

THE ARTS

CONSULTATION CURRICULUM

Scope and sequence F–6

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THE ARTS CONSULTATION SCOPE AND SEQUENCE: FOUNDATION – YEAR 10 (F–10)

DANCE YEARS F–2

DANCE	Foundation	Years 1 and 2
	Dance achievement standard	
		By the end of Year 2, students identify where they encounter dance and describe where, how or why people dance. Students demonstrate fundamental movement skills and safe dance practice. They use the elements of dance to structure dance sequences that express ideas and feelings, and share their work in informal settings
	Learning area achievement standard	
	By the end of the Foundation year, students use play, imagination, arts knowledge and skills to create and share arts works in different forms. They describe their observations, ideas and feelings about arts works and experiences they encounter at school, home or in the community.	By the end of Year 2, students share ideas about arts works they have experienced or created. They talk about where and why people make arts works. Students create their own arts works in different forms to communicate their ideas. They share their arts works with audiences in informal contexts.
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	explore the ways the arts communicate ideas and meanings for people and communities (AC9ADAFE01)	explore and identify where, why and how people experience dance (AC9ADA2E01)
		identify how First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9ADA2E02)
Developing skills, practice and ideas	use play, imagination, arts knowledge and skills to discover possibilities and develop ideas (AC9ADAFP01)	trial options and practise ways to move safely and expressively using fundamental movements (AC9ADA2P01)
Creating	create arts works that communicate ideas (AC9ADAF01)	imagine, improvise and organise ideas to structure dance sequences (AC9ADA2C01)
Sharing and communicating	share their arts works and ideas about arts and cultural experiences with audiences (AC9ADAFS01)	share dance sequences that communicate ideas in informal settings (AC9ADA2S01)

DANCE YEARS 3–6

DANCE	Years 3 and 4	Years 5 and 6
Dance achievement standard		
<p>By the end of Year 4, students discuss and describe the use of the elements of dance to communicate ideas and meanings in dances created for different purposes.</p> <p>Students demonstrate fundamental movement skills and safe dance practice when practising, creating and performing dance. They use the elements of dance and choreographic devices to structure dance sequences.</p> <p>By the end of Year 6, students explain how dancers and choreographers communicate ideas and meanings through dance works and performances. They describe how dance can be used to maintain, continue or revitalise cultures.</p> <p>Students demonstrate safe practice, technical, and expressive skills when practising, creating or performing dance. They use the elements of dance and choreographic devices to create dances that communicate intentions to audiences. They present performances and share ideas about the dances with the audience.</p>		
Learning area achievement standard		
<p>By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places.</p> <p>Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences.</p> <p>By the end of Year 6 students describe the ways that artists communicate ideas and meanings through their arts works. They describe the ways that the arts can contribute to maintaining, continuing and revitalising cultures.</p> <p>Students demonstrate safe, collaborative practice. They use elements, conventions, skills and processes to create arts works that communicate their intentions. They present their arts works and share ideas about their arts works with audiences.</p>		
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	<p>explore and describe the ways that dance is created for a range of purposes and communicates ideas to audiences (AC9ADA4E01)</p>	<p>explore and explain the ways that the elements of dance and choreographic devices can be used to communicate ideas (AC9ADA6E01)</p> <p>investigate and describe ways First Nations Australians are maintaining, continuing and revitalising culture (AC9ADA6E02)</p>
Developing skills, practice and ideas	<p>develop skills in moving safely and expressively through improvisation and fundamental movements (AC9ADA4P01)</p>	<p>develop technical and expressive skills through improvisation and practice (AC9ADA6P01)</p>
Creating	<p>use the elements of dance and choreographic devices to improvise and structure dance sequences (AC9ADA4C01)</p>	<p>choreograph dances that communicate ideas and meaning using the elements of dance and choreographic devices (AC9ADA6C01)</p>

Sharing and communicating	practise and perform dances that communicate intentions and share ideas about the dances (AC9ADA4S01)	rehearse and perform dances that communicate intentions and engage audiences and share ideas about the dances (AC9ADA6S01)
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DRAMA YEARS F–2

DRAMA	Foundation	Years 1 and 2
Drama achievement standard		
		<p>By the end of Year 2 students describe ideas about drama they experience and make. They identify and describe where and why people make and experience drama.</p> <p>Students pretend and imagine as they create roles and situations. They present their drama through improvisations and dramatic play.</p>
Learning area achievement standard		
<p>By the end of the Foundation year, students use play, imagination, arts knowledge and skills to create and share arts works in different forms.</p> <p>They describe their observations, ideas and feelings about arts works and experiences they encounter at school, home or in the community.</p>		<p>. By the end of Year 2, students share ideas about arts works they have experienced or created. They talk about where and why people make arts works.</p> <p>Students create their own arts works in different forms to communicate their ideas. They share their arts works with audiences in informal contexts.</p>
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	<p>explore the ways the arts communicate ideas and meanings for people and communities (AC9ADRFE01)</p>	<p>explore and identify where, why and how people experience drama (AC9ADR2E01)</p> <p>identify how First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9ADR2E02)</p>
Developing skills, practice and ideas	<p>use play, imagination, arts knowledge and skills to discover possibilities and develop ideas (AC9ADRFP01)</p>	<p>use the elements of drama and imagination in dramatic play (AC9ADR2P01)</p>
Creating	<p>create arts works that communicate ideas (AC9ADRFC01)</p>	<p>create and co-create fictional situations based on imagination or experience (AC9ADR2C01)</p>
Sharing and communicating	<p>share their arts works and ideas about arts and cultural experiences with audiences (AC9ADRFS01)</p>	<p>share informal improvised drama with peers and educators (AC9ADR2S01)</p>

DRAMA YEARS 3–6

DRAMA	Years 3 and 4	Years 5 and 6
Dance achievement standard		
	<p>By the end of Year 4 students describe ways drama practitioners can communicate with audiences. They describe how the elements of drama can be used to communicate ideas and meanings.</p> <p>Students use the elements of drama when improvising and performing. They collaborate to plan, make and perform drama that communicates ideas and meanings.</p>	<p>By the end of Year 6 students describe and discuss ways drama created for different purposes can communicate multiple ideas and meanings. They describe how drama can maintain, continue and revitalise cultures.</p> <p>Students work collaboratively as they combine elements of drama and conventions to shape and sustain dramatic action. They devise drama, and interpret scripts. They present performances to audiences and discuss ideas in the drama.</p>
Learning area achievement standard		
	<p>By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places.</p> <p>Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences.</p>	<p>By the end of Year 6 students describe the ways that artists communicate ideas and meanings through arts works. They describe the ways that the arts can contribute to maintaining, continuing and revitalising cultures.</p> <p>Students demonstrate safe, collaborative practice. They use elements, conventions, skills and processes to create arts works that communicate their intentions. They present their arts works and share ideas about their arts works with audiences.</p>
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	explore and describe the ways that drama communicates ideas and meanings to audiences (AC9ADR4E01)	explore and explain the ways that drama is created for different purposes and contexts, and communicates, ideas, perspectives and meanings (AC9ADR6E01)
	describe and identify how First Nations Australians use cultural expressions to communicate connection to, and responsibility for, Country/Place, Culture and People (AC9ADR4E02)	investigate the ways that First Nations Australians are maintaining, continuing and revitalising culture (AC9ADR6E02)
Developing skills, practice and ideas	use the elements of drama and improvisation to explore ideas for dramatic action (AC9ADR4P01)	experiment with, and develop skills and techniques for, combining the elements of drama to create dramatic action and communicate meaning (AC9ADR6P01)
Creating	devise and shape drama using the elements of drama to communicate ideas and understandings (AC9ADR4C01)	develop characters and situations, and shape and sustain dramatic action in devised and scripted forms (AC9ADR6C01)

Sharing and communicating	present drama in informal contexts and share ideas about the drama (AC9ADR4S01)	rehearse and perform drama that communicates ideas and engages audiences, and discuss responses to the drama (AC9ADR6S01)
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MEDIA ARTS YEARS F–2

MEDIA ARTS	Foundation	Years 1 and 2
Media Arts achievement standard		
		<p>By the end of Year 2, students share ideas about media arts and identify where and why media arts are made and consumed.</p> <p>Students use media languages and technologies to make media arts works. They share their work with audiences using responsible media practice.</p>
Learning area achievement standard		
<p>By the end of the Foundation year, students use play, imagination, arts knowledge and skills to create and share arts works in different forms.</p> <p>They describe their observations, ideas and feelings about arts works and experiences they encounter at school, home or in the community.</p>		<p>By the end of Year 2, students share ideas about arts works they have experienced or created. They talk about where and why people make arts works.</p> <p>Students create their own arts works in different forms to communicate their ideas. They share their arts works with audiences in informal contexts.</p>
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	<p>explore the ways the arts communicate ideas and meanings for people and communities (AC9AMAFE01)</p>	<p>identify and describe the media arts that are experienced in daily life (AC9AMA2E01)</p> <p>identify ways First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9AMA2E02)</p>
Developing skills, practice and ideas	<p>use play, imagination, arts knowledge and skills to discover possibilities and develop ideas (AC9AMAFP01)</p>	<p>experiment with ways to use media arts technologies to create, capture and combine images, sounds or text (AC9AMA2P01)</p>
Creating	<p>create arts works that communicate ideas (AC9AMAF01)</p>	<p>use media technologies to combine images, sounds and text to create media arts works for an audience (AC9AMA2C01)</p>
Sharing and communicating	<p>share their arts works and ideas about arts and cultural experiences with audiences (AC9AMAFS01)</p>	<p>share media arts works with audiences (AC9AMA2S01)</p>

MEDIA ARTS YEARS 3–6

MEDIA ARTS	Years 3 and 4	Years 5 and 6
Dance achievement standard		
	<p>By the end of Year 4, students discuss the use of media languages and technologies to construct representations and communicate ideas and understandings about people, places and events.</p> <p>Students use media languages and technologies to construct media arts works. They develop production skills and share their work with audiences using responsible media practice.</p>	<p>By the end of Year 6, students demonstrate understanding of how media languages can be used to construct representations that reflect peoples' understandings of the world around them. They discuss how media arts works can be used to maintain, continue and revitalise cultures.</p> <p>Students use media languages, production processes and technologies to construct media arts works for specific purposes and audiences. They present their work and interact with audiences using responsible media practice</p>
Learning area achievement standard		
	<p>By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places.</p> <p>Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences.</p>	<p>By the end of Year 6 students describe the ways that artists communicate ideas and meanings through their arts works. They describe the ways that the arts can contribute to maintaining, continuing and revitalising cultures.</p> <p>Students demonstrate safe, collaborative practice. They use elements, conventions, skills and processes to create arts works that communicate their intentions. They present their arts works and share ideas about their arts works with audiences.</p>
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	describe the use of media arts story principles in media arts works that are created for different purposes (AC9AMA4E01)	investigate the use of media arts story principles in media arts works that are created with different technologies for different purposes (AC9AMA6E01)
	describe the ways that First Nations Australians use cultural expressions to communicate their connection to and responsibility for Country/Place, Culture and People (AC9AMA4E02)	investigate and discuss ways First Nations Australians maintain, continue and revitalise culture (AC9AMA6E02)
Developing skills, practice and ideas	experiment with shaping ideas by combining media conventions using media arts technologies and story principles (AC9AMA4P01)	experiment with the ways that images, sounds, text and animation can be manipulated using media arts technologies and media conventions to create different meanings (AC9AMA6P01)
Creating	use media technologies and media conventions to manipulate images, sounds and text to create media arts works that communicate intended meanings (AC9AMA4C01)	use media conventions and story principles to create media arts works for specific purposes and audiences (AC9AMA6C01)
Sharing and communicating	employ responsible media practice when sharing media arts works and communicating with specific audiences (AC9AMA4S01)	present media arts works and invite audience interaction using responsible media practices (AC9AMA6S01)

MUSIC YEARS F–2

MUSIC	Foundation	Years 1 and 2
Music achievement standard		
		<p>By the end of Year 2 students share ideas about music they have experienced or performed. They describe where and why people make music.</p> <p>Students experiment with ways of manipulating sounds. They compose music that communicates ideas, meanings and feelings. They sing and play music they have learnt and composed.</p>
Learning area achievement standard		
	<p>By the end of the Foundation year, students use play, imagination, arts knowledge and skills to create and share arts works in different forms.</p> <p>They describe their observations, ideas and feelings about arts works and experiences they encounter at school, home or in the community.</p>	<p>By the end of Year 2, students share ideas about arts works they have experienced or created. They talk about where and why people make arts works.</p> <p>Students create their own arts works in different forms to communicate their ideas. They share their arts works with audiences in informal contexts.</p>
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	<p>explore the ways the arts communicate ideas and meanings for people and communities (AC9AMUFE01)</p>	<p>identify and describe where, how and why people make music part of their lives (AC9AMU2E01)</p>
		<p>identify how First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9AMU2E02)</p>
Developing skills, practice and ideas	<p>use play, imagination, arts knowledge and skills to discover possibilities and develop ideas (AC9AMUFP01)</p>	<p>trial options for using voices and instruments for specific purposes and develop listening skills (AC9AMU2P01)</p>
Creating	<p>create arts works that communicate ideas (AC9AMUC01)</p>	<p>experiment with ways to interpret the elements of music and create music that communicates ideas (AC9AMU2C01)</p>
Sharing and communicating	<p>share their arts works and ideas about arts and cultural experiences with audiences (AC9AMUFS01)</p>	<p>sing and play music for audiences in informal settings (AC9AMU2S01)</p>

MUSIC YEARS 3–6

MUSIC	Years 3 and 4	Years 5 and 6
Dance achievement standard		
	<p>By the end of Year 4 students describe use of the elements of music when listening, composing and performing. They describe how music communicates ideas, meaning and feelings.</p> <p>Students improvise and experiment with manipulating elements of music to create specific effects. They compose and document music. They demonstrate technical and expressive skills when they sing and play music they have learnt and composed.</p>	<p>By the end of Year 6 students explain how musicians manipulate elements of music to communicate ideas to audiences in music created for a range of purposes. They describe how music can maintain, continue and/or revitalise cultures.</p> <p>Students experiment, rehearse and make decisions about how they will shape technical and expressive elements of music. They compose and document music to communicate ideas, meaning and feelings. They use musicianship to enhance their performance of music they have learnt and composed and share ideas about the music.</p>
Learning area achievement standard		
	<p>By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places.</p> <p>Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences</p>	<p>By the end of Year 6 students describe the ways that artists communicate ideas and meanings through their arts works. They describe the ways that the arts can contribute to maintaining, continuing and revitalising cultures.</p> <p>Students demonstrate safe, collaborative practice. They use elements, conventions, skills and processes to create arts works that communicate their intentions. They present their arts works and share ideas about their arts works with audiences.</p>
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	explore and describe how music created for different purposes and contexts communicates meaning for audiences (AC9AMU4E01)	explore and explain the ways that musicians use the elements of music to communicate ideas (AC9AMU6E01)
	describe how First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place, Culture and People (AC9AMU4E02)	investigate and discuss the ways that First Nations Australians use music to maintain, continue and revitalise culture (AC9AMU6E02)
Developing skills, practice and ideas	use listening skills and experiment with ways to manipulate the elements of music using voice and instruments to achieve intended effects (AC9AMU4P01)	develop vocal, instrumental and listening skills and techniques to control and vary sounds (AC9AMU6P01)
Creating	trial options to interpret the elements of music when learning music for performance; compose music that communicates ideas and intentions (AC9AMU4C01)	present performances of music in a range of forms for audiences and share ideas about the music being performed (AC9AMU6S01)
Sharing and communicating	sing and play music for audiences in informal settings and share ideas about the music being performed (AC9AMU4S01)	present performances of music in a range of forms for audiences and share ideas about the music being performed (AC9AMU6S01)

VISUAL ARTS YEARS F–2

VISUAL ARTS	Foundation	Years 1 and 2
Visual Arts achievement standard		
		<p>By the end of Year 2, students describe where and why people make artworks and identify how ideas and meanings can be communicated in artworks.</p> <p>Students experiment with visual arts materials and processes. They create artworks that communicate ideas and share their work with audiences in informal contexts.</p>
Learning area achievement standard		
<p>By the end of the Foundation year, students use play, imagination, arts knowledge and skills to create and share arts works in different forms.</p> <p>They describe their observations, ideas and feelings about arts works and experiences they encounter at school, home or in the community.</p>		<p>By the end of Year 2, students share ideas about arts works they have experienced or created. They talk about where and why people make arts works.</p> <p>Students create their own arts works in different forms to communicate their ideas. They share their arts works with audiences in informal contexts.</p>
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	<p>explore the ways the arts communicate ideas and meanings for people and communities (AC9AVAFE01)</p>	<p>explore and discuss why, where and how people make visual arts works (AC9AVA2E01)</p> <p>identify ways First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9AVA2E02)</p>
Developing skills, practice and ideas	<p>use play, imagination, arts knowledge and skills to discover possibilities and develop ideas (AC9AVAFP01)</p>	<p>experiment and play with a range of visual arts processes, visual conventions, materials and techniques (AC9AVA2P01)</p>
Creating	<p>create arts works that communicate ideas (AC9AV AFC01)</p>	<p>use visual arts processes, visual conventions, materials and techniques to create visual arts works to build and communicate ideas and/or reference experiences (AC9AVA2C01)</p>
Sharing and communicating	<p>share their arts works and ideas about arts and cultural experiences with audiences (AC9VDAFS01)</p>	<p>share and display visual arts works to engage an audience of peers and educators (AC9AVA2S01)</p>

VISUAL ARTS YEARS 3–6

VISUAL ARTS	Years 3 and 4	Years 5 and 6
	Dance achievement standard	
	<p>By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places.</p> <p>Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences.</p>	<p>By the end of Year 6, students explain the ways that visual artists communicate ideas and concepts in artworks. They demonstrate and describe how the visual arts can be used to maintain, continue and revitalise culture.</p> <p>Students demonstrate developing visual arts practice as they experiment with visual arts processes, visual conventions, materials and techniques. They respond to inspiration to create artworks that communicate their intentions, and curate exhibits of artworks to communicate these intentions to audiences and discuss responses to the work.</p>
Learning area achievement standard		
	<p>By the end of Year 4, students explain the ways that artists communicate ideas and meanings in arts works created for different purposes or at different times and places.</p> <p>Students develop ideas for their own arts works in different forms and use elements, conventions, techniques or processes to create arts works that communicate their intentions. They share their arts works with audiences</p>	<p>By the end of Year 6 students describe the ways that artists communicate ideas and meanings through their arts works. They describe the ways that the arts can contribute to maintaining, continuing and revitalising cultures.</p> <p>Students demonstrate safe, collaborative practice. They use elements, conventions, skills and processes to create arts works that communicate their intentions. They present their arts works and share ideas about their arts works with audiences.</p>
Strand	Content description <i>Students learn to:</i>	
Exploring and connecting	explore and describe the ways that visual artists use visual arts processes, visual conventions, and materials to represent the world as they see it (AC9AVA4E01)	investigate and explain the ways that visual artists represent views, beliefs and opinions for different purposes and in different contexts (AC9AVA6E01)
	describe ways First Nations Australians use cultural expressions to communicate their connection to and responsibility for Country/Place, Culture and People (AC9AVA4E02)	investigate and discuss the ways that First Nations Australians maintain, continue and revitalise culture (AC9AVA6E02)
Developing skills, practice and ideas	experiment when developing confidence with a range of visual arts processes, visual conventions, materials and techniques (AC9AVA4P01)	experiment, select and apply visual arts processes, visual conventions, materials and techniques to represent an idea (AC9AVA6P01)
Creating	use visual arts processes, visual conventions, materials and techniques to create visual arts works that communicate ideas (AC9AVA4C01)	use visual arts processes, visual conventions materials and techniques to create visual arts works that communicate an artistic intention (AC9AVA6C01)
Sharing and communicating	display visual arts works to engage an audience and communicate artists intentions (AC9AVA4S01)	curate exhibits of visual arts works to engage with audiences to reinforce artists intentions (AC9AVA6S01)