Pre-primary to Year 6 refinements to The Arts Curriculum

	Dance	Drama	Media Arts	Music	Visual Arts
Exploring ideas and improvising with ways to represent ideas	• Content statements streamlined for better clarity, consistency and progression (e.g. inclusion of exploration and improvisation at all year levels)	• Removal of the term 'familiar' as it is ambiguous for generalist teachers. The term 'specified' or 'selected' puts the focus on teachers to select a form and style. • Year 4 makes reference to non-realist forms and styles. This is incorrect language use and it is more appropriate to use 'specified' or 'selected' forms and styles. • Mapping of improvisation skills is now placed in Developing skills and processes. • Year 6 includes script formatting now placed in Developing skills and processes.	Minimal refinements for clarity were made to the Media Arts curriculum.	• The content descriptions were refined for clarity between creating and composing, and notation and communication of ideas • Technology was originally stated only in Year 6, but most teachers indicated that they used technology from Pre-primary to Year 6, and felt it more appropriate for a 21st century curriculum to incorporate technology. 'Relevant technology' was considered to be a broader and more inclusive term than 'available' • Statements streamlined for better clarity and consistency (e.g. elements unnecessarily listed in Year 4) • Sequencing of some concepts revisited to provide better progression (e.g. stylistic characteristics more appropriate in Year 6)	• Second thread - statements streamlined for greater clarity and consistency across all years, e.g. pitch/expectation in Year 2 and Year 5 deemed either ambiguous or too difficult.

Developing skills and processes					

	• Sequencing of content relating to the dance element '*energy*' in Years 3 to 6. This is the hardest element for teachers and students to understand and it is often misinterpreted.
	• Minor edits to the content dot point relating to the development of fundamental movement skills to better order physical competencies with the year level.
		• Removal of the term 'focus' from the elements of drama. The term is not used in Years 7 to 10 or in Years 11 and 12 for Drama and therefore makes no sense to add an element in the primary years.
		• Removal of the term 'tension' from the elements of drama in Year 6. There was little evidence in the samples that students can consciously manipulate this element in performance.
		• Definition of mood in Year 6 is incorrect. The definition has been removed from the syllabus and left in the glossary.
		• Resequencing of the elements of drama to provide a natural progression and grouping to:
		  • Voice
		  • Movement
		  • Role/character
		  • Relationships
		  • Situation
		  • Time/Space
		  • Mood
		• For Years 5 and 6, the term rehearsal techniques has been changed to rehearsal processes as rehearsal is not a technique.
			Minimal refinements for clarity were made to the Media Arts curriculum.	• *Consolidation* added to remind teachers about revisiting and reinforcing skills from previous years.
				• Sequencing of some concepts revisited to provide better progression e.g. binary/rondo form
				• Consistency of language revisited, e.g. sound sources, standard notation
				• More differentiation/development between Years 5 and 6
				• Tonality added to Years 5 and 6 to account for minor songs/repertoire, despite not having minor scales
					• Sequencing of some statements revisited to provide better progression
					• Removal and refinement of specific examples of elements of design in brackets as the statements were repetitive and in some cases did not demonstrate a shift in focus. Examples were added in Years 5 and 6 to help exemplify colour and texture.

Sharing the arts through performance, presentation or display for an audience	• For Years 5 and 6, changing the term rehearsal techniques to rehearsal processes – the examples listed in the present curriculum are not techniques but part of a rehearsal process. • Minor edits to the content dot point relating to performance skills to better align with expectations for that year level.	• None.	Minimal refinements for clarity were made to the Media Arts curriculum.	• Some of the comments realigned to better delineate the focus of the content related to practise/rehearsal for an audience, and the development of performance skills • Performance skills originally outlined only in Years 1, 5 and 6, now scoped and included across Pre-primary to Year 6	• Organisation of content addressed. Thread shifts focus in Pre-primary to Year 6. Making should be pivotal and this is addressed in Pre-primary to Year 2 through the creation and sharing/display of artwork. In Years 3 to 6 the focus shifts to Reflection and the pitch was also considered too high in Years 4 to 6. • Meaning of artwork more appropriate in Year 6. The sequencing in Years 4 to 6 refined and streamlined to reflect developmental stages.
Responding to and interpreting the arts	• Clarification of wording particularly related to dance in context (Years 4 and 5).	• None.	Minimal refinements for clarity were made to the Media Arts curriculum.	• Sequencing of some points (e.g. Year 2) refined, streamlined and better aligned to show more appropriate development and progression	• Refinement of the first thread for greater clarity and to show more appropriate development • Refinement of statements for better consistency (e.g. visual arts terminology)

Year 7 to Year 10 refinements to the Media Arts Curriculum

Media languages	• Change position of codes and conventions thread for Year 9 and Year 10 to align with Year 7 and 8. • Thread four - Remove a range of audiences and replace with different audiences for Year 10 (consideration of time constraints).
Representation	• Streamlined two threads into one. The placement of stereotyping in the Making strand has resulted in clichéd and harmful representations of minority groups as identified in student production work samples. This content description revision allows for consideration of stereotypes without students being encouraged to further naturalise them in their own work. • The notion of challenging values has been moved from Year 9 to Year 10.
Production	• 'Media regulation' is too specific a concept when considering the nature of Year 7 and Year 8 production work. It is more appropriate to align this concept with the broader idea of controls and audience values and to scaffold the concept across the 7-10 syllabuses.
Skills and processes	• Simple refinements to the first thread to show progression. • A more logical scaffolding of problem-solving skills between year groups.
Analysing and reflecting	• Thread one - The effectiveness of own and others' media work can be analysed in the same way (in one thread). Through analysis of student work samples in Year 9 and Year 10, it was evident students began to comment on the impact of a media work as a whole, as well as the individual parts, so the syllabus has been scaffolded accordingly. • Thread two - Limiting the consideration of media work to a contemporary context, removing past/historical references, allows for coverage of the course at depth in the limited time available to most schools in Year 7 and Year 8.
Audience	• Thread one - Made clearer the role and influence of the intended audience in the production process by re-writing the whole thread. • Thread two - Personal response in Year 7 was confusing and was not a direct link to audience profiles, so has been removed. • Thread three - Lowered the pitch of audience use for Year 7 and scaffolded through to Year 10.

Year 7 to Year 10 refinements to the Music Curriculum

Aural and theory	• Heading changed to Aural and theory from Music literacy to better reflect content and to be more accessible to teachers • Repeated concepts removed to leave only material that is introduced for the first time in each year level • Italian terminology added for tempo, given that it has already been introduced from Year 3 • Sequencing of some concepts revisited to provide better progression
Composing and arranging	• Improvising included across all year levels for consistency
Practical and performing skills	• Performance skills and techniques included in Year 9 and changed from performance activities in Year 10 for consistency

Year 7 to Year 10 refinements to the Visual Arts Curriculum

Inquiry	• Minor refinements to maintain consistency of language e.g. media
Art Practice and Presentation	• Overlap of content between Art practice and Presentation e.g. appraisal of artwork. Organisation of content addressed.
Analysis	• Correction of incorrect example – Year 7 (Scale is a principle not element of design) • Refinement of statements for better consistency (e.g. visual arts terminology)