Australian Curriculum
The Arts

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Brisbane Catholic Education Office

ENGAGE, INSPIRE, ENRICH: Making connections in and through the Arts.

Linda Lorenza
Senior Project Officer, Arts

acara
Welcome to the Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community.

F-10 Curriculum
The three dimensions of the Australian Curriculum from Foundation to Year 10 are learning areas, general capabilities and cross-curriculum.

Senior Secondary Curriculum
ACARA has developed curriculum for 15 senior secondary subjects across English, Mathematics, Science, History and Geography following.

Student Diversity
ACARA is committed to the development of a high-quality curriculum for all Australian students, one that promotes excellence and equity in education.
Australian Curriculum Design

The Arts: Organisation

Curriculum design

• Strands
• Band Descriptions
• Content Descriptions
• Content Elaborations
• Achievement Standards
• Glossary

Particular to the Arts

• Making and Responding
• Examples of knowledge & skills
• Examples of Viewpoint questions
Australian Curriculum: home page

http://www.australiancurriculum.edu.au/

http://beta.australiancurriculum.edu.au/
The Arts
(Available for use; awaiting final endorsement)

Rationale

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five Arts subjects in the Australian Curriculum are Dance, Drama, Media Arts, Music, and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the Arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use...
Rationale

Students learn as *artists* and *audience* through the intellectual, emotional and sensory experiences of the Arts.

... They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices.

...
Learning Area Aims:

Aims

The Australian Curriculum: The Arts aims to develop students’:

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia’s histories and traditions through the Arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

These aims are extended and complemented by specific aims for each Arts subject.
Sample of Arts Subjects’ Aims

**body awareness** and technical and expressive skills to communicate through movement confidently, creatively and intelligently.

- Enjoyment and confidence to participate in, experiment with and interpret the **media-rich** culture and communications practices that surround them.

- The confidence to be creative, innovative, thoughtful, skilful and informed **musicians**.

- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through **drama**.

- Conceptual and perceptual ideas and **representations** through **design** and inquiry processes.
Content Structure

http://www.australiancurriculum.edu.au/thearts/content-structure

Content structure

The Australian Curriculum: The Arts covers each of the five Arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts – across bands of year levels.

- Foundation to Year 2
- Years 3 and 4
- Years 5 and 6
- Years 7 and 8
- Years 9 and 10

The curriculum is based on the assumption that all students will study the five Arts subjects from Foundation to the end of primary school. Schools will be best placed to determine how this will occur. From the first year of secondary school (Year 7 or 8) students will have the opportunity to experience one or more Arts subjects in depth. In Years 9 and 10, students will be able to specialise in one or more Arts subjects. Subjects offered will be determined by state and territory school authorities or individual schools.

The curriculum for each Arts subject includes:

- a rationale and aims
- an introduction to learning in the subject
# Viewpoints

## The Arts / Drama / Years 5 and 6

<table>
<thead>
<tr>
<th>Content description</th>
<th>Elaborations</th>
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<tbody>
<tr>
<td>Rehearse and perform devised and scripted drama that develops narrative, drives</td>
<td>• creating narrative and tension to communicate dramatic meaning</td>
</tr>
<tr>
<td>dramatic tension, and uses dramatic symbol, performance elements to share community</td>
<td>• Considering viewpoints – meanings and interpretations: For example – What did the performer intend audiences to experience and understand from the drama? Why did you make this drama?</td>
</tr>
<tr>
<td>and cultural stories and engage an audience</td>
<td>• exploring and applying different performance styles, and drawing on drama from other locations, cultures and times as sources of ideas in their own drama, and considering any protocols for representing community or cultural stories in performance</td>
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<tr>
<td></td>
<td>• focusing communication with the audience by, for example, remembering lines, moves and cues in rehearsal and performance</td>
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<td></td>
<td>• showing understanding of the purpose of rehearsing drama and the need for collaboration and group work</td>
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<td></td>
<td>• using props, costumes, instruments and available technologies such as light, sound and multimedia to create dramatic symbols and enhance dramatic action</td>
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<td></td>
<td>• planning and designing elements of their performance, for example, creating a stage design and interpreting diagrams and locations and using proximity and directional stage language in performance spaces during rehearsal</td>
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<td></td>
<td>• presenting their performances using internet-based technologies, including social media, and considering the place of a real or virtual audience and their effect on the performance</td>
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<tr>
<td></td>
<td>• using available software and applications to plan for playbuilding and to create scripts</td>
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</tbody>
</table>

[acara logo]
Exploring practice in the Arts

Practice in the Arts comprises and is informed by:
- Meanings
- Forms
- Societies
- Cultures
- Histories
- Philosophies & ideologies
- Critical theories
- Institutions
- Psychology
- Evaluations
### Content descriptions

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<th>Content description</th>
<th>Foundation to Year 6</th>
<th>Content description</th>
<th>Years 7 to 10</th>
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<td>1st</td>
<td>Exploring ideas and improvising with ways to represent ideas</td>
<td>1st</td>
<td>Exploring ideas and improvising with ways to represent ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td>Manipulating and applying the elements/concepts with intent</td>
</tr>
<tr>
<td>2nd</td>
<td>Developing understanding of practices</td>
<td>3rd</td>
<td>Developing and refining understanding of skills and techniques</td>
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<td></td>
<td></td>
<td>4th</td>
<td>Structuring and organising ideas into form</td>
</tr>
<tr>
<td>3rd</td>
<td>Sharing artworks through performance, presentation or display</td>
<td>5th</td>
<td>Sharing artworks through performance, presentation or display</td>
</tr>
<tr>
<td>4th</td>
<td>Responding to and interpreting artworks</td>
<td>6th</td>
<td>Analysing and reflecting upon intentions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7th</td>
<td>Examining and connecting artworks in context</td>
</tr>
</tbody>
</table>
Subject content descriptions

The Arts (Available for use, awaiting final endorsement)

Foundation to Year 10 Curriculum

Filters: Subjects, End Levels, General capabilities, Cross-curriculum priorities

View: Grid, List, Calendar

Show: Hand descriptions, Content descriptions, Achievement standards, Icons

Dance Drama Media Arts Music Visual Arts

Dance

Foundation to Year 2 Level Description
In Foundation to Year 2, students explore dance. They learn about how dance can represent the world and they make dances to represent their ideas about the world. They share their dance...

Read full description

Foundation to Year 2 Content Descriptions

- Explore, improve and organize ideas to make dance sequences using the elements of dance (ACDAM001)
- Use fundamental movement skills to develop technical skills when practising dance sequences (ACDAM002)
- Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACDAM003)
- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACDAM004)

Foundation to Year 2 Achievement Standard

Examples of knowledge and skills
Examples of knowledge and skills in Music

Elements of music

Rhythm
- sound/silence, long/short, fast/slow, beat and rhythm, rest, ordinato, tempo, crotchet, crotchets rest, quavers in pairs, experience of duplet and triple metres

Pitch
- high/low, pitch direction (going up or down), pitch matching, unison

Dynamics and expression
- loud (forte) f and soft (piano) p

Form
- same/different, patterns, repetition, echo, introduction, verse, chorus, round

Timbre
- every voice and instrument has its own distinct sound
- how sound is produced including hit, blown, plucked and shaken
www.scootle.edu.au
Your search for 'Dance' returned 21 results

Classroom resources [10]; Teacher reference materials [11];

Sourced from: The Learning Federation [2]; Shared [1]; Web [16]; Purchase from publishers [2];

Listed under: Arts > Dance

Arts-POP: dance

This is a unit containing material to help teachers plan and implement an early primary dance program that looks at the theme of ‘metamorphosis’. It describes a dance program in which a dance teacher guided a group of early primary children to explore and develop knowledge and ideas about the life cycle of a butterfly, and to develop and refine movement skills. This resource contains a model video, a detailed resource for planning and teaching, and a summary of the program content.
EDUCATION RESOURCES

MUTTON BIRD

Years 5/6

(an excerpt from the full production titled Mathinna, 2008)

Download print version: years 5/6

RESOURCES
Moth
Broga
Mutton Bird
  Telling the story: Mutton Bird – from Mathinna (2008)
  Mutton Bird (an excerpt from Mathinna)
  Mutton Bird: Bringing the Stories to Life: the creative process
  Mutton Bird: Class Activities years 5/6
  Mutton Bird: Links & Further Reading
  Mutton Bird: Acknowledgements
  Mutton Bird with audio description

This is the recording of episode 13 of the Scootle LIVE webinar series, which took place on the 21 of May, 2014.

This session focused on tools and resources to implement the Australian Curriculum. We were joined by special guest, the Australian Curriculum and Reporting Authority’s, Senior Project Officer – The Arts, Linda Lorenza who discussed the development to the Australian Curriculum website and how to find engaging student learning and teacher support resources, aligned to each content description using Scootle. About her experiences as a sustainability education leader and take us through Cool Australia’s wonderful curriculum resources. Linda shared some of her favourite resources to support the 5 streams making up the Arts curriculum area.
## Scope and Sequence

The Arts F–10 scope and sequence by band

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<thead>
<tr>
<th>DANCE</th>
<th>DRAMA</th>
<th>MEDIA ARTS</th>
<th>MUSIC</th>
<th>VISUAL ARTS</th>
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<tbody>
<tr>
<td><strong>Exploring ideas and improvising with ways to represent ideas</strong></td>
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</tr>
<tr>
<td>2.1 Explore, improvise and organise ideas to make dance sequences using the elements of dance. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.1 Explore and develop the media of dance through dance. General capabilities: Lit, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.1 Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.1 Develop skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion. General capabilities: Lit, Num, ICT, COET. Cross-curriculum priorities: NA.</td>
<td>2.1 Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
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<tr>
<td>2.2 Use fundamental movement skills to develop creative ideas when creating dance sequences. General capabilities: Lit, Num, ICT, PSC, EU. Cross-curriculum priorities: NA.</td>
<td>2.2 Use voice, facial expression, movement and space to imagine and understand dance. General capabilities: Lit, Num, ICT, PSC.</td>
<td>2.2 Use voice, facial expression, movement and space to understand dance. General capabilities: Lit, Num, ICT, PSC. Cross-curriculum priorities: NA.</td>
<td>2.2 Explore and experiment with different materials, techniques, technologies and processes to make artworks. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.2 Use voice, facial expression, movement and space to understand dance. General capabilities: Lit, Num, ICT, PSC. Cross-curriculum priorities: NA.</td>
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<td>2.3 Present dance that communicates ideas to an audience, including dance created by cultural groups in the community. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.3 Present dance that expresses ideas, including dance created by cultural groups in the community. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.3 Create and present media artworks that express ideas, including dance created by cultural groups in the community. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.3 Create and present media artworks that express ideas, including dance created by cultural groups in the community. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
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<td>2.4 Respond to and interpret where and why people dance, starting with dance from Australia, including dance of Aboriginal and Torres Strait Islander Peoples. General capabilities: Lit, Num, ICT, PSC, EU. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.4 Respond to and interpret how and why people dance, including dance created by cultural groups in the community. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.4 Respond to and interpret dance that communicates ideas, including dance created by cultural groups in the community. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.4 Respond to and interpret dance that communicates ideas, including dance created by cultural groups in the community. General capabilities: Lit, Num, ICT, COET, PSC. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
<td>2.4 Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples. General capabilities: Lit, Num, ICT, PSC, EU. Cross-curriculum priorities: ATSIHC, AERA, SUST.</td>
</tr>
</tbody>
</table>
filtering

Curriculum browser

Organise curriculum by: Year level  Subject

Jump to year: 2

History

Year 2

History Level Description
The Past in the Present
The Year 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should...

Dance

Year 2

Dance Band Description
In Foundation to Year 2, students explore dance. They learn about how dance can represent the world and they make dances to represent their ideas about the world. They share their dance...

Health and Physical Education

Year 2

Health and Physical Education Band Description
The curriculum for Year 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity...

Health and Physical Education Content Descriptions
Personal, Social and Community Health

Being healthy, safe and active
Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)

Describe physical and social changes that occur as children grow older and discuss how family and
Achievement standards: Foundation to Year 2

<table>
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<th>DRAMA</th>
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<tbody>
<tr>
<td>By the end of Year 2, students describe the effect of the elements in dances they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</td>
<td>By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</td>
<td>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.</td>
<td>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</td>
<td>By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</td>
</tr>
</tbody>
</table>
### Achievement standards: Years 3 and 4

<table>
<thead>
<tr>
<th>DANCE</th>
<th>DRAMA</th>
<th>MEDIA ARTS</th>
<th>MUSIC</th>
<th>VISUAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or a mood. They collaborate to make dances and perform with control, accuracy, projection and focus.</td>
<td>By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</td>
<td>By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.</td>
<td>By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.</td>
<td>By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.</td>
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</tbody>
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Achievement standards: Years 5 and 6

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<th>Drama</th>
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<th>Music</th>
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<tbody>
<tr>
<td>By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.</td>
<td>By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.</td>
<td>By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.</td>
<td>By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form, symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</td>
<td>By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.</td>
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More information …

ACARA website www.acara.edu.au
• Shape of the Australian Curriculum
• Curriculum development process
• Curriculum design

ACARA updates

The Arts:
www.acara.edu.au/curriculum/arts.html
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Do *you* follow?

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