

# Connecting the community & the arts in school: The Australian Arts Curriculum

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# The Arts

(Available for use; awaiting final endorsement)



- Rationale/Aims
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- Foundation to Year 10 Curriculum

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## Rationale/Aims

### The Arts

### Dance

### Drama

### Media Arts

### Music

### Visual Arts

## The Arts

### 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 arts knowledge and understanding to make sense of their world. The Australian Curriculum: The Arts values, respects and explores the significant contributions of Aboriginal and Torres Strait Islander Peoples to Australia's arts heritage and contemporary arts practices through their distinctive ways of representing and communicating knowledge, traditions and experience. In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding

[www.australiancurriculum.edu.au/TheArts/Rationale-Aims](http://www.australiancurriculum.edu.au/TheArts/Rationale-Aims)

*The Australian Curriculum: The Arts is based on the principle that all young Australians are entitled to engage fully in all the major art forms and to be given a balanced and substantial foundation in the **special knowledge and skills base** of each.*

<http://beta.australiancurriculum.edu.au/the-arts/the-arts-across-foundation-to-year-10>

***Teachers in schools are the key to providing students with rich, sustained, rigorous learning in each of the subjects in the arts. The **arts industry** complements the provision of the arts curriculum in schools through programs and partnerships, and by increasingly providing specialist services for schools ...***

*Shape of the Australian Curriculum: The Arts*

*The arts in the **local community** includes the arts of all the cultural groups represented in that community and is the **initial focus** for learning in the arts at school.*

<http://beta.australiancurriculum.edu.au/the-arts/the-arts-across-foundation-to-year-10>

# Through the Australian Curriculum: The Arts, students pursue broad questions such as:

What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks?

<http://beta.australiancurriculum.edu.au/the-arts/the-arts-across-foundation-to-year-10>

# 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.

...

# 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.



# Achievement standards – end of primary

## Dance Achievement Standard

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.

## Drama Achievement Standard

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

## Music Achievement Standard

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.

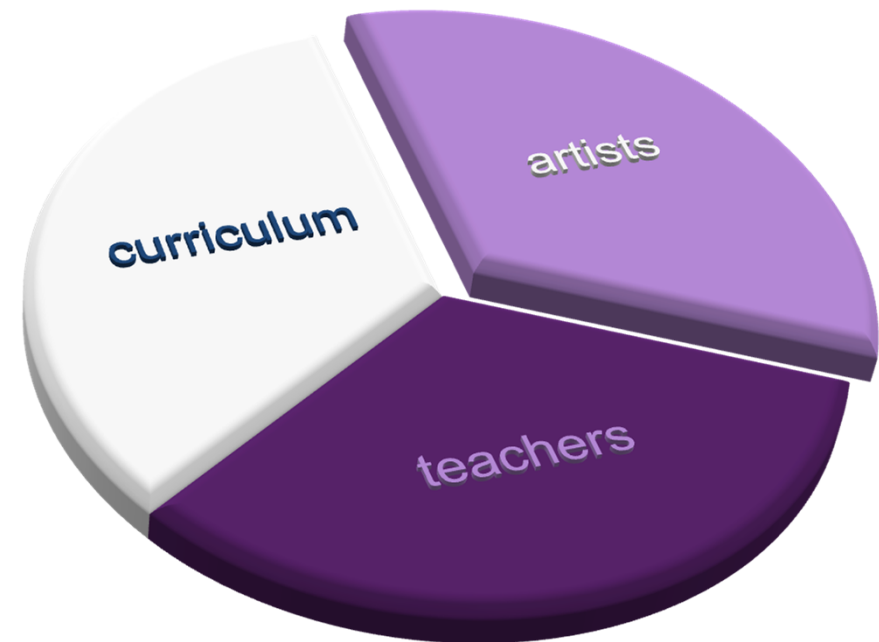
Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

*‘Many of the teachers in primary school are getting quite old, they’re afraid of a mess and of the kids getting out of control.’*

*‘The **national partnerships** has forced teachers to look at their programs ... one teacher has started to reflect and really look at what she is doing. She is actually going **to lead a change** in that area.’*

... maximising opportunities for learners to engage with innovative thinkers and leaders and to experience the arts both as audience members and as artists...

(National Education and the Arts Statement, 2007)



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