

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

The art of the present is built on the art of the past.	Art is a medium through which feelings, interests, experiences, beliefs and values can be communicated and expressed.	Creativity and imagination are developed by synthesis, constraint and adaptation	Art is the product of informed decision making, analysis and reflection	Collaboration allows us to create something greater than the sum of our individual parts
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Arts Learning Outcomes Y3-Y4

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 - adopting a role and maintaining focus in role; character; communicating role traits; relationships; developing relationships between characters in a drama, for example, using dialogue to show relationships • Situation - establishing a fictional setting using space and time; exploring how drama uses story structures Elements of drama: Voice and movement • Voice - varying voice, for example, clarity, pace, volume and projection • Movement - using movement and gesture to create belief in character and situation • Focus - framing point of view, situation and characters in drama • Tension - factors that contribute to tension or mystery in a drama; what's happening next in the drama	Roleplay, character, voice	• Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama • Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • Shape and perform dramatic action using narrative structures and tension in devised and scripted drama • Identify intended purposes and meaning of drama, using the elements of drama to make comparisons By the end of Year 4: • describe and discuss similarities and differences between drama they make, perform and view. • discuss how they and others organise the elements of drama in their drama. • use relationships, tension, time and place and narrative structure when improvising and performing

	Elements of drama: Space and time - establishing 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 drama consistency Elements of drama: Audience - shaping drama for others using story structures.		devised and scripted drama. collaborate to plan, make and perform drama that communicates ideas.
Visual Arts	Representation: Subject matter - such as past histories, heritage, significant events and community celebrations Representation: Forms - drawing, design, painting, sculpture, printmaking, photography and film Representation: Styles - figurative, realism, expressionistic, impressionistic and others Representation: Techniques - photo-montage, weaving, block printing, digital imaging, wrapping, pottery and others Representation: Visual conventions - identifying, using and interpreting a selection of design elements and design principles Representation: Materials - understanding qualities and properties 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		- use investigative skills such as researching, discovering and reinterpreting artworks from various viewpoints as artist and audience - use observational skills such as seeing, noticing and viewing critically - use practical skills such as use of visual arts materials, equipment and instruments By the end of Year 4: - describe and discuss similarities and differences between artworks they make, present and view. - Discuss how they and others use visual conventions in artworks. - collaborate to plan and make artworks that are inspired by artworks they experience. - Use visual conventions, techniques and processes to communicate their ideas.

	Practices: Viewpoints contexts –recognising artists and artworks from the past, and from different cultures		
Music	Elements of music: Rhythm - simple metres, for example $\frac{2}{4}$, $\frac{3}{4}$, quarter note , quarter note rest , eighth note , sixteenth note  dotted quarter note , eighth note in groups of 3  and identical rests in repertoire studied, ostinato, tempo changes (faster and slower) Elements of music: Pitch - pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff Elements of music: Dynamics and expression - very soft (pianissimo) <i>pp</i> and very loud (fortissimo) <i>ff</i>, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached Elements of music: Form - question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms Elements of music: Timbre - recognising familiar instrumental timbres in isolation and combination		- Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns. - 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. - Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume. - Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons. By the end of Year 4: - describe and discuss similarities and differences between music they listen to, compose and perform. - discuss how they and others use the elements of music in performance and composition. - collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.

	Elements of music: Texture combining two or more rhythmic or melodic patterns which occur simultaneously in different voices		
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Y3-Y4 Drama Elaborations

Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama

- exploring and experiencing a range of roles and situations that they initiate and develop
- making improvisations that explore issues and ideas using empathy
- using elements of drama and the principles of stories to shape improvisations to communicate their intentions as drama makers, for example, establishing time and place and the roles and characters in the drama
- experimenting with tension, and creating dramatic meaning to sustain improvisations and process dramas
- Considering viewpoints – forms and elements: For example – How did the drama begin? Develop? Conclude? How did the performers vary their voices, movement and gestures to create and share believable characters? How are elements of drama such as role, situation, time and place part of the action? How is the dramatic tension developed in the drama?

Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place

- experimenting with the loudness/softness, pace and pitch of their voices to create roles and situations, time and place
- varying their facial expressions and movements to create roles and situations
- exploring roles and situations by trialling the use of language, such as choice of words, expressions and tone
- developing sensory and spatial awareness when creating dramatic action
- experimenting with body language and gesture from different cultures and times

Shape and perform dramatic action using narrative structures and tension in devised and scripted drama.

- applying story structures in their drama, including roles and events linked through cause and effect and dramatic tension
- Considering viewpoints – meanings and interpretations: For example – What are the stories and the ideas in the drama you watch and listen to? Which of the characters do you identify with? What relationships and situations do you recognise (or not recognise) in the drama you watch and listen to?
- performing their improvised sections of process drama and playbuilding
- sharing with others dramatic action that is structured through dramatic tension, in real or virtual spaces
- performing short scripted drama with a sense of role, situation and dramatic tension

- Considering viewpoints – evaluations: For example – How well did you collaborate to make drama? What worked best in the drama?
- planning and rehearsing their drama for a live or virtual performance

Identify intended purposes and meaning of drama, using the elements of drama to make comparisons

- identifying meaning and describing purposes in drama from different social, cultural or historical contexts
- Considering viewpoints – societies and cultures: For example – What features and ideas in the drama come from other cultures, times and places? How have you used these ideas and features in your own drama? Why do you think people from all different cultures make and respond to drama?
- comparing the expectations and requirements of performers and audience in different cultural settings and applying learning in their own performances
- examining drama in their community and comparing it to other drama of different people, times and cultures
- Considering viewpoints – meanings and interpretations: For example – What are the stories and the ideas in the drama you watch and listen to? Which of the characters do you identify with? What relationships and situations do you recognise (or not recognise) in the drama you watch and listen to?
- writing about and discussing with others the meaning and intended purposes of their own drama using drama terminology

Y3-Y4 Visual Arts Elaborations:

Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns

- singing learnt pitch and rhythm patterns and varying elements of music within them to create different effects, for example, singing softer or louder, faster or slower, repeating phrases
- exploring and varying instrumental timbres in isolation and combination, for example, playing softer or louder, faster or slower, repeating phrases
- identifying and explaining features in music using terminology and a range of notation
- Considering viewpoints – forms and elements: For example – How did the music change? How many different sections are there in the music?
- using movement to demonstrate an understanding of musical form, changing actions as the music changes

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

- practising singing and playing a range of music from different cultures, including various cultures within their local community
- Considering viewpoints – meanings and interpretations: For example – Why was this music written?
- rehearsing and performing music in unison and with accompaniment patterns
- experimenting with ways of singing and playing expressively, such as learning and practising a song with different dynamics and tempo
- practising reading traditional and invented notation in music as they rehearse and perform

- rehearsing and performing music using a range of technologies

Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume.

- experimenting with ways of using voices and instruments, combining sounds, silence, tempo and volume to create and perform music
- exploring given rhythm and pitch patterns, structures or timbres to improvise and create music
- using notation to represent sound and record ideas, such as inventing a graphic score to represent sounds of the environment
- improvising and trialling ideas to create compositions for specific audiences and purposes
- Considering viewpoints – evaluations: For example – How did the music make you feel and why?
- creating, sourcing and organising music using a range of accessible technologies

Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons.

- identifying meaning and describing purposes in music from different social, cultural or historical contexts
- comparing the expectations and requirements of performers and audiences in different cultural settings
- examining music in their community and comparing it to other music of different people, times and cultures
- writing about how they have used the elements of music when composing and performing and discussing with others the meaning and intended purposes of their compositions
- Considering viewpoints – evaluations: For example – How did the music make you feel and why?

Y3-Y4 Music Elaborations:

Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns.

- singing learnt pitch and rhythm patterns and varying elements of music within them to create different effects, for example, singing softer or louder, faster or slower, repeating phrases
- exploring and varying instrumental timbres in isolation and combination, for example, playing softer or louder, faster or slower, repeating phrases
- identifying and explaining features in music using terminology and a range of notation
- Considering viewpoints – forms and elements: For example – How did the music change? How many different sections are there in the music?
- using movement to demonstrate an understanding of musical form, changing actions as the music change

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.

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