

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 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.

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 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.