

BIG IDEAS: Students are expected to understand the following...

Art is shaped by the times in which we live	Studying the art of one culture helps us to understand another	The arts develop confidence in taking creative risks	A final work of art is the result of multiple iterations	Collaboration allows us to create something greater than the sum of our individual parts
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Arts Learning Outcomes Y5-Y6

Learning Strand	Knowledge Content Students are expected to know the following...	Concepts	Curricular Competencies Students are expected to do the following...
Drama	Elements of drama: Role, character and relationships • Role and character - for example, creating the inner and outer world of a character; differentiating between characters and stereotypes • Relationships - analysing and portraying how relationships influence character development • Situation - sustaining a fictional setting using space and time Elements of drama: Voice and movement • Voice - varying voice, for example, clarity, pace, volume and projection • Movement - using movement, facial expression and gestures to create and sustain belief in character and situation • Focus - framing drama to highlight and communicate key story elements and characters' motivations • Tension - factors that contribute to tension or suspense in stories and tension in characters' relationships, for example, using sound, light and technology to heighten tension/suspense • Space and time - sustaining a clear setting and sense of time to create belief in the drama Elements of drama: Language, ideas and dramatic action • central ideas or themes that give perspectives and ideas to the audience		• Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations. • Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action. • 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. • Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts. By the end of Year 6: • students explain how dramatic action and meaning is communicated in drama they make, perform and view. • explain how drama from different cultures, times and places influences their own drama making. • work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.

	- Mood and atmosphere - the feeling or tone of physical space and the dramatic action created by or emerging from the performance Elements of drama: Audience - shaping and sustaining drama for others using the conventions of story within drama to communicate meanings.		
Visual Arts	Representation: Subject matter - such as environment (macro/micro), physical and conceptual properties of materials and technologies Representation: Forms - cross-media – drawing, design, painting, sculpture, printmaking, photography, film, etc. Representation: Styles - figurative, expressionistic, abstract, surrealism, Dada, digital art, etc. Representation: Techniques - collage, drawing, screen printing, digital imaging, construction and environmental sculpture Representation: Visual conventions - identifying, using and interpreting a selection of design elements and design principles Representation: Materials - understanding of possibilities and restraints (qualities) of a range of materials Representation: Technologies - traditional and digital Practices: Spaces - the meaning of studio, and appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work - the presentation of artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function		- Explore ideas and practices used by artists, to represent different views, beliefs and opinions - Develop and apply techniques and processes when making their artworks - Plan the display of artworks to enhance their meaning for an audience - Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts. By the end of Year 6: - explain how ideas are represented in artworks they make and view. - describe the influences of artworks and practices from different cultures, times and places on their art making. - use visual conventions and visual arts practices to express a personal view in their artworks. - demonstrate different techniques and processes in planning and making artworks. - describe how the display of artworks enhances meaning for an audience.

	Practices: Viewpoints - expression – physical, psychological, sensory and intuitive - contexts – recognising artists and artworks who work in cross-media and those who install their artworks in various locations. Refer to artists and audiences from different cultures		
Music	Elements of music: Rhythm - simple metres and time signatures, for example $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, bars and barlines - semibreve , half note , quarter note , quarter note rest , eighth note , and associated rests, sixteenth note  - compound metre, for example $\frac{6}{8}$, dotted quarter note , quarter note , eighth note , eighth note in groups of 3 , Sixteenth note , dotted quarter note rest . Elements of music: Pitch - pentatonic and major scales - recognising pitch sequences such as an arpeggio or riff; treble and bass clef Elements of music: Dynamics and expression - smoothly (legato), detached (staccato), accent Elements of music: Form - theme/motif, phrase, rondo (ABACA), riff, ostinato Elements of music: Timbre - acoustic, electronic sounds; voice and instrument types Elements of music: Texture - contrast within layers of sound		- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns - 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. - Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience. - Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts By the end of Year 6: - explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. - describe how their music making is influenced by music and performances from different cultures, times and places. - use rhythm, pitch and form symbols and terminology to compose and perform music. - sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with

			accurate pitch, rhythm and expression in performances for audiences.
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Y5-Y6 Drama Elaborations:

Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations.

- experimenting with empathy to develop characters and relationships in drama and considering perspectives, exploring responses and challenging stereotypes
- exploring physical, fictional and emotional space to create characters and situations and imagined feelings
- manipulating dramatic action and use of available theatre technologies to create different meanings
- comparing different ways improvisation and scripted drama create characters and action, and evaluating drama from other cultures and considering how they can use specific techniques in their own work
- Considering viewpoints – forms and elements: For example – How is the voice, movement, gesture and the body used to represent a character, situation or idea? How did the performers use the elements of drama? How can the devised drama be developed to communicate meaning?

Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action.

- varying use of voice, for example, projection, dynamics, pace, pause and pitch, to create and communicate characters' intentions
- trialling different ways to move in character and situations
- Considering viewpoints – evaluations: For example – How did the performers use the elements of drama and design elements effectively? For what purposes did they make drama? What evidence supports your judgement about the drama?
- adjusting the weight (heaviness or lightness of movement), speed, use of stillness, levels and movement through space to focus on character and situation and create dramatic action
- altering voice and movement to show change in mood and atmosphere, and to create images, effects and an engaging delivery
- rehearsing, interacting and negotiating with others in interpretation of scripts to create characters and their relationships

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.

- creating narrative and tension to communicate dramatic meaning
- Considering viewpoints – meanings and interpretations: For example – What did the performer intend audiences to experience and understand from the drama? Why did you make this drama?
- exploring and applying different performance styles, and drawing on drama from other locations, cultures and times as sources of ideas in their own drama, and considering any protocols for representing community or cultural stories in performance
- focusing communication with the audience by, for example, remembering lines, moves and cues in rehearsal and performance
- showing understanding of the purpose of rehearsing drama and the need for collaboration and group work
- using props, costumes, instruments and available technologies such as light, sound and multimedia to create dramatic symbols and enhance dramatic action

- planning and designing elements of their performance, for example, creating a stage design and interpreting diagrams and locations and using proximity and directional stage language in performance spaces during rehearsal
- presenting their performances using internet-based technologies, including social media, and considering the place of a real or virtual audience and their effect on the performance
- using available software and applications to plan for playbuilding and to create scripts

Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts.

- reviewing their own drama, outlining how they used elements of drama and narrative structures and the consequences of collaborative processes
- identifying and discussing different performance styles and the portrayal of different roles and relationships in the drama
- talking and writing about drama from other places and times and how it might or does contribute to their own drama, and how cultural understandings shape meanings in drama
- Considering viewpoints – societies and cultures: For example – What are the traditions, customs and conventions of this drama? How does this drama draw from other cultures, times and places? How have you used drama of other times, places and cultures in your own drama?
- identifying the features of drama from other contexts.

Y5-Y6 Visual Arts Elaborations:

Explore ideas and practices used by artists, to represent different views, beliefs and opinions

- selecting and manipulating combinations of materials and techniques
- exploring cross-media effects and characteristics of representation when making artworks inspired by observation or imagination
- Considering viewpoints – materials and technologies: What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? What made you want to touch this sculpture?
- trialling different ways to represent views, beliefs or opinions in their artworks in response to exploration of how artists communicate their views, beliefs and opinions through art
- making aesthetic choices about representation and being able to explain their choices describing the visual conventions and processes

Develop and apply techniques and processes when making their artworks

- enhancing and practising their art making skills in using a range of materials and technologies
- Considering viewpoints – materials and technologies: What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? What made you want to touch this sculpture?
- making informed choices about using various combinations of representational elements appropriate for a concept, theme or subject matter, for example, combining realistic drawing skills with an appropriated image from the past to create new meaning
- explaining influences of other artists on their own art making
- evaluating the characteristics of their work that are more successful, and work to improve their knowledge and skills from this reflection

Plan the display of artworks to enhance their meaning for an audience

- identifying reasons for the range of audience interpretations of the same artwork, for example, Considering viewpoints or the conceptual approach of the artwork
- Considering viewpoints – histories: For example – What did the artist want the audience to see and understand?

- recognising and evaluating how culture, gender, age, time and place, among other factors, impact on how an audience reads an artwork, for example, comparing the response of different age groups
- Considering viewpoints – societies and cultures: For example – What clues in the artwork tell us where it was made, who made it, and why? What artworks are you familiar with? Which style of artwork represents your community? How would you represent your neighbourhood?
- reflecting critically on how effectively their ideas or feelings have been expressed in their own artworks, and that of others
- Considering viewpoints – skills, techniques and processes: For example – How did the artist work within a space, and at this time? How have they innovated their practice?
- presenting their artworks using internet-based technologies, including social media

Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts.

- making discerning judgements about how they work as an artist, and what and why they design and create, using appropriate visual conventions, for example, a sculpture that expresses movement
- Considering viewpoints – critical theories: For example – Compare these paintings (one from India, one Australian). What do you recognise? What do you understand? What is new?
- explaining the artistic vision of artists from different contexts, particularly referencing the meaning their artworks convey, for example, Aboriginal rock art, graffiti art, Egyptian art
- Considering viewpoints – meanings and interpretations: For example – What is this artwork about? What visual conventions have been used to convey meaning? How did the artist represent their subject matter? How does the artwork reflect the artist's perspective about the environment? How did the audience react to the artwork when it was first displayed?
- analysing how symbolic meaning or metaphor is constructed in their own artworks and artworks of others
- Considering viewpoints – psychology: For example – What elements are used to show excitement in the sculpture? Make a scary monster.
- expressing an opinion about the way numerous artists communicate multiple viewpoints through their artwork
- Considering viewpoints – evaluations: For example – Did it make you think more seriously about the issue? Did the rest of the class understand your message?

Y5-Y6 Music Elaborations:

Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns.

- experimenting with elements of music by improvising patterns, phrases and melodies
- identifying and describing features of rhythm, melody and structure that create effects in their improvisations
- manipulating the timbre of a range of instruments and voices to create and vary mood or atmosphere
- interpreting dynamics and expression in a range of notated music by singing, playing and improvising
- Considering viewpoints – meanings and interpretations: For example – How does the composer indicate dynamics in this piece? How does the performer show emotion in this piece?

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.

- rehearsing a range of unison and part music individually and in ensemble to develop contrast in music they sing and play

- practising their singing and playing to explore and develop technical skills in solo and ensemble music, for example, practising to accurately interpret rhythm and pitch
- rehearsing and refining performances in an expressive manner to communicate meaning, for example, songs from the community
- composing, rehearsing and performing songs and instrumental pieces using scores in a range of forms
- improvising, rehearsing and performing using technologies

Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience.

- improvising and experimenting with combinations of sounds and technologies to create moods and atmospheres
- organising, developing and refining ideas by experimenting with structure
- exploring rhythm, pitch and dynamics and expression to create contrast, repetition and balance to develop compositions for performance
- Considering viewpoints – forms and elements: For example – Which style of music is this? What musical clues helped you to decide?
- presenting performances using internet-based technologies, including social media

Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts

- discussing personal preferences for music from a range of contexts and cultures, using music terminology
- participating in and responding to music from a variety of contexts and cultures as both audience members and performers
- providing and responding to feedback to refine performances and compositions
- Considering viewpoints – evaluations: For example – What do you like about this music and why?
- identifying and comparing how the elements of music are used and combined in different music styles from different cultures
- Considering viewpoints – societies and cultures: For example – How do different cultures use music? Why is this piece of music important in this culture?