

## The Arts Scope and Sequence: Foundation to Year 10 (by band)

The Arts: Foundation to Year 2					
Thread	Dance	Drama	Media Arts	Music	Visual Arts
<b>Exploring ideas and improvising with ways to represent ideas</b>	Explore, improvise and organise ideas to make dance sequences using the elements of dance	Explore role and dramatic action in dramatic play, improvisation and process drama	Explore ideas, characters and settings in the community through stories in images, sounds and text	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists
<b>Developing understanding of practices</b>	Use fundamental movement skills to develop technical skills when practising dance sequences	Use voice, facial expression, movement and space to imagine and establish role and situation	Use media technology to capture and edit images, sounds and text for a purpose	Sing and play instruments to improvise, practice a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	Use and experiment with different materials, techniques, technologies and processes to make artworks
<b>Sharing artworks through performance, presentation or display</b>	Present dance that communicate ideas to an audience, including dance used by cultural groups in the community	Present drama that communicates ideas, including stories from their community, to an audience	<b>Create and present media artworks that communicate ideas and stories to an audience</b>	Create compositions and perform music to communicate ideas to an audience	Create and display artworks to communicate ideas to an audience
<b>Responding to and interpreting artworks</b>	Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples	Respond to drama and consider where and why people make drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples	Respond to media artworks and consider where and why people make media artworks, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples

### The Arts: Years 3 and 4

Thread	Dance	Drama	Media Arts	Music	Visual Arts
<b>Exploring ideas and improvising with ways to represent ideas</b>	Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama	Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text	Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations
<b>Developing understanding of practices</b>	Practise technical skills safely in fundamental movements	Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place	Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories	Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community	Use materials, techniques and processes to explore visual conventions when making artworks
<b>Sharing artworks through performance, presentation or display</b>	Perform dances using expressive skills to communicate ideas, including telling cultural or community stories	Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama	Plan, create and present media artworks for specific purposes with awareness of responsible media practice	Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume	Present artworks and describe how they have used visual conventions to represent their ideas

### The Arts: Years 3 and 4

Thread	Dance	Drama	Media Arts	Music	Visual Arts
<b>Responding to and interpreting artworks</b>	Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance	Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons	Identify intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks in Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples	Identify intended purposes and meanings as they listen to music, using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	Identify purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples

### The Arts: Years 5 and 6

Thread	Dance	Drama	Media Arts	Music	Visual Arts
<b>Exploring ideas and improvising with ways to represent ideas</b>	Explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning	Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations	Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text	Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions
<b>Developing understanding of practices</b>	Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination	Develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action	Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text	Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community	Develop and apply techniques and processes when making their artworks

<p><b>Sharing artworks through performance, presentation or display</b></p>	<p>Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community</p>	<p>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience</p>	<p>Plan, produce and present media artworks for specific audiences and purposes, using responsible media practice</p>	<p>Rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience</p>	<p>Plan the display of artworks to enhance their meaning for an audience</p>
<p><b>Responding to and interpreting artworks</b></p>	<p>Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance</p>	<p>Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons</p>	<p>Identify intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks in Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples</p>	<p>Identify intended purposes and meanings as they listen to music, using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples</p>	<p>Identify purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples</p>

### The Arts: Years 7 and 8

Thread	Dance	Drama	Media Arts	Music	Visual Arts
<b>Exploring ideas and improvising with ways to represent ideas</b>	Combine elements of dance and improvise by making literal movements into abstract movements	Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes	Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text	Experiment with texture and timbre in sound sources using aural skills	Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork
<b>Manipulating and applying the elements/concepts with intent</b>	Develop their choreographic intent by applying the elements of dance to select and organise movement	Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions	Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples	Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music	Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes
<b>Developing and refining understanding of skills and techniques</b>	Practise and refine technical skills in style-specific techniques	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect	Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning	Practise and rehearse a variety of music, including Australian music, to develop technical and expressive skills	Develop planning skills for art-making by exploring techniques and processes used by different artists
<b>Structuring and organising ideas into form</b>	Structure dances using choreographic devices and form	Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists	Plan, structure and design media artworks that engage audiences	Structure compositions by combining and manipulating the elements of music using notation	Practise techniques and processes to enhance representation of ideas in their art-making

<b>Sharing artworks through performance, presentation or display</b>	Rehearse and perform focussing on expressive skills appropriate to style and/or choreographic intent	Perform devised and scripted drama maintaining commitment to role	Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues	Perform and present a range of music, using techniques and expression appropriate to style	Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience
<b>Analysing and reflecting upon intentions</b>	Analyse how choreographers use elements of dance and production elements to communicate intent	Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning	Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences	Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music	Analyse how artists use visual conventions in artworks
<b>Responding to and interpreting artworks</b>	Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples	Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples	Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks, including Aboriginal and Torres Strait Islander media artworks	Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music-making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples

**The Arts: Years 9 and 10**

Thread	Dance	Drama	Media Arts	Music	Visual Arts
<b>Exploring ideas and improvising with ways to represent ideas</b>	Improvise to find new movement possibilities and explore personal style by combining elements of dance	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama	Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text	Improvise and arrange music, using aural recognition of texture, dynamics and expression, to manipulate the elements of music to explore personal style in composition and performance	Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists
<b>Manipulating and applying the elements/concepts with intent</b>	Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent	Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles	Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples	Manipulate combinations of the elements of music in a range of styles, using technology and notation	Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions
<b>Developing and refining understanding of skills and techniques</b>	Practise and refine technical skills to develop proficiency in genre- and style-specific techniques	Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists	Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style	Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill	Develop and refine techniques and processes to represent ideas and subject matter

<b>Structuring and organising ideas into form</b>	Structure dances using movement motifs, choreographic devices and form	Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles, and by using design elements	Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes	Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists	Plan and design artworks that represent artistic intention
<b>Sharing artworks through performance, presentation or display</b>	Perform dances using genre and style-specific techniques, and expressive skills to communicate a choreographer's intent	Perform devised and scripted drama, making deliberate artistic choices and shaping design elements to unify dramatic-meaning for an audience	Produce and distribute media artworks for a range of community and institutional contexts, and consider social, ethical and regulatory issues	Perform music applying techniques and expression to interpret the composer's use of elements of music	Present ideas for displaying artworks and evaluate displays of artworks
<b>Analysing and reflecting upon intentions</b>	Evaluate their own choreography and performance, and that of others, to inform and refine future work	Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect	Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences	Evaluate a range of music and compositions to inform and refine their own compositions and performances	Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making
<b>Responding to and interpreting artworks</b>	Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance-making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts	Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama-making, starting with drama from Australia, including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts	Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks	Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music-making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts	Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks