

THE ARTS

CONSULTATION CURRICULUM

All subjects – Comparative information F–6

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COMPARISON OF CURRENT AND REVISED CURRICULUM IN THE ARTS

DANCE

Content descriptions: Foundation to Year 2

Strand: Exploring and connecting

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)	
Proposed	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)

Strand: Developing skills, practice and ideas

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)	
Proposed	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)

Strand: Creating

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)	
Proposed	create arts works that communicate ideas (AC9ADAF01)	imagine, improvise and organise ideas to structure dance sequences (AC9ADA2C01)

Strand: Sharing and communicating

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Present dance that communicates ideas to an audience, including	dance used by cultural groups in the community (ACADAM003)
Proposed	share their arts works and ideas about arts and cultural experiences with audiences (AC9ADAFS01)	share dance sequences that communicate ideas in informal settings (AC9ADA2S01)

Achievement standards: Foundation to Year 2

	Foundation	Years 1 and 2
Original	By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice	
Proposed	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 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

Content descriptions: Year 3 to Year 6

Strand: Exploring and connecting

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	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 (ACADAR008)	Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)
Proposed	explore and describe the ways that dance is created for a range of purposes and communicates ideas to audiences (AC9ADA4E01) describe how First Nations Australians use cultural expressions to communicate their connection to and responsibility for Country/Place, Culture and People (AC9ADA4E02)	explore and explain the ways that the elements of dance and choreographic devices can be used to communicate ideas (AC9ADA6E01) investigate and describe ways First Nations Australians are maintaining, continuing and revitalising culture (AC9ADA6E02)

Strand: Developing skills, practice and ideas

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Practise technical skills safely in fundamental movements (ACADAM006)	Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)
Proposed	develop skills in moving safely and expressively through improvisation and fundamental movements (AC9ADA4P01)	develop technical and expressive skills through improvisation and practice (AC9ADA6P01)

Strand: Creating

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)	Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009)
Proposed	use the elements of dance and choreographic devices to improvise and structure dance sequences (AC9ADA4C01)	choreograph dances that communicate ideas and meaning using the elements of dance and choreographic devices (AC9ADA6C01)

Strand: Sharing and communicating

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)	Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011)
Proposed	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)

Achievement standard: Year 3 to Year 6

	Years 3 and 4	Years 5 and 6
Original	By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending on the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.	By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.
Proposed	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. 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.	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. 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.

DRAMA

Content descriptions Foundation to Year 2

Strand: Exploring and connecting

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR030)	
Proposed	explore the ways the arts communicate ideas and meanings for people and communities (AC9ADRF01)	explore and identify where, why and how people experience drama (AC9ADR2E01) identify how First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9ADR2E02)

Strand: Developing skills, practice and ideas

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)	
Proposed	use play, imagination, arts knowledge and skills to discover possibilities and develop ideas (AC9ADRFP01)	use the elements of drama and imagination in dramatic play (AC9ADR2P01)

Strand: Creating

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)	
Proposed	create arts works that communicate ideas (AC9ADRFC01)	create and co-create fictional situations based on imagination or experience (AC9ADR2C01)

Strand: Sharing and communicating

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)	
Proposed	share their arts works and ideas about arts and cultural experiences with audiences (AC9ADRF01)	share informal improvised drama with peers and educators (AC9ADR2S01)

Achievement standard Foundation to Year 2

	Foundation	Years 1 and 2
Original	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.	
Proposed	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 describe ideas about drama they experience. They identify and describe where and why people make and experience drama. Students pretend and imagine as they create roles and situations. They present their drama through improvisations and dramatic play.

Content descriptions Year 3 to Year 6

Strand: Exploring and connecting

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	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 (AC9ADRR034)	Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)
Proposed	explore and describe the ways that drama communicates ideas and meanings to audiences (AC9ADR4E01) describe and identify how First Nations Australians use cultural expressions to communicate connection to, and responsibility for, Country/Place, Culture and People (AC9ADR4E02)	explore and explain the ways that drama is created for different purposes and contexts, and communicates, ideas, perspectives and meanings (AC9ADR6E01) investigate the ways that First Nations Australians are maintaining, continuing and revitalising culture (AC9ADR6E02)

Strand: Developing skills, practice and ideas

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031)	Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)
Proposed	learn to 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)

Strand: Creating

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032)	Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036)
Proposed	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)

Strand: Sharing and communicating

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)	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 (ACADRM037)
Proposed	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)

Achievement standard Years 3 to 6

	Years 3 and 4	Years 5 and 6
Original	<p>By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama.</p> <p>Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</p>	<p>By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making.</p> <p>Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.</p>
Proposed	<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>

MEDIA ARTS

Content descriptions Foundation to Year 2

Strand: Exploring and connecting

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Explore ideas, characters and settings in the community through	stories in images, sounds and text (ACAMAM054)
Proposed	explore the ways that the arts communicate ideas and meanings for people and communities (AC9AMAFE01)	identify and describe the media arts that are experienced in daily life (AC9AMA2E01)
Original		Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057)
Proposed		identify ways First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9AMA2E02)

Strand: Developing skills, practice and ideas

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Use media technologies to capture and edit images, sounds and	text for a purpose (ACAMAM055)
Proposed	use play, imagination, arts knowledge and skills to discover possibilities and develop ideas (AC9AMAFP01)	experiment with ways to use media arts technologies to create, capture and combine images, sounds or text (AC9AMA2P01)

Strand: Creating

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Use media technologies to capture and edit images, sounds and	text for a purpose (ACAMAM055)
Proposed	create arts works that communicate ideas (AC9AMAF01)	use media technologies to combine images, sounds and text to create media arts works for an audience (AC9AMA2C01)

Strand: Sharing and communicating

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)	
Proposed	share their arts works and ideas about arts and cultural experiences with audiences (AC9AMAFS01)	share media arts works with audiences (AC9AMA2S01)

Achievement standard Foundation to Year 2

	Foundation	Years 1 and 2
Original	By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.	
	Students make and share media artworks using story principles, composition, sound and technologies.	
Proposed	By the end of Foundation, 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 the arts experiences they encounter at school, home and in community	By the end of Year 2, students share ideas about media arts and identify where and why media arts are made and consumed. Students use media languages and technologies to make media arts works. They share their work with audiences using responsible media practice.

Content descriptions Year 3–6

Strand: Exploring and connecting

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)	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 (ACAMAM062)
Proposed	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)
Original	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 (ACAMAR061)	Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)
Proposed	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)

Strand: Developing skills, practice and ideas

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)	Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)
Proposed	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)

Strand: Creating

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories	Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)

	(ACAMAM059)	
Proposed	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)

Strand: Sharing and communicating

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)	Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)
Proposed	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)

Achievement standard Year 3 to Year 6

	Years 3 and 4	Years 5 and 6
Original	By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience	By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.
Proposed	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. 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.	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. 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.

MUSIC

Content descriptions Foundation to Year 2

Strand: Exploring and connecting

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)	
Proposed	explore the ways the arts communicate ideas and meanings for people and communities (AC9ADRFE01)	<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>

Strand: Developing skills, practice and ideas

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	
Proposed	use play, imagination, arts knowledge and skills to discover possibilities and develop ideas (AC9ADRFP01)	trial options for using voices and instruments for specific purposes and develop listening skills (AC9AMU2P01)

Strand: Creating

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	
Proposed	create arts works that communicate ideas (AC9ADRFC01)	experiment with ways to interpret the elements of music and create music that communicates ideas (AC9AMU2C01)

Strand: Sharing and communicating

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Create compositions and perform music to communicate ideas to an audience (ACAMUM082)	
Proposed	share their arts works and ideas about arts and cultural experiences with audiences (AC9ADRF01)	sing and play music for audiences in informal settings (AC9AMU2S01)

Achievement standard Foundation to Year 2

	Foundation	Years 1 and 2
Original	By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.	
Proposed	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 music they have experienced or performed. They describe where and why people make music. 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.

Content descriptions Year 3 to Year 6

Strand: Exploring and connecting

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	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 (ACAMUR087)	Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)
Proposed	explore and describe how music created for different purposes and contexts communicates meaning for audiences (AC9AMU4E01) describe how First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place, Culture and People (AC9AMU4E02)	explore and explain the ways that musicians use the elements of music to communicate ideas (AC9AMU6E01) investigate and discuss the ways that First Nations Australians use music to maintain, continue and revitalise culture (AC9AMU6E02)

Strand: Developing skills, practice and ideas

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084)	Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088)
Proposed	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)

Strand: Creating

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	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 (ACAMUM085)	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 (ACAMUM089)

Proposed	trial options to interpret the elements of music when learning music for performance; compose music that communicates ideas and intentions (AC9AMU4C01)	experiment with ways to interpret and manipulate the elements of music for performance; compose and document music that communicates ideas and intentions (AC9AMU6C01)
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Strand: Sharing and communicating

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)	Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)
Proposed	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)

Achievement standard Year 3 to Year 6

	Years 3 and 4	Years 5 and 6
Original	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.	By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They 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.
Proposed	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. Students improvise and experiment with manipulating elements of music to create specific effects. They compose and document music. They demonstrate technical and	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. 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 the

	expressive skills when they sing and play music they have learnt and composed.	enhance their performance of music they have learnt and composed and share ideas about the music.
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VISUAL ARTS

Content descriptions Foundation to Year 2

Strand: Exploring and connecting

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)	
Proposed	explore the ways the arts communicate ideas and meanings for people and communities (AC9AVAFE01)	explore and discuss why, where and how people make visual arts works (AC9AVA2E01)
Original	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 (ACAVAR109)	
Proposed		identify ways First Nations Australians use cultural expressions to communicate connection to and responsibility for Country/Place (AC9AVA2E02)

Strand: Developing skills, practice and ideas

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)	
Proposed	use play, imagination, arts knowledge and skills to discover possibilities and develop ideas (AC9AVAFP01)	experiment and play with a range of visual arts processes, visual conventions, materials and techniques (AC9AVA2P01)

Strand: Creating

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)	
Proposed	create arts works that communicate ideas (AC9AVAF01)	use visual arts processes, visual conventions, materials and techniques to create visual arts works to build and communicate ideas and/or reference experiences (AC9AVA2C01)

Strand: Sharing and communicating

	Foundation <i>Students learn to:</i>	Years 1 and 2 <i>Students learn to:</i>
Original	Create and display artworks to communicate ideas to an audience (ACAVAM108)	
Proposed	share their arts works and ideas about arts and cultural experiences with audiences (AC9AVAFS01)	share and display visual arts works to engage an audience of peers and educators (AC9AVA2S01)

Achievement standards Foundation to Year 2

	Foundation	Years 1 and 2
Original	By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.	
	Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.	
Proposed	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 describe where and why people make artworks and identify how ideas and meanings can be communicated in artworks. Students experiment with visual arts materials and processes. They create artworks that communicate ideas and share their work with audiences in informal contexts.

Content descriptions Year 3 to Year 6

Strand: Exploring and connecting

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	<p>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 (ACAVAM110)</p> <p>Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)</p>	<p>Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)</p> <p>Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)</p>
Proposed	<p>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)</p>	<p>investigate and explain the ways that visual artists represent views, beliefs and opinions for different purposes and in different contexts (AC9AVA6E01)</p>
Original	<p>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 (ACAVAM110)</p> <p>Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)</p>	<p>Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)</p> <p>Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)</p>
Proposed	<p>describe ways First Nations Australians use cultural expressions to communicate their connection to and responsibility for Country/Place, Culture and People (AC9AVA4E02)</p>	<p>investigate and discuss the ways that First Nations Australians maintain, continue and revitalise culture (AC9AVA6E02)</p>

Strand: Developing skills, practice and ideas

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)	Develop and apply techniques and processes when making their artworks (ACAVAM115)
Proposed	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)

Strand: Creating

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)	Develop and apply techniques and processes when making their artworks (ACAVAM115)
Proposed	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)

Strand: Sharing and communicating

	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)	Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)
Proposed	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)

Achievement standards Year 3 to Year 6

	Years 3 and 4	Years 5 and 6
Original	<p>By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks.</p> <p>Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.</p>	<p>By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making.</p> <p>Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.</p>
Proposed	<p>By the end of Year 4, students describe the ways that artists communicate ideas and concepts in artworks created for different purposes and/or at different times and places.</p> <p>Students respond to inspiration and experiment with visual arts practices to develop ideas for artworks. They use visual conventions, techniques and processes to create artworks that communicate their ideas. Students present and share their work and ideas 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>