



THE ARTS

SCOPE AND SEQUENCE

Early Childhood Band of Development

ELA 7 – The student creates, presents and appreciates artistic works

Markers of Progress: By the end of the early childhood band of development, students understand that artistic works are created to be looked at, listened to and enjoyed. They make pictures or other visual artistic works to express their experiences, imagination and ideas. They participate in dance, demonstrating control over their movements, and in drama, exploring familiar and imagined situations. They sing, they play and move to a range of music, demonstrating an awareness of basic musical concepts. They view and listen to a range of artistic works, express opinions about what they like or dislike and describe what they think the artistic work is about.

Preschool Students have the opportunities to learn about:	Kindergarten Students have the opportunities to learn about:	Year 1 Students have the opportunities to learn about:	Year 2 Students have the opportunities to learn about:
<p><u>Personal Self</u> 7.EC.1 visual arts, dance, drama, music and media</p> <p><u>Community Self</u> 7.EC.7 view, observe, experience and listen to a range of artistic works including those created by peers</p> <p><u>Expressive Self</u> 7.EC.8 create artistic works that tell a story (e.g. comic strip, storyboard, dance or puppet play)</p> <p><u>Analytical Self</u> 7.EC.9 explore details and characteristics of objects, spaces, people and other living things around them (e.g. through drawing, painting, dance, drama)</p> <p>7.EC.10 experiment with the properties of different art making techniques and materials (e.g. colour and line in drawing and painting, modelling in</p>	<p><u>Personal Self</u> 7.EC.1 visual arts, dance, drama, music and media</p> <p>7.EC.2 basic visual concepts in painting and drawing (e.g. colour, line, shape and pattern)</p> <p>7.EC.5 basic musical concepts (e.g. beat, rhythm, time, pitch)</p> <p><u>Expressive Self</u> 7.EC.8 create artistic works that tell a story (e.g. comic strip, storyboard, dance or puppet play)</p> <p>7.EC.11 move expressively to music using a range of locomotor (e.g. rolling, skipping, running) and non-locomotor (e.g. bends, kicks) movements</p> <p><u>Analytical Self</u> 7.EC.6 meanings conveyed by images (e.g. illustration in stories and moving images in television and film)</p>	<p><u>Personal Self</u> 7.EC.1 visual arts, dance, drama, music and media</p> <p><u>Community Self</u> 7.EC.7 view, observe, experience and listen to a range of artistic works including those created by peers</p> <p><u>Expressive Self</u> 7.EC.3 body movements to express feelings or moods in dance</p> <p>7.EC.8 create artistic works that tell a story (e.g. comic strip, storyboard, dance or puppet play)</p> <p><u>Analytical Self</u> 7.EC.9 explore details and characteristics of objects, spaces, people and other living things around them (e.g. through drawing, painting, dance, drama)</p> <p>7.EC.10 experiment with the properties</p>	<p><u>Personal Self</u> 7.EC.1 visual arts, dance, drama, music and media</p> <p>7.EC.2 basic visual concepts in painting and drawing (e.g. colour, line, shape and pattern)</p> <p>7.EC.4 dramatic elements in storytelling and drama (e.g. time, space, mood)</p> <p><u>Expressive Self</u> 7.EC.8 create artistic works that tell a story (e.g. comic strip, storyboard, dance or puppet play)</p> <p>7.EC.13 talk about their responses to artistic works (e.g. ideas, feelings, moods evoked) and express opinions about what they like or dislike</p> <p><u>Analytical Self</u> 7.EC.6 meanings conveyed by images (e.g. illustration in stories and moving</p>



clay)		of different art making techniques and materials (e.g. colour and line in drawing and painting, modelling in clay)	images in television and film)
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Preschool Students have the opportunities to learn to:	Kindergarten Students have the opportunities to learn to:	Year 1 Students have the opportunities to learn to:	Year 2 Students have the opportunities to learn to:
7.EC.12 sing songs and play music exploring basic music concepts (e.g. beat, rhythm, pitch, dynamics)	7.EC.10 experiment with the properties of different art making techniques and materials (e.g. colour and line in drawing and painting, modelling in clay) 7.EC.12 sing songs and play music exploring basic music concepts (e.g. beat, rhythm, pitch, dynamics)	7.EC.12 sing songs and play music exploring basic music concepts (e.g. beat, rhythm, pitch, dynamics)	7.EC.10 experiment with the properties of different art making techniques and materials (e.g. colour and line in drawing and painting, modelling in clay) 7.EC.12 sing songs and play music exploring basic music concepts (e.g. beat, rhythm, pitch, dynamics)



Later Childhood Band of Development

ELA 7 – The student creates, presents and appreciates artistic works

Markers of Progress: By the end of the later childhood band of development, students identify some of the skills, elements and techniques used by artists, dancers and musicians to create meanings, moods and effects and they experiment with this in creating their own artistic works. They make visual artistic works that express their experiences, imagination and ideas or represent likenesses of objects and people in the world. They perform dances, combining movements and dance elements. They devise and perform drama, conveying meaning to peer audiences. They sing and play music, combining ordering and improvising sound using musical concepts. They express their own responses to artistic works, giving reasons for their interpretations and preferences, and consider the responses of others.

Year 3 Students have the opportunities to learn about:	Year 4 Students have the opportunities to learn about:	Year 5 Students have the opportunities to learn about:
<p><u>Personal Self</u> 7.LC.11 use safe practices in the arts (e.g. warm-ups, safe use of equipment)</p> <p><u>Global Self</u> 7.LC.3 traditions and techniques associated with different artistic works in the visual arts (e.g. drawing, painting, printmaking, sculpture)</p> <p><u>Expressive Self</u> 7.LC.1 visual arts, dance, drama, music and media</p> <p>7.LC.6 explore different materials, techniques and processes to make 2D and 3D artistic works (e.g. explore proportion, perspective and composition)</p> <p>7.LC.9 sing and play musical instruments, using some concepts of music (e.g. beat, rhythm, duration, pitch, dynamics, tone colour)</p>	<p><u>Personal Self</u> 7.LC.11 use safe practices in the arts (e.g. warm-ups, safe use of equipment)</p> <p><u>Global Self</u> 7.LC.3 traditions and techniques associated with different artistic works in the visual arts (e.g. drawing, painting, printmaking, sculpture)</p> <p>7.LC.4 traditions and techniques associated with different forms of the performing arts (e.g. folk dance, contemporary dance styles, mime, storytelling, improvisation, puppetry, musical styles, film and television)</p> <p><u>Expressive Self</u> 7.LC.1 visual arts, dance, drama, music and media</p> <p>7.LC.6 explore different materials, techniques and processes to make 2D and 3D artistic works (e.g. explore proportion, perspective and composition)</p> <p>7.LC.8 explore some elements of drama (e.g. dramatic tension, contrast, symbol, time, space,</p>	<p><u>Personal Self</u> 7.LC.5 how audiences can respond to particular artistic works in different ways</p> <p>7.LC.11 use safe practices in the arts (e.g. warm-ups, safe use of equipment)</p> <p><u>Global Self</u> 7.LC.3 traditions and techniques associated with different artistic works in the visual arts (e.g. drawing, painting, printmaking, sculpture)</p> <p><u>Expressive Self</u> 7.LC.1 visual arts, dance, drama, music and media</p> <p>7.LC.6 explore different materials, techniques and processes to make 2D and 3D artistic works (e.g. explore proportion, perspective and composition)</p> <p>7.LC.7 use body movements and some elements of dance (e.g. action, dynamics, time, space, relationships, structure) to interpret ideas and feelings or create dance sequences</p>



	<p>focus, mood) in their own improvisations</p> <p>7.LC.10 apply some elements of media to communicate a message to a familiar audience (e.g. animation, poster, advertisement)</p>	<p><u>Analytical Self</u></p> <p>7.LC.2 the portrayal of subject matter in life-like and symbolic ways in the visual arts (e.g. people, other living things, objects, places, events)</p> <p>7.LC.12 interpret and respond to a range of artistic works, identifying some of the skills, elements and techniques used to create meanings and giving reasons for their interpretations and preferences</p>
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Early Adolescence Band of Development

ELA 7 – The student creates, presents and appreciates artistic works

Markers of Progress: By the end of the early adolescence band of development, students create artistic works by selecting, organising and manipulating the skills, elements and techniques appropriate to the art form. They confidently and competently present artistic works and describe how they have used artistic elements to create meanings and effects. They recognise the power and enjoyment of creating and presenting artistic works to express their own feelings, ideas and viewpoints. They have language for talking and writing about artistic works. They describe, interpret and evaluate artistic works, considering and challenging the opinions of others. They understand that examining the artistic works of others provides insights into the view and feelings the artists hold about themselves, their cultural traditions and their world.

Year 6 Students have the opportunities to learn about:	Year 7 Students have the opportunities to learn about:	Year 8 Students have the opportunities to learn about:
<p><u>Personal Self</u> 7.EA.3 techniques for safe practice appropriate to the art form (e.g. warming up, safe use of equipment)</p> <p><u>Global Self</u> 7.EA.5 the traditions associated with different artistic works appropriate to the art form (e.g. sculpture, ceramics, digital form and painting in the visual arts; playwriting, devised drama, improvisation and video drama; singing, composing and performing in musical traditions; modern, popular, Indigenous, folk and traditional dance forms)</p> <p><u>Analytical Self</u> 7.EA.1 the ways in which artists develop ideas and feelings through artistic works</p> <p>7.EA.10 reflect critically on the artistic works of others, including their peers, using specific criteria and the language of the art form</p>	<p><u>Personal Self</u> 7.EA.3 techniques for safe practice appropriate to the art form (e.g. warming up, safe use of equipment)</p> <p><u>Expressive Self</u> 7.EA.6 experiment with skills, techniques and materials to produce artistic works in particular styles and mediums</p> <p><u>Analytical Self</u> 7.EA.2 technical terms (e.g. elements, concepts, forms) and structural principles (e.g. composition, perspective) appropriate to the art form</p> <p>7.EA.4 the formal language used for discussing, reading and writing about the artistic works of others and for describing and evaluating their own works</p> <p>7.EA.9 plan, prepare and present artistic works for particular occasions and audiences, and evaluate them</p> <p>7.EA.11 research an artist and/or artistic work in a</p>	<p><u>Personal Self</u> 7.EA.3 techniques for safe practice appropriate to the art form (e.g. warming up, safe use of equipment)</p> <p><u>Expressive Self</u> 7.EA.6 experiment with skills, techniques and materials to produce artistic works in particular styles and mediums</p> <p><u>Analytical Self</u> 7.EA.7 create artistic works designed to elicit a response from an audience through exploration of subject matter of personal and social interest</p> <p>7.EA.8 discuss the different ways artistic elements and concepts are used to convey meaning</p> <p>7.EA.11 research an artist and/or artistic work in a way that informs and deepens their understanding and appreciation of the artist and artwork</p> <p>7.EA.12 interpret some artistic works and/or artists</p>



	way that informs and deepens their understanding and appreciation of the artist and artwork	in the context of the society in which they lived and the dominant ideas of the time
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