The role of narrative in the creative arts

**Parental advice and support - creative arts Early Stage 1**

This sequence develops student understanding of the role of narrative in the creative arts. A narrative is sometimes called a story. Students will explore the way narrative helps create meaning in songs and artworks.

## Background notes

Narrative is part of everyday communication as well as how we think about the world. Narrative in the creative arts and English are interconnected. As students listen to musical compositions and view visual artworks, they will create their own meaning. Students need to continue to develop their knowledge and skills of each artform using appropriate language and techniques from the relevant artform such as tempo (speed), dynamics (volume), line (outlines, actual and implied lines) and colour.

During this learning sequence your child will explore examples of how narrative is used to create meaning in the creative arts. Your child will create their own artwork. This artwork will be created in response to a musical stimulus and will be accompanied by an artist intent statement (narrative) to assist in creating meaning for their audience.

When creating artworks, encourage your child to use equipment correctly such as having sharp pencils, overlapping colours, using pencils softly to allow colours to blend.

## Resources

You are an important support for your child in their learning. Key opportunities for you to help your child are:

* Activity 1 – encourage your child to sing a song they have learnt in class. Try changing the tempo of the song by singing faster or slower or change the dynamics of the song by singing louder or softer. Discuss with your child if this changes the meaning, or mood, of the song. Watch your child act out the song’s story/lyrics as they sing it. In their student workbook help them to write a sentence describing how the music in their chosen song helps to tell a story.
* Activity 2 – find some music for your child to listen to that tells a story without using words (lyrics). It could be a television advertisement, something heard at home, at a concert, or music from another culture. Discuss with your child the story (narrative) the music could be telling. How does the music create the narrative? For example, does it change tempo or dynamics? Provide materials for your child to create an artwork that reflects the narrative of the music they listened to. Materials could include paper, pencils, paints or textiles (to create a sculpture). Help your child to write a one-sentence artist intent statement in their student workbook.
* Activity 3 – find artworks that tell a story. There are many examples that teachers, students, parents, carers and friends may have access to. For example, wall posters, artworks, street art, art in the environment, magazines or books. Choose an artwork that inspires a narrative. Discuss with your child what the artwork is about. What story does it tell? Is your point of view different to your child’s? What techniques has the artist used to communicate meaning to the audience? In their student workbook, help your child write a title for the artwork, name of the artist and a sentence describing the meaning communicated to them from the chosen artwork. Watch your child role play the narrative (story) of this artwork.

If your child is learning through an online platform, they will need access to a computer and the internet. Alternatively, students may complete their learning using the student workbook provided.

During this sequence your child may also need the following resources.

* student workbook
* coloured pencils, lead pencil, paint or textiles
* a piece of paper
* access to music (with and without lyrics), various artworks.

## Further support

For support or more information please contact your school or class teacher or visit [education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers)

The learning in this sequence contributes to student achievement of NSW English syllabus outcomes – VAES1.3, VAES1.4, MUES1.1, MUES1.4, DRAES1.3.