



THE ARTS

YEARS 3–4 PLANNING GUIDE

WORKING DRAFT

DEPARTMENT OF
EDUCATION
learners first

ACHIEVEMENT STANDARD

By the end of Year 4, students describe and discuss similarities and differences between artworks they make and those to which they respond. They discuss how they and others organise the elements and processes in artworks. Students collaborate to plan and make artworks that communicate ideas.

Subject Specific Achievement Standards

Through **Dance** 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.

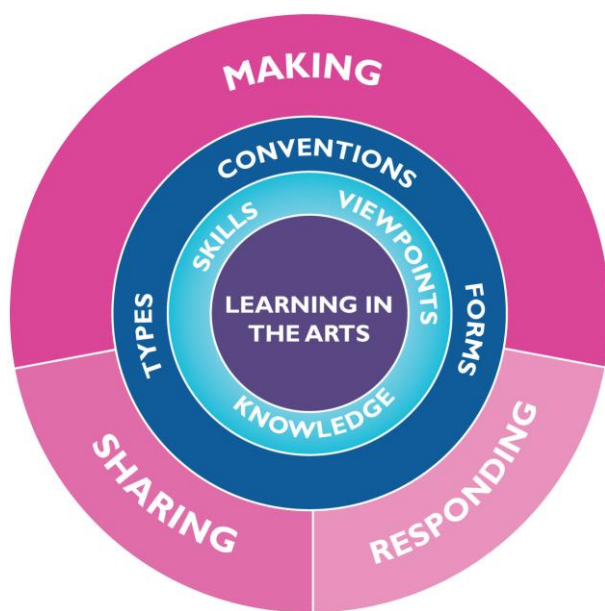
Through **Drama** students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama.

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.

Through **Media Arts** 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.

Through **Music** 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.

Through **Visual Arts** 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. 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.



Suggested emphasis of content and focus in Years 3–4 acknowledging that all elements are interrelated

POSSIBLE QUESTIONS TO EXPLORE

- » What things might you use to communicate an idea or feeling?
- » What artwork inspires you? Why?
- » How can we use our bodies to tell a story?
- » How do Aboriginal and Torres Strait islander peoples convey their stories effectively?
- » How have Aboriginal and Torres Strait Islander people changed the way they convey their stories?
- » How have you communicated your ideas in the artwork you made?
- » What do you see when you view an artwork?

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 improvise and structure movement ideas to make dance sequences and use choreographic devices when practising to develop safe dance practice and technical skills in fundamental movements
- » Exploration of ideas and narrative structures in **Drama** are carried out through roles and situations, and use empathy in our own improvisations and devised drama
- » Investigating and devising representations of people in our community through **Media Arts** occur by exploring ideas and telling stories to an audience, through images, sounds and text
- » In **Music** we explore, imitate and recognise elements of music, including pitch and rhythm, dynamics and form and practise singing, playing instruments and improvising
- » Through **Visual Arts** we explore ideas and artworks from different cultures and times to use as inspiration for our own representations and use materials, techniques and processes to explore visual conventions

SHARING

- » We communicate ideas to an audience through The Arts, these can include art forms that tell cultural or community stories

RESPONDING

- » Responding to our own artworks, and those made by others, involves identifying their intended purposes and meanings
- » Responding to artworks, including works of Aboriginal and Torres Strait Islander peoples, involves considering where and why people made the artwork



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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