Stage 2 term-based – focus on form, repertoire or contexts

## Forms, 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 3); puppetry and mask (Year 4). | 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 readers’ theatre (Year 3); playbuilding and digital (video) drama (Year 4). | 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 3); personal, contemporary and historical situations (Year 4). |
| 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 3); community, Australian, global cultures and identities (Year 4). |

### Form, repertoire or context focus – content

|  |  |  |  |
| --- | --- | --- | --- |
| Artform and outcomes | Focus | Content (learn to) | Content (learn about) |
| Visual arts outcomes:* VAS2.1 – represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.
* VAS2.2 – uses the forms to suggest the qualities of subject.
* VAS2.3 – acknowledges that artists make artworks for different reasons and various interpretations are possible.
* VAS2.4 – identifies connections between subject matter in artworks and what they refer to and appreciates the use of particular techniques.
 | **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/or printmaking.
 | **Students learn to:*** develop their artistic intentions in artmaking and consider how these affect the look of the work, its details and an audience’s response
* select and explore different aspects of subject matter in particular ways in their making of artworks
* use particular artistic traditions guided by the teacher’s instruction in artmaking and experiment with techniques, tools and graphic schema (for example, in drawing, painting, sculpture, printmaking and digital works)
* interpret the meaning of artworks by taking into account relationships between the artwork, the world and the artist.
 | **Students learn about:*** how artists, including themselves, have intentions that affect the look of the work and its details
* how artists think about what an audience may think about their work when they make art
* how artists, including themselves, can interpret the world in particular ways in their artmaking
* traditions associated with different forms such as drawing, painting, sculpture, printmaking and digital works
* how pictures and other artworks invite interpretations from audiences.
 |
| Music outcomes:* MUS2.1 – sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.
* MUS2.2 – improvises musical phrases, organises sounds and explains reasons for choices.
* MUS2.3 – uses commonly understood symbols to represent own work.
* MUS2.4 – identifies the use of musical concepts and musical symbols in a range of repertoire.
 | **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 a variety of music through singing, playing and moving, demonstrating an understanding of the music
* improvise, experiment, select and combine musical ideas to form simple musical structures and notate these ideas using commonly understood symbols
* listen to, and appreciate, a range of repertoire showing some understanding of musical concepts.
 | **Students learn about musical concepts:** * through recognising musical features of the music they perform
* by organising sound, listening, performing and representing these ideas in traditional and non-traditional notation
* by responding to music through performing and organising sound activities and identifying features of this music.

**Students will learn about the role of music in the world by:** * understanding and appreciating the roles people play in music (performer, composer, listener) and that these people make conscious decisions about what they do.
 |
| Drama outcomes:* DRAS2.1 – takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.
* DRAS2.2 – builds the action of the drama by using the elements of drama, movement and voice skills.
* DRAS2.3 – sequences the action of the drama to create meaning for an audience.
* DRAS2.4 – responds to and interprets drama experiences and performances.
 | **Through a focus on dramatic forms,** students are learning the elements of drama through making, performing and appreciating using of:**Year Three** * Term 1 – improvisation, mime and movement
* Term 2 – storytelling and readers’ theatre.

**Year Four*** Term 1 – puppetry and mask
* Term 2 – playbuilding and digital (video) drama.
 | **Students learn to:** * express dramatic meaning by taking on and sustaining familiar and different roles and by selecting character-specific props, gestures and movements
* use the elements of drama to deepen the meaning of the drama and in discussing drama work
* consolidate interpretative and symbolic work in the drama forms of improvisation, movement, mime, storytelling, puppetry, mask and play building
* devise drama using narrative or episodic sequences in collaboration with others
* interpret the meaning of their own drama and that of others.
 | **Students learn about:** * interpreting everyday situations through a range of drama elements (such as tension, contrast, symbol, time, space, focus, mood)
* making decisions and asking questions which help to develop in-role depth and dramatic responses
* acting in and devising drama from the perspective of drama maker and audience
* appreciating drama by viewing others’ performances.
 |
| Dance outcomes:* DAS2.1 – performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance.
* DAS2.2 – explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods.
* DAS2.3 – gives personal opinions about the use of elements and meaning in their own and others’ dances.
 | **Through a focus on contexts,** students are learning the elements of dance through performing, composing and appreciating using such as:**Year Three*** Term 3 – community and cultural dances
* Term 4 – reflecting on an idea, stimulus, story, cultural or historical situations.

**Year Four*** Term 3 – personal, contemporary and historical situations
* Term 4 – community, Australian, global cultures and identities.
 | **Students learn to:*** sustain expressive qualities and movement skills to convey intent in a dance performance
* draw on the elements of dance to create movement content that relates clearly to the intended meaning of a dance
* use a range of ideas in the composition of dances based on diverse stimuli
* talk and write about their own and others’ dances using dance vocabulary.
 | **Students learn about:*** the human body and movement as the raw material for dance as a performing art
* the use of the elements of dance to make meaning in the creation of a dance, in a performance and for an audience
* how dance ideas can come from a diverse range of sources, including personal experience and the wider world
* dance as it occurs in different places for a range of reasons and how dances can be about different things and elicit varying interpretations from audience members.
 |

### Syllabus reference

[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.