

Arts

Responding

Responding

The process of responding provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of drama, dance, music and visual arts, including using specialized language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

The responding strand is not simply about reflecting; responding may include creative acts, and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.

The responding and creating strands are dynamically linked in an ongoing and reflexive relationship. Learners are encouraged to reflect continually upon their work throughout the process of creating, thus reinforcing the close link between these strands.

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.

Creating

Creating

The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

The responding and creating strands are dynamically linked in an ongoing and reflexive relationship. Students are encouraged to reflect continually upon their work throughout the process of creating, thus reinforcing the close link between these strands.

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.