

# 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 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

### 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 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.