

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

Meaning in a work of art is generated by both the artist/performer and the audience	A final work of art is the result of multiple iterations	Acquired technique and knowledge is necessary for exploration and improvisation	Art is a medium through which feelings, interests, experience, beliefs and values can be communicated and expressed	Studying the art of one culture helps us to understand another
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Arts Learning Outcomes Y1-Y2

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 - taking on the point of view of a fictional character and listening and responding in role to others in role • Situation - establishing a fictional setting and relating to it in role Elements of drama: Voice and movement • Voice - using voice, for example, varying loudness/softness, pace and pitch • Movement - body language, for example, using posture, gestures, facial expressions, to create role and situation • Focus - identifying the main idea of the drama Elements of drama: Audience • recognising that the purpose of drama is to communicate and share ideas with others.	Role, voice, story, drama, improvisation	• Explore role and dramatic action in dramatic play, improvisation and process drama • Use voice, facial expression, movement and space to imagine and establish role and situation • Present drama that communicates ideas, including stories from their community, to an audience • Respond to drama and consider where and why people make drama By the end of Year 2: • describe what happens in drama they make, perform and view. • identify some elements in drama and describe where and why there is drama. • make and present drama using the elements of role, situation, and focus in dramatic play and improvisation.

Visual Arts	Representation: Subject matter - personal observations, sensory expression and imagination Representation: Forms - drawing, painting, sculpture, printmaking, fibre crafts and digital imaging Representation: Techniques - overlapping, patterns, colour mixing, collage, mixed media, wrapping, and paper mache Representation: Visual conventions - identifying, using and interpreting line, shape, colour, texture, space, time, tone and value Representation: Materials - the qualities and properties of a range of materials, for example, which material is good for making tall, thin animals Representation: Technologies - traditional and digital technologies 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 Practices: Viewpoints - contexts – recognising artworks from different cultures and from different times	Convention, style, form, representation, viewpoint, design	- use observational skills such as seeing, noticing and viewing critically - Use processes such as describing, explaining, exploring, questioning, selecting, interpreting, imagining, designing, experimenting, constructing, creating and displaying - explore ideas, experiences, observations and imagination to create visual artworks and design - use and experiment with different materials, techniques, technologies and processes to make artworks - create and display artworks to communicate ideas to an audience - respond to visual artworks and consider where and why people make visual artworks. - use observational skills such as seeing, noticing and viewing critically By the end of Year 2: - describe artworks they make and view and where and why artworks are made and presented.
Music	The elements of music: Rhythm sound/silence, long/short, fast/slow, beat and		Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion

	rhythm, rest, ostinato, tempo, quarter note , quarter rest , eighth notes in pairs , experience of double and triple metres, for example $\frac{2}{4}$, $\frac{3}{4}$ Pitch - high/low, pitch direction (going up or down), pitch matching, unison Dynamics and expression - loud (forte) <i>f</i> and soft (piano) <i>p</i> Form - same/different, patterns, repetition, echo, introduction, verse, chorus, round Timbre - every voice and instrument has its own distinct sound - how sound is produced including hit, blown, plucked and shaken Texture - unison, melody and accompaniment, round, drone		- Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community - Create compositions and perform music to communicate ideas to an audience - Respond to music and consider where and why people make music. By the end of Year 2: - communicate about the music they listen to, make and perform and where and why people make music. - improvise, compose, arrange and perform music. - demonstrate aural skills by staying in tune and keeping in time when they sing and play.
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Y1-Y2 Drama Elaborations

Explore role and dramatic action in dramatic play, improvisation and process drama

- taking part in purposeful dramatic play focusing on experiencing the roles and situations they create
- taking turns in offering and accepting ideas, and staying in role in short improvisations
- exploring possibilities for role and situation when participating in whole group teacher-led process drama and roleplay
- taking photos or videoing drama they devise to view and extend their drama ideas

- Considering viewpoints – forms and elements: For example – How did the performers use their voices? What sort of movements did the performers use? What voice and movement have you noticed in others' performances that you might consider in making your own drama and why?

Use voice, facial expression, movement and space to imagine and establish role and situation

- communicating verbally by using the voice to explore and show role and situation
- communicating non-verbally by using facial expression and movement to explore and show role and situation
- practising movement within a space to create the difference between their performance space and the audience space
- manipulating objects, puppets, 2D images and available technologies to create stories

Present drama that communicates ideas, including stories from their community, to an audience

- presenting scenes in which they apply story structures to set the scene, link action and create an ending, such as a cultural or community story with the assistance of representatives from the community
- following cues and using voice and movement to link action, ideas and stories in their drama
- rehearsing and performing sequences of ideas to communicate stories through drama
- enhancing ideas and stories in their drama by using available software and technologies, for example, using a mobile device to add sound effects to a performance
- Considering viewpoints – meanings and interpretations: For example – What do you want your audience to think about your drama? What did this drama make you think about? How did you feel when making/watching the drama? evaluations: What did you like best in the drama? Why?

Respond to drama and consider where and why people make drama

- identifying where they might see and hear drama in their lives and community, for example, sharing experiences of attending drama performances or taking part in drama in their community, and considering how drama sustains and communicates cultural knowledge
- talking about how voices, movement and space are used in drama they make and see
- connecting to and sharing drama experiences through available digital access

- recognising that drama can show that people have different feelings about the world based on their experiences of the environment and other people
- Considering viewpoints – societies and cultures: For example – Why are these people making drama? Where are they making drama?

Y1-Y2 Visual Arts Elaborations:

Explore ideas, experiences, observations and imagination to create visual artworks and design.

- trialling different options for designing representation by looking at artworks about a theme or subject matter, such as a 'circus', and make their own interpretation based on their ideas, experiences, observations and/or imagination
- observing and recording the shapes, colours and textures of people, objects and concepts they experience in their daily lives, for example, drawing faces, insects, plants, food
- Considering viewpoints – forms and elements: For example – What colours were used? What is it made of? How is the colour used, and why is it used in this way?
- practising drawing images and making objects related to self, others and personal environments in different forms, for example, painting, sculpture, photography
- identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, etc.

Use and experiment with different materials, techniques, technologies and processes to make artworks

- exploring a range of natural and man-made materials and technologies to visually express their experiences, for example, paint, pencils, ink, sand, photography and graphically
- comparing the qualities and properties of materials such as paint, crayons, clay and found objects and select appropriate applications to represent something or someone they like
- using techniques to demonstrate various compositional effects, for example, overlapping or crosshatching
- following technical processes and safe practices to make artworks, for example, drawing onto Styrofoam to print on paper

Create and display artworks to communicate ideas to an audience sharing ideas with their classmates about the representational choices they made in their artwork

- talking about ideas such as themes when displaying artworks, for example, at the local gallery or in their classroom
- Considering viewpoints – meanings and interpretations: For example – What did this artwork or design make you think about and why? What figures/shapes can you see in the artwork? How has the artist treated the figures/shapes to convey their idea or meaning?
- making a decision about how to display their artwork to share their ideas

Respond to visual artworks and consider where and why people make visual artworks.

- identifying where they might experience art in their lives and communities, for example, keeping a diary of 'art experiences' and combining to create a class list and then discussing how visual artworks sustain and communicate cultural knowledge
- Considering viewpoints – societies and cultures: For example – Where is this artwork from and why was it made? Who made the artworks? Where and how are they displayed?
- identifying how design elements, such as line, shape, colour or texture, are used in their artworks and in the artwork of others
- describing and interpreting representations in a selection of artworks, for example, considering the subject matter, styles and techniques of a selection of artworks, and how the artworks make them think and feel in response to the artists' intentions
- acknowledging the role of artist and audience as they start to interpret meaning in artworks

Y1-Y2 Music Elaborations:

Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion.

- matching pitch to sing in tune and experimenting with speaking and singing voice to recognise the differences
- imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping and call and response singing
- using voices and body percussion to experiment with the elements of music to identify same and different, for example, sound and silence, fast and slow, long and short, high and low, loud and soft, happy and sad
- recording music ideas using technologies and graphic notation

Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community.

- practising and performing music, reading from notation (invented and learnt symbols)

- practising techniques for singing songs and playing classroom instruments
- singing and playing music to explore the expressive possibilities of their voices and instruments
- Considering viewpoints – meanings and interpretations: For example – What did this music make you think about and why?
- practising and performing music using accessible technologies
- learning a song used by groups in the local community

Create compositions and perform music to communicate ideas to an audience.

- choosing and combining sounds to create compositions, for example, combining pitch and rhythm patterns
- Considering viewpoints – forms and elements: For example – What sounds or musical phrases are in my composition? What instruments were used in the music and how was their sound different? How was their sound made?
- improvising patterns of body movement, such as clapping or stamping, and creating accompaniments to familiar music.
- improvising with voices and sound sources to express actions, thoughts and feelings.
- recording music using notation and technologies so others can read the notation and listen to the recording
- creating and improvising music using technologies.

Respond to music and consider where and why people make music.

- identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates cultural knowledge
- Considering viewpoints – societies and cultures: For example – Where is this music from and why was it made?
- identifying the roles of an active performer and a reflective listener
- sharing constructive observations about music from a range of cultures as a performer and audience member
- describing shapes, patterns, form or mood of pieces of music using their own words and learnt music terminology
- listening to and talking about music and musical instruments from different contexts and cultures