



THE ARTS

WORKING DRAFT

DEPARTMENT OF
EDUCATION
learners first

FOUNDATION–YEAR 2 PLANNING GUIDE

ACHIEVEMENT STANDARD

By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks. They use the elements and processes of arts subjects to make and share artworks that represent ideas.

Subject Specific Achievement Standards

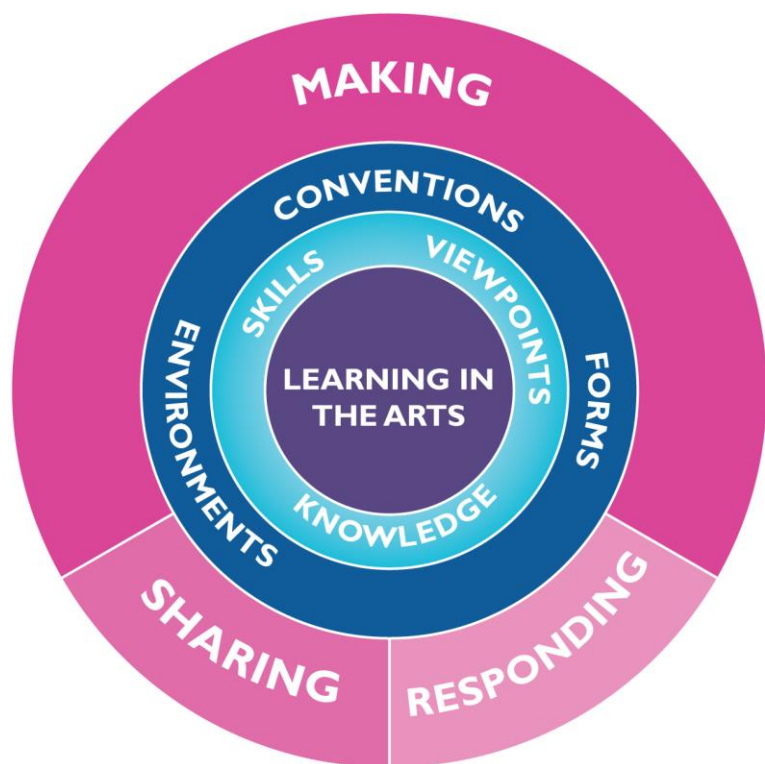
Through **Dance** students describe the effect of the elements in dance they make, perform and view and where and why people dance. They use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

Through **Drama** 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. They make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

Through **Media Arts** students communicate about media artworks they make and view, and where and why media artworks are made. They make and share media artworks using story principles, composition, sound and technologies.

Through **Music** students communicate about the music they listen to, make and perform and where and why people make music. They improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

Through **Visual Arts** students describe artworks they make and view and where and why artworks are made and presented. They make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.



Suggested emphasis of content and focus in Foundation–Year 2 acknowledging that all elements are interrelated

POSSIBLE QUESTIONS TO EXPLORE

- » How can we use sound or movement to express our feelings about environment?
- » What sounds can we make to communicate an environment?
- » How can we show a story to others?
- » How can I use my imagination to tell a story with characters, images, music or a dance?
- » What do we need to consider when sharing our work with an audience?
- » How has the artwork been made/used?
- » Where can I see and hear dance, drama, media arts, music and visual arts in my community?

BIG IDEAS AND KEY UNDERSTANDINGS

The Arts enable learners to develop a strong sense of identity and to learn through their innate creativity. Learners connect to others when communicating ideas.

Learning in The Arts happens in a trusting environment that fosters learner agency and joy. The Arts involve play, inquiry and imagination, and are informed by the senses and perception.

We can learn **about** The Arts and **through** The Arts.

The five art forms of dance, drama, media, music and visual arts are discrete disciplines with their own unique skills, processes, language and histories however they can be delivered in interdisciplinary ways; across art forms and integrated with other learning areas.

Subject specific achievement standards support standalone programs. The learning area Achievement Standard is applied to more integrated programs.

In The Arts the student:

- » Is both the artist and the audience
- » Learns by both making and responding

MAKING

- » Through **Dance** we explore, improvise and organise ideas to make dance sequences using fundamental movement skills
- » Exploring role and dramatic action in **Drama** happens through play, improvisations, and process drama, and use elements of drama to establish role and situation
- » Exploring ideas and telling stories to an audience through **Media Arts** can be explored with images, sounds and text
- » **Music** is made by exploring and imitating sounds, and singing and playing instruments to improvise and practise a repertoire of chants, songs and rhymes
- » A variety of materials, techniques and processes are used when making artworks that explore ideas, experiences, observations and imagination

SHARING

- » Ideas are communicated to an audience through The Arts, these include art forms by cultural groups in the community

RESPONDING

- » Responding to artworks, of our own and others, involves considering where and why people make artworks
- » When people look at artworks from Australia, including artworks of Aboriginal and Torres Strait Islander Peoples they consider where and why they have been made and the messages that have been shared



The General Capabilities and Cross Curriculum Priorities add depth and richness to learning and need to be considered where they are most relevant when planning for learning.

For full details go to australiancurriculum.edu.au

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