

# Australian Curriculum The Arts Primary workshop

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Brisbane Catholic Education Office

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

**acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY

# 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

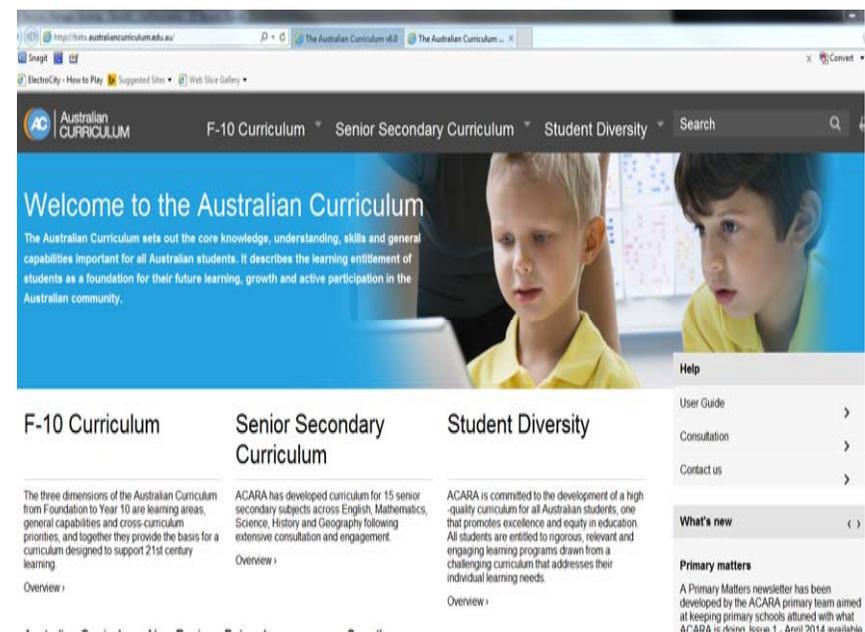
# Australian Curriculum: home page

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



The screenshot shows the main website with a dark navigation bar containing 'Home', 'F-10 Curriculum', 'Senior Secondary Curriculum', and 'Student Diversity'. A search bar is on the right. The main banner features the text 'Welcome to the Foundation to Year 12 Australian Curriculum online' over an image of children. Below the banner, there are sections for 'The Australian Curriculum' (describing the national standard), 'New website design' (with a thumbnail of the site), and a footer with the ACARA logo and name.

<http://beta.australiancurriculum.edu.au/>

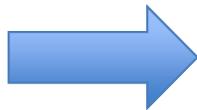


The screenshot shows the beta version of the website. The navigation bar is similar but includes a 'Search' button. The main banner says 'Welcome to the Australian Curriculum' and includes a paragraph about the curriculum's purpose. Below the banner, there are three columns for 'F-10 Curriculum', 'Senior Secondary Curriculum', and 'Student Diversity', each with an 'Overview' link. A 'Help' sidebar on the right lists 'User Guide', 'Consultation', and 'Contact us'. At the bottom right, there is a 'What's new' section with a 'Primary matters' subsection.

# Content Structure

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

The screenshot shows the top navigation bar with 'Home', 'F-10 Curriculum', 'Senior Secondary Curriculum', and 'Student Diversity'. On the right, there are links for 'Consultation' and 'Print/Download'. The main header area features the 'The Arts' title with a note '(Available for use; awaiting final endorsement)'. Below this, there are three tabs: 'Rationale/Aims', 'Organisation', and 'Foundation to Year 10 Curriculum'. To the right of the tabs is a graphic showing overlapping arcs for 'Drama', 'Dance', 'Media Arts', and 'Mus'. A 'Print this page' link is located at the bottom right of the header area.



- Organisation
- Introduction
- Content structure**
- Learning in Dance
- Learning in Drama
- Learning in Media Arts
- Learning in Music
- Learning in Visual Arts
- The Arts across Foundation to Year 10
- Student diversity
- General capabilities
- Cross-curriculum priorities
- Links to other learning areas
- Implications for teaching, assessment and reporting

## 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

## Viewpoints

In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for



### The Arts / Drama / Years 5 and 6

| Content description  | Elaborations   |
|--|--|
| <p>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance elements to share community and cultural stories and engage an audience</p> | <ul style="list-style-type: none"> <li>• creating narrative and tension to communicate dramatic meaning</li> <li>• 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?</li> <li>• 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</li> <li>• focusing communication with the audience by, for example, remembering lines, moves and cues in rehearsal and performance</li> <li>• showing understanding of the purpose of rehearsing drama and the need for collaboration and group work</li> <li>• using props, costumes, instruments and available technologies such as light, sound and multimedia to create dramatic symbols and enhance dramatic action</li> <li>• 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</li> <li>• 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</li> <li>• using available software and applications to plan for playbuilding and to create scripts</li> </ul> |



• How are concepts and contexts

• What interpretations will audiences

# Content descriptions

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

# Scope and Sequence

## The Arts F–10 scope and sequence by band

### The Arts: Foundation to Year 2

| DANCE   | DRAMA   | MEDIA ARTS  | MUSIC   | VISUAL ARTS  |
|---|---|---|---|--|
| <i>Exploring ideas and improvising with ways to represent ideas</i>   |   |   |   |  |
| 2.1 Explore, improvise and organise ideas to make dance sequences using the elements of dance<br>General capabilities: Lit, Num, ICT, CCT, PSC,<br>Cross-curriculum priorities: ATSIHC, AAEA, SUST  | 2.1 Explore role and dramatic action in dramatic play, improvisation and process drama<br>General capabilities: Lit, ICT, CCT, PSC, EU<br>Cross-curriculum priorities: SUST   | 2.1 Explore ideas, characters and settings in the community through stories in images, sounds and text<br>General capabilities: Lit, Num, ICT, CCT, ICU<br>Cross-curriculum priorities: ATSIHC, SUST, AAEA  | 2.1 Develop aural skills by exploring and imitating the sounds, pitch and rhythm patterns using voice, movement and body percussion<br>General capabilities: Lit, Num, CCT, ICT<br>Cross-curriculum priorities: NA  | 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<br>General capabilities: Lit, Num, ICT, CCT, ICU<br>Cross-curriculum priorities: ATSIHC, AAEA, SUST                |
| <i>Developing understanding of practices</i>  |   |   |   |  |
| 2.2 Use fundamental movement skills to develop technical skills when practising dance sequences<br>General capabilities: Lit, Num, CCT, PSC, EU<br>Cross-curriculum priorities: NA  | 2.2 Use voice, facial expression, movement and space to imagine and establish role and situation<br>General capabilities: Lit, Num, CCT, PSC<br>Cross-curriculum priorities: SUST   | 2.2 Use media technology to capture and edit images, sounds and text for a purpose<br>General capabilities: Lit, ICT, CCT<br>Cross-curriculum priorities: SUST  | 2.2 Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community<br>General capabilities: Lit, ICT, CCT, ICU<br>Cross-curriculum priorities: ATSIHC, AAEA, SUST                      | 2.2 Use and experiment with different materials, techniques, technologies and processes to make artworks<br>General capabilities: Lit, Num, ICT, CCT, PSC<br>Cross-curriculum priorities: AAEA, SUST   |
| <i>Sharing artworks through performance, presentation or display</i>  |   |   |   |  |
| 2.3 Present dance that communicates ideas to an audience, including dance used by cultural groups in the community<br>General capabilities: Lit, Num, ICT, PSC, CCT, ICU<br>Cross-curriculum priorities: ATSIHC, AAEA, SUST   | 2.3 Present drama that communicates ideas, including stories from their community, to an audience<br>General capabilities: Lit, ICT, CCT, PSC, ICU<br>Cross-curriculum priorities: ATSIHC, AAEA, SUST   | 2.3 Create and present media artworks that communicate ideas and stories to an audience<br>General capabilities: Lit, Num, ICT, CCT, PSC, EU, ICU<br>Cross-curriculum priorities: AAEA, SUST  | 2.3 Create compositions and perform music to communicate ideas to an audience<br>General capabilities: Lit, Num, ICT, CCT, PSC<br>Cross-curriculum priorities: NA   | 2.3 Create and display artworks to communicate ideas to an audience<br>General capabilities: Lit, CCT, PSC<br>Cross-curriculum priorities: ATSIHC, AAEA  |
| <i>Responding to and interpreting artworks</i>  |   |   |   |  |
| 2.4 Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples<br>General capabilities: Lit, Num, CCT, PSC, ICU<br>Cross-curriculum priorities: ATSIHC, AAEA, SUST | 2.4 Respond to drama and consider where and why people make drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples<br>General capabilities: Lit, ICT, CCT, PSC, EU, ICU<br>Cross-curriculum priorities: ATSIHC, AAEA, SUST | 2.4 Respond to media artworks and consider where and why people make media artworks, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples<br>General capabilities: Lit, Num, ICT, CCT, PSC, EU, ICU<br>Cross-curriculum priorities: ATSIHC, AAEA, SUST | 2.4 Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples<br>General capabilities: Lit, Num, CCT, PSC, EU, ICU<br>Cross-curriculum priorities: ATSIHC, AAEA, SUST | 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<br>General capabilities: Lit, CCT, PSC, ICU<br>Cross-curriculum priorities: ATSIHC, AAEA, SUST |

# filtering

## Curriculum browser

Home / F-10 Curriculum / Curriculum browser

Print this page

**Show/Hide Curriculum**

- Year level descriptions
- Content descriptions
- Achievement standards
- Icons

Reset filters    Apply filters

**Subjects**

- Select all
- English
- Mathematics
- Science
- History

**Year levels**

- Select all
- Foundation Year
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 10A

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...

[Read full description](#)

##### History Content Descriptions

###### Historical Knowledge and Understanding

###### The past in the present

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)



### 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...

[Read full description](#)

##### Dance Content Descriptions

Explore, improvise and organise ideas to make dance sequences using the [elements of dance](#) (ACADAM001)



Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)



Present dance that communicate ideas to an

### 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](#)...

[Read full description](#)

##### 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

| DANCE  | DRAMA  | MEDIA ARTS   | MUSIC  | VISUAL ARTS  |
|--|--|--|--|--|
| <p>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.</p> <p>Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</p> | <p>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.</p> <p>Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</p> | <p>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.</p> <p>Students make and share media artworks using story principles, composition, sound and technologies.</p> | <p>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p> | <p>By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.</p> <p>Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</p> |

# Achievement standards: Years 3 and 4

| DANCE  | DRAMA   | MEDIA ARTS   | MUSIC  | VISUAL ARTS   |
|--|---|--|--|---|
| <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> | <p>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.</p> <p>Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.</p> | <p>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.</p> <p>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 .</p> | <p>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.</p> <p>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.</p> |

# Achievement standards: Years 5 and 6

| DANCE  | DRAMA  | MEDIA ARTS   | MUSIC   | VISUAL ARTS   |
|--|--|--|---|---|
| <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> |

# Starting from an arts experience

- Opening instruction:
  - Think about what you think, see and feel in response to the arts experience
- After the arts experience:
  - Viewpoints:
    - context of the artwork\*: societal/cultural/historical
    - knowledge: elements/forms/meanings

*\*artwork - generic term for a performance or an artwork in each of the five Arts subjects*

## Examples of arts experiences

| <b>ARTS experience:</b>  | <b>Initial recollections:</b>   |
|--|---|
| Arts Express exhibition with interviews of student artists at AG NSW | - <i>That some student artists doodled to create rather than planned; that one student combined cross-stitch with QR codes.</i>                       |
| Bell Shakespeare:<br>The Winter's Tale                               | - <i>The images of the shadows and the demise of the father</i>   |
| Company B:<br>Once in Royal David's City                             | - <i>The actors portrayed different characters through body and voice not props and costumes</i><br>- <i>The minimal set</i>                          |
| STC:<br>Noises Off   | - <i>The two storey set that was reversed so the audience saw the front and back of the story which affected the relationships between characters</i> |
| Sydney Symphony Orchestra:<br>Russian Dreams                         | - <i>The Disney story-ness of the music and watching the conductor, mood</i>  |

## Examples of viewpoint questions for arts experiences:

| DRAMA   | MUSIC  | VISUAL ARTS   |
|---|--|---|
| <p>How did we know who was in the scenes? What did the actors do to tell us this?</p>         | <p>How does the music make you feel?<br/>What in the music made you feel that way?</p> | <p>How have the materials been used? Who made it and why?</p>                             |
| <p>How does the set affect the telling of the story?</p>                                      | <p>What is the story being told?</p>   | <p>How did the artists' choices enhance the meaning for the audience?</p>                 |
| <p>How does the artwork communicate meaning to the audience? (e.g. over the top costumes)</p> | <p>Why did the composer write this music?</p>  | <p>Why did the artist choose traditional and emerging technologies to convey meaning?</p> |
| <p>What did this story tell you about family relationships?</p>                               | <p>Which instruments helped you feel certain emotions? Why?</p>                        |   |
| <p>How did the shadows tell the story?</p>  |  |   |

# More information ...

ACARA website [www.acara.edu.au](http://www.acara.edu.au)

- *Shape of the Australian Curriculum*
- *Curriculum development process*
- *Curriculum design*

ACARA updates

[http://www.acara.edu.au/news\\_media/subscribe.html](http://www.acara.edu.au/news_media/subscribe.html)

The Arts:

[www.acara.edu.au/curriculum/arts.html](http://www.acara.edu.au/curriculum/arts.html)

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