



# THE ARTS

## YEARS 5–6 PLANNING GUIDE

WORKING DRAFT

DEPARTMENT OF  
EDUCATION  
*learners first*

### ACHIEVEMENT STANDARD

By the end of Year 6, students explain how ideas are communicated in artworks they make and to which they respond. They describe characteristics of artworks from different social, historical and cultural contexts that influence their art making. Students structure elements and processes of arts subjects to make artworks that communicate meaning. They work collaboratively to share artworks for audiences, demonstrating skills and techniques.

#### Subject Specific Achievement Standards

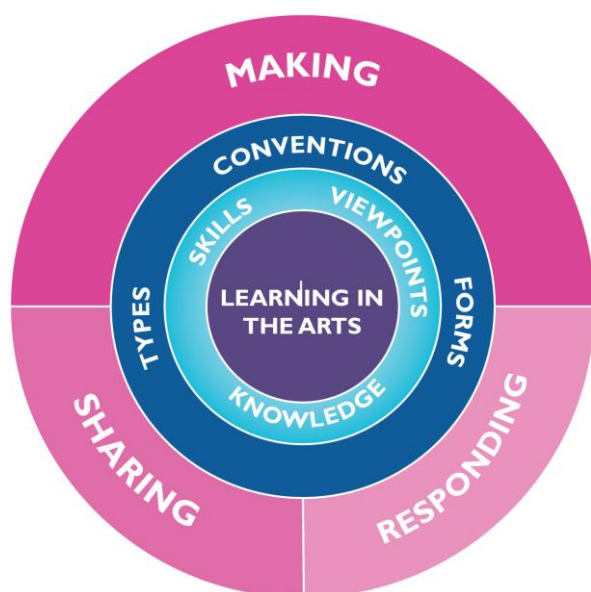
In **Dance** students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students 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.

In **Drama** 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. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.

In **Media Arts** 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.

In **Music** 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.

In **Visual Arts** 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. 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.



*Suggested emphasis of content and focus in Years 5–6 acknowledging that all elements are interrelated*

### POSSIBLE QUESTIONS TO EXPLORE

- » How can elements of dance communicate meaning?
- » Which ideas and practices do artists, including Aboriginal and Torres Strait Islander artists, use to represent different views, beliefs and opinions?
- » Which expressive skills do I need to develop to convey my meaning more effectively?
- » How does a performance improve through rehearsing?
- » What are the differences, or similarities, between performances?
- » How do the elements of media arts and story principles communicate meaning?

### 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

- » **Dance** communicates meaning while developing technical and expressive skills and practising technical skills safely to develop competence, body control and accuracy
- » Dramatic action, empathy and space to develop characters and situations are explored through **Drama**
- » Skills and techniques of voice and movement to create character, mood and action are developed through **Drama**
- » Representations, characterisations and points of view of people in our community, including ourselves are explored through **Media Arts**
- » In **Media Arts** media technologies are used to create time and space through manipulations of images, sounds and text to tell stories
- » Dynamics and expression are explored through **Music**, and aural skills are used to identify and perform rhythm and pitch patterns
- » In **Music** we develop technical and expressive skills in singing, playing instruments with an understanding of rhythm, pitch and form in a range of pieces, including music form our community
- » Ideas and practices used by artists, including those of Aboriginal and Torres Strait Islander artists are explored through **Visual Arts**
- » In **Visual Arts** we develop and apply techniques and processes to make our own artwork

#### SHARING

- » Communicating our own and other artist's ideas to audiences through all art forms, these can include art forms that tell cultural or community stories and art forms combine arts disciplines or subjects

#### RESPONDING

- » Responding to artworks involves explaining how the elements and conventions have been used to communicate meaning
- » By comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander art works we can explain which elements and conventions have been used to convey meanings



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](http://australiancurriculum.edu.au)

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