Early Stage 1 term-based – focus on form, repertoire or context

## Form, repertoire and context term overview

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| **Term** | **Visual arts – forms** | **Music – repertoire** | **Drama – forms** | **Dance - contexts** |
| 1 | Learning about visual arts practices and techniques through making and appreciating through a focus ondrawing and painting. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement and vocal music (speech and song). | Learning the elements of drama through making, performing and appreciating using dramatic forms of improvisation, mime and/or movement. | Incidental learning this term. |
| 2 | Learning about visual arts practices and techniques through making and appreciating through a focus on ceramics, sculpture and 3D forms. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement and vocal music (speech and song). | Learning the elements of drama through making, performing and appreciating using dramatic forms of storytelling and playbuilding. | Incidental learning this term. |
| 3 | Learning about visual arts practices and techniques through making and appreciating through a focus on digital forms and photography. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement, vocal music and instrumental music. | Incidental learning this term. | Learning the elements of dance through performing, composing and appreciating using contexts such as community and cultural dances. |
| 4 | Learning about visual arts practices and techniques through making and appreciating through a focus on fibre and printmaking. | Musical concepts through performing, organising sound and listening with a repertoire focus on movement, vocal music and instrumental music when composing or organising sound. | Incidental learning this term. | Learning the elements of dance through performing, composing and appreciating using contexts such as reflecting on an idea, stimulus, story, cultural or historical situation. |

## Form, repertoire or context focus – content

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| Artform and outcomes | Focus | Content (learn to) | Content (learn about) |
| Visual arts outcomes:   * VAES1.1 – makes simple pictures and other kinds of artworks about things and experiences. * VAES1.2 – experiments with a range of media in selected forms. * VAES1.3 – recognises some of the qualities of different artworks and begins to realise that artists make artworks. * VAES1.4 – communicates their ideas about pictures and other kinds of artworks. | **Through a focus on forms,** students are learning visual arts practices and techniques through making and appreciating in:   * Term 1 – drawing and painting * Term 2 – ceramics, sculpture and 3D forms * Term 3 – digital forms and photography * Term 4 – fibre and printmaking. | **Students learn to:**   * think about themselves as artists in their artmaking (within a limited understanding of the artist’s function) * explore different kinds of things and experiences in their making of artworks * make drawings, paintings, sculptures about things of interest to them and their experiences * use a variety of media, techniques and tools to create different effects * look at details within their own and others’ artworks and talk about associations with their own experience and the effects of the works. | **Students learn about:**   * who artists are, what they do, what they make * how their interest in things and experience affects what they and others represent in pictures and other kinds of artworks * the properties of drawings, paintings, sculptures and so on, what they are about and what they are made from * the properties of some media, tools and techniques and how they can be used to create interesting effects. |
| Music outcomes:   * MUES1.1 – participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts. * MUES1.1 – creates own rhymes, games, songs and simple compositions. * MUES1.4 – listens to and responds to music. | **Through a focus on** **repertoire**, students are learning musical concepts through performing, organising sound and listening in:   * Term 1 – movement and vocal music (speech and song) * Term 2 – movement and vocal music (speech and song) * Term 3 – movement, vocal music and instrumental music * Term 4 – movement, vocal music and instrumental music when composing or organising sound. | **Students learn to:**   * perform music through singing, playing and moving to simple songs and speech rhymes * organise sound by creating simple songs, rhymes, games and compositions or variations on simple songs, rhymes, games and compositions * listen to, and respond to, a variety of music. | **Students learn about musical concepts:**   * through recognising simple musical features of the music they perform * by organising sound through listening, imitation and experimentation * by responding to music through performing and organising sound activities and identifying simple features of this music.   **Students learn about the role of music in the world by:**   * recognising that music is all around them. |
| Drama outcomes:   * DRAES1.1 – uses imagination and the elements of drama in imaginative play and dramatic situations. * DRAES1.3 – dramatises personal experiences using movement, space and objects. * DRAES1.4 – responds to dramatic experiences. | **Through a focus on dramatic forms**, students are learning the elements of drama through making, performing and appreciating using of:   * Term 1 – improvisation, mime and/or movement * Term 2 – storytelling and playbuilding. | **Students learn to:**   * make drama by interacting with the teacher and others and by using their imagination to create roles and dramatic situations * communicate imagined situations through drama forms such as improvisation, movement, mime, and storytelling * begin to respond to their own drama in terms of roles and space. | **Students learn about:**   * engaging in the basic elements of drama such as tension, contrast (loud/soft, fast/slow) and symbol * sharing their drama with others * depicting everyday situations in dramatic contexts. |
| Dance outcomes:   * DAES1.1 – participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities. * DAES1.2 – explores movement using the elements of dance in response to a stimulus to express ideas, feelings or moods. * DAES1.3 – responds to and communicates about the dances they view and/or experience. | **Through a focus on contexts,** students are learning the elements of dance through performing, composing and appreciating using such as:   * Term 3 – community and cultural dances * Term 4 – reflecting on an idea, stimulus, story, cultural or historical situation. | **Students learn to:**   * move safely and expressively in a dance with control and sensitivity to sound accompaniment * explore the elements of dance expressively in the composition of dances * use memory and imagination to explore a range of familiar and fantasy movement ideas for dance * show their dance ideas to others, watch other people dance, and think and talk about themselves and others dancing. | **Students learn about:**   * the importance of moving safely, as an individual and with others, in a designated dance space * the basic elements of dance: actions of the body, dynamic qualities of movement, timing, spatial aspects and relationships * the use of everyday and fantasy movement ideas as active and physical starting points for creating dances * the basic components of dances — dancers, movement, sound and physical settings — and how they and their classmates can think about dance ideas. |

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