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation

Learners move freely through the space to show levels of low, medium and high and change of direction

Learners use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes

Learners develop physical awareness in using isolated body movements and gross motor skills

Learners explore different types of movements such as travelling, jumping and turning

Learners develop the ability to cooperate and communicate with others in creating dance

Learners work individually or in groups with trust and confidence.

## Drama

- Learners engage in imaginative play using a range of stimuli
- Learners develop the ability to cooperate and communicate with others in creating
- Learners explore basic bodily movements and the use of space
- Learners explore familiar roles, themes and stories dramatically
- Learners create roles in response to props, set and costumes
- Learners work individually or in groups with confidence.

## Music

- Learners use vocal sounds, rhythms and instruments to express feelings or ideas
- Learners create and accompany music using a variety of sounds and instruments
- Learners play untuned percussion instruments in time with a beat
- Learners use the voice and body to create musical patterns
- Learners explore sound as a means of expressing imaginative ideas
- Learners recreate sounds from familiar experiences
- Learners participate in performing and creating music both individually and collectively
- Learners record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)
- Learners create their own basic musical instruments.

## Visual Arts

- Learners engage with, and enjoy a variety of visual arts experiences
- Learners select tools, materials and processes for specific purposes
- Learners combine different formal elements to create a specific effect
- Learners realize that their artwork has meaning
- Learners use their imagination and experiences to inform their art making
- Learners create artwork in response to a range of stimuli
- Learners take responsibility for the care of tools and materials
- Learners take responsibility for their own and others' safety in the working environment
- Learners participate in individual and collaborative creative experiences.

## Phase 2

### Year 2

#### Overall Expectations

Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

#### Conceptual Understandings

We can communicate our ideas, feelings and experiences through our artwork.  
 We solve problems during the creative process by thinking critically and imaginatively.  
 Applying a range of strategies helps us to express ourselves.  
 We are receptive to the value of working individually and collaboratively to create art.

## Learning outcomes

### Dance

Learners create movement to various tempos

Learners interpret and communicate feeling, experience and narrative through dance

Learners design a dance phrase with a beginning, middle and ending

Learners create movement that explores dimensions of direction, level and shape

Learners develop physical balance and coordination

Learners share dance with different audiences by participating, listening and watching

Learners work cooperatively towards a common goal, taking an active part in a creative experience

Learners consider and maintain appropriate behaviours in dance, as an audience member or as a performer, by listening, watching and showing appreciation.

### Drama

Learners share drama with different audiences by participating, listening and watching

Learners identify with characters through role-play development

Learners use performance as a problem-solving tool

Learners work cooperatively towards a common goal, taking an active part in a creative experience

Learners make use of simple performance conventions to share ideas

Learners consider and maintain appropriate behaviours in drama, as an audience member or as a performer

Learners value and develop imaginary roles or situations

## Music

Learners explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings

Learners express one or more moods/feelings in a musical composition

Learners create music to represent different cultures and styles

Learners create a soundscape based on personal experiences

Learners collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)

Learners read, write and perform simple musical patterns and phrases

Learners create music for different purposes.

## Visual Arts

Learners identify, plan and make specific choices of materials, tools and processes

Learners sharpen their powers of observation

Learners demonstrate control of tools, materials and processes

Learners make predictions, experiment, and anticipate possible outcomes

Learners combine a variety of formal elements to communicate ideas, feelings and/or experiences

Learners identify the stages of their own and others' creative processes

Learners consider their audience when creating artwork.

## Phase 3

### Year 3

#### Overall Expectations

Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

#### Conceptual Understandings

Arts have the power to influence thinking and behaviour.  
 We make connections between our artwork and that of others to extend our thinking.  
 We can explore our personal interests, beliefs and values through arts.

## Learning outcomes

### Dance

Learners explore various sources of musical and natural rhythms such as beat, breath, emotional and environmental rhythms

Learners investigate and perform a cultural or historical dance form with an understanding of the function of the dance form as artistic, ritual or social perform increasingly more difficult sequences with control

Learners create movement to show contrast in designs such as symmetry/asymmetry and opposition/succession

Learners develop physical flexibility and strength

Learners experience varying groupings when performing dance, including ensemble performance

Learners express their unique values, beliefs and interests through a dance form

Learners interpret and replicate a variety of dance styles and genres.

### Drama

Learners create a devised or scripted performance for a particular audience or purpose

Learners make artistic choices about role, situation and context

Learners identify how cultural connections can be made with different types of drama

Learners identify and develop the personal and related skills encountered through the drama experience

Learners find appropriate ways to communicate specific meaning using dramatic action

Learners express their unique values, beliefs and interests through a dramatic form

Learners interpret written dialogues or scenarios.

## Music

Learners create a musical composition expressing their own ideas and feelings on a social issue

Learners deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends)

Learners create and perform a movement sequence using known musical elements

Learners improvise upon a basic pattern to reinforce the importance of the individual within the group

Learners create and record a composition focusing on form, structure and style to give more meaning to their message

Learners express themselves as individuals through musical composition

Learners read and write music using non-traditional notation.

## Visual Arts

Learners show awareness of the affective power of visual arts

Learners make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures

Learners create artwork for a specific audience

Learners use a personal interest, belief or value as the starting point to create a piece of artwork

Learners use a range of strategies to solve problems during the creative process.

## Phase 4

### Year 4

#### Overall Expectations

Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

#### Conceptual Understandings

We act on the responses to our artwork to inform and challenge our artistic development.  
We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.  
Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.

## Learning outcomes

### Dance

Learners improvise to create various movements for specific purposes

Learners choreograph movement to music, word and sound

Learners choreograph performance to express and communicate an idea, feeling, experience, relationship or narrative.

Learners create and perform in a variety of dance genres and cultural dance types

Learners show physical confidence in the use of their bodies

Learners work to develop each other's ideas during the creative process

Learners analyse and integrate the reflections of others into the creative process when evaluating and improving.

### Drama

Learners manipulate a variety of different drama strategies and techniques to create informed scripts, characterizations and contexts

Learners work to develop each other's ideas during the creative process

Learners create and perform a sequential drama that explores a particular issue by experimenting with different dramatic forms

Learners consider the skills and techniques used by a range of drama practitioners in the performing arts

Learners show an awareness of audience and adapt performances accordingly

Learners consider the advice and feedback of others as an essential part of the creative process

Learners explore writing for performance.

## Music

Learners create music that will be continually refined after being shared with others

Learners present, in small groups, innovative musical performances on a selected issue

Learners incorporate the other arts and available resources in order to broaden their creative expression

Learners read and write music in traditional and/or non- traditional notation.

## Visual Arts

Learners become increasingly independent in the realization of the creative process

Learners adjust and refine their creative process in response to constructive criticism

Learners identify factors to be considered when displaying an artwork

Learners utilize a broad range of ways to make meaning

Learners select, research and develop an idea or theme for an artwork

Learners develop an awareness of their personal preferences.