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

# Form, repertoire and context term overview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 (Year 1); puppetry and mask (Year 2). | Incidental learning this term. |
| 2 | Learning about visual arts practices and techniques through making and appreciating through a focus on ceramics, sculpture and CD 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 playbuilding and digital (video) drama (Year 1); storytelling and readers’ theatre (Year 2). | 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 (Year 1); personal, contemporary and historical situations (Year 2). |
| 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 (Year 1); community, Australian, global cultures and identities (Year 2). |

## Form, repertoire or context focus – content

|  |  |  |  |
| --- | --- | --- | --- |
| **Artform and outcomes** | **Focus** | **Content (learn to)** | **Content (learn about)** |
| **Visual arts outcomes:*** VAS1.1 – makes artworks in a particular way about experiences of real and imaginary things.
* VAS1.2 – uses the forms to make artworks according to varying requirements.
* VAS1.3 – realises what artists do, who they are and what they make.
* VAS1.4 – begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.
 | **Through a focus on forms,** students are learning about visual arts practices and techniques through making and appreciating through:* Term 1 – drawing and painting
* Term 2 – ceramics, sculpture and 3D forms
* Term 3 – digital forms and photography
* Term 4 – fibre and/or printmaking.
 | **Students learn to:*** think about themselves as artists and how they make artworks
* explore different kinds of subject matter in their artworks
* extend skills in using a variety of media, techniques and tools to create effects to represent things
* describe some aspects of their own and others’ artworks.
 | **Students learn about:*** how artists and why artists make artworks
* how pictures and artworks represent different aspects of the world
* the different things that are made as art
* the properties of some media, tools and techniques and how they are used
* who audiences are, what they do and where they look at art.
 |
| **Music outcomes:*** MUS1.1 – brings, plays and moves to a range of music, demonstrating an awareness of musical concepts.
* MUS1.2 – explores, creates, selects and organises sound in simple structures.
* MUS1.3 – uses symbol systems to represent sounds.
* MUS1.4 – responds to a range of music, expressing likes and dislikes and the reasons for those choices.
 | **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:*** sing, play and move to a variety of music
* organise sound through imitation and experimentation
* represent sound through symbols
* listen and respond to a variety of music.
 | **Students learn about:** * musical concepts in the music they sing, move to or play
* use symbol systems to notate the music they organise, perform or listen to
* responding to music through performing, organising sound and identifying musical concepts.

**Students learn about the role of music in the world by:*** recognising that music is all around them.
 |
| **Drama outcomes:*** DRAS1.1 – takes on roles in drama to explore familiar and imagined situations.
* DRAS1.2 – conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.
* DRAS1.3 – interacts collaboratively to communicate the action of the drama with others.
* DRAS1.4 – appreciates dramatic work during the making of their own drama and the drama of others.
 | **Through a focus on using dramatic forms**, students are learning the elements of drama through making, performing and appreciating in:**Year One** * Term 1 – improvisation, mime and movement
* Term 2 – playbuilding and digital (video) drama.

**Year Two*** Term 1 – puppetry and mask
* Term 2 – storytelling and readers’ theatre.
 | **Students learn to:** * explore roles in different dramatic situations
* use the elements of drama to make and respond to drama
* use improvisation, mime, movement, storytelling, readers’ theatre, playbuilding, puppetry, mask and digital drama to make meaning
* communicate and express experiences to make meaning
* respond as both artist and audience.
 | **Students learn about:** * developing their use of the elements of drama
* make decisions about roles and situations, and using voice and movement
* character relationships in live and screen drama.
 |
| **Dance*** DAS1.1 – performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.
* DAS1.2 – explores and selects movement using the elements of dance to make dance express ideas, feelings or moods.
* DAS1.3 – gives personal opinions about the dances and their purpose that they view and/or experience.
 | **Through a focus on contexts,** students are learning the elements of dance through performing, composing and appreciating through:**Year One*** Term 3 – community and cultural dances
* Term 4 – reflecting on an idea, stimulus, story, cultural or historical situation.

**Year Two*** Term 3 – personal, contemporary and historical situations
* Term 4 – community, Australian, global cultures and identities.
 | **Students learn to:*** perform expressively using movement qualities, considering mood and possible accompaniment
* use dance elements such as action, space, dynamics, time and relationships to compose dances
* respond to a range of stimuli, drawing from personal or global experience
* share their dances as an artist and talk about dancing as an audience.
 | **Students learn about:*** the importance of safe and skilful dance practices when composing and performing dances
* the elements of dance to express ideas when composing dances
* developing and structuring dances using stimuli
* discuss components of dances such as the artists, the movement, the setting and any sound.
 |

[Creative Arts K – 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © 2006 Copyright NESA for and on behalf of the Crown in right of the State of New South Wales.