



# EARLY ADOLESCENCE (8-10)

## THE ARTS

### SYLLABUS

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# 1 Purpose of the *Early Adolescence (8-10) The Arts Syllabus*

## 1.1 Introduction

The *Early Adolescence (8-10) The Arts Syllabus* is part of a suite of complementary resources designed to support teachers of The Arts to plan and deliver learning, teaching and assessment programs.

This syllabus contains information about:

- typical characteristics of students in the early adolescence phase of development and suggested approaches to learning, teaching and assessment
- content described in scope and sequence statements relevant to the phase. *National Consistency in Curriculum Outcomes (NCCO) Statements of Learning* have been embedded in the scope and sequence statements and have been identified with an asterisk
- curriculum planning
- monitoring and assessing student progress.

## 1.2 Connection with other curriculum policy and support documents

This syllabus provides scope and sequence statements of content that link to the outcomes in the *Curriculum Framework*.

Teachers of The Arts can use this syllabus in conjunction with the *Curriculum Framework Curriculum Guide – The Arts*. By using the *Guide* in conjunction with this syllabus, teachers of The Arts will have access to a range of content that they can use to meet the learning needs and interests of a range of students.

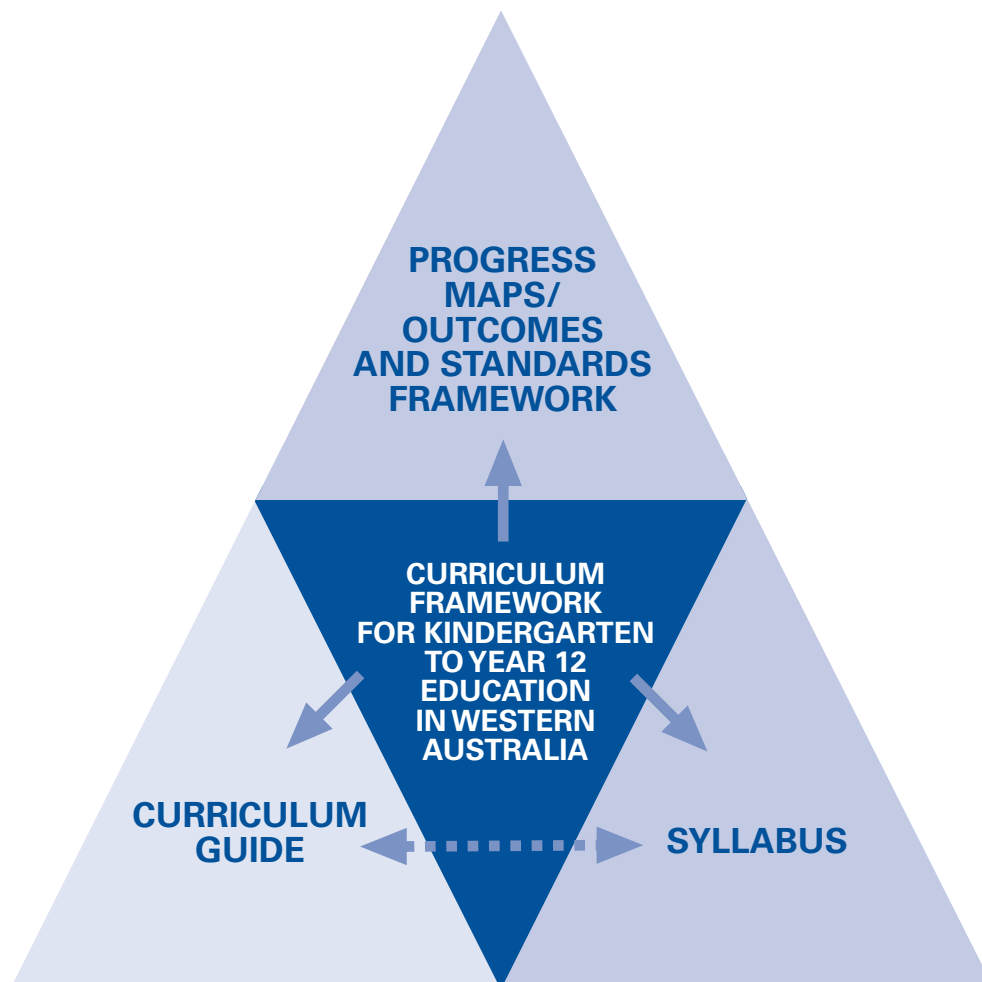
*NCCO Statements of Learning* were agreed by the Ministerial Council for Education, Employment, Training and Youth Affairs in April 2006. These *Statements of Learning* provide a means of achieving greater national consistency in curriculum outcomes across all States and Territories. *Statements of Learning* have been agreed for the following areas:

- Civics and Citizenship
- English
- Information and Communication Technologies (ICT)
- Mathematics
- Science.

Teachers continue to use progress maps (*Curriculum Framework Progress Maps – The Arts/ Outcomes and Standards Framework – The Arts*) to monitor students' progressive achievement of learning outcomes and may use other tools as appropriate to students' development, achievement and the context of the school.

This syllabus provides advice on the year of schooling in which knowledge, skills and understandings would typically be introduced. Teachers' monitoring and assessment will inform their planning and assist with decisions about the specific knowledge, skills and understandings they teach their students. Teachers of The Arts will continue to exercise their professional judgement in making these decisions.

The following diagram illustrates the connections among the *Curriculum Framework*, *Curriculum Framework Progress Maps – The Arts*, *Curriculum Framework Curriculum Guide – The Arts* and this syllabus.



Connections among curriculum policy and support documents

### 1.3 Inclusive planning

As they plan, teachers of The Arts recognise and accommodate the different starting points, learning rates and previous experiences of individuals or groups of students.

Ensuring that there is provision of a balanced curriculum for all students includes identifying the learning needs of individuals and groups as part of the process of classroom planning. Some groups or individuals, relatively few in number, may require a Documented Plan that provides a practical, explicit and succinct focus for learning. Most students will not require a long or detailed Plan.

Individuals and groups that could require a Documented Plan include:

- students for whom English is a second language or dialect
- students with disabilities
- students with learning difficulties
- gifted and talented students.

Documented Plans focus on learning and teaching adjustments in order to promote learning, participation or curriculum access, and may include:

- differences in the level of complexity of instructional materials or tasks
- alternative means of presentation or response to activities or assessments

- adapted content or expectations in class activities
- acceleration, which may be across the curriculum or single-subject acceleration
- flexible groupings within the class
- encouragement/explicit teaching of critical and creative thinking
- individual research
- enrichment and extension activities
- specialist support, such as visiting teachers or master classes
- teachers and parents planning together to ensure that learning outcomes and content reflect the learning needs of students.

## 2 Rationale for teaching The Arts in the early adolescence phase of development

### 2.1 What is The Arts about?

The Arts learning area focuses student learning on Arts Practice and Arts Understanding. Through The Arts, students develop creative ways of expressing themselves and communicating with others.

Arts Practice involves the exploration and development of ideas and feelings through the use of a range of skills, and knowledge of arts techniques and processes. The Arts provide a powerful means of expression and communication of life experiences and imagination.

Arts Understanding helps students to appreciate and critically respond to their arts experiences. Students gain a sense of personal and cultural identity through critical appreciation of their own arts works and those of others. They come to understand broader questions about the values and attitudes held by individuals and communities.

Arts Practice and Arts Understanding are interrelated and are developed through the arts forms of dance, drama, media, music and visual arts and can be experienced singularly

or in combinations. Each of the arts forms has its own unique language, conventions, processes and techniques.

In dance, students learn expressive movements using body, space, time and energy through participating in the key activities of choreography, performance and reflection.

In drama, students learn to take on roles and act out situations through the key activities of play making, performance and critical reflection.

In media, students learn how to communicate with print, film and electronic media through participating in the key activities of creation, production and analysis.

In music, students learn how to make music through sounds and silence using voice, body, acoustic and electronic means through the key activities of creation, performance and reflection.

In visual arts, students learn how to produce 2D, 3D and 4D (time-based) arts works through the interrelated key activities of visual inquiry, studio practice, exhibition and reflection.

## 2.2 Why teach The Arts?

Teaching The Arts provides students with the opportunity to:

- imaginatively explore, express and communicate ideas, feelings and experiences
- critically reflect and make personal meaning engaging the senses, imagination and feelings
- engage in creative problem solving, self expression and the use of imagination to develop personal, social and cultural understandings
- develop creative and physical talents through spatial, rhythmic, visual and kinaesthetic awareness
- develop self awareness, and understanding of their own and others' cultures, values and attitudes
- expand life skills such as conflict resolution, creative problem solving, negotiation and teamwork
- provide support for concurrent learning in other learning areas
- acquire knowledge, skills and understandings essential for success in further study of The Arts.

- Arts Ideas
- Arts Skills and Processes
- Arts Responses
- Arts in Society.

Content for these outcomes focuses on Arts Understanding and Arts Practice developed through the arts forms of dance, drama, media, music and visual arts.

As students progress in The Arts they demonstrate the outcomes in increasingly complex ways, through one or more of the arts forms.

Learning in Arts Practice enables students to achieve the Arts Ideas and Arts Skills and Processes outcomes. Learning in Arts Understanding enables students to achieve the Arts Responses and Arts in Society outcomes.

## 2.3 How is The Arts learning area structured?

The *Curriculum Framework The Arts Learning Area Statement* consists of four interrelated and interconnected outcomes:



## 3 The Arts in the early adolescence phase of development

### 3.1 Typical characteristics of students in the early adolescence phase of development

In this phase of development, students are experiencing adolescence and the accompanying emotional and physical changes. Early adolescent learners typically:

- learn to form, articulate and manage relationships
- develop greater independence in their lives
- question schooling and their engagement with it
- reflect on who they are, where they belong, what they value and where they are going
- develop their own voice, often challenging the voices of their parents/ caregivers, teachers and society
- aim for a stronger sense of belonging through interaction with their peers in wider adolescent cultures
- become aware that they can make changes for themselves and others.

### 3.2 The early adolescent in The Arts

In the early adolescence phase, students engage with broader arts perspectives both in the community and the school. Their arts works will increasingly reflect the influences of the media, popular culture and peers.

Students in this phase, generally enjoy the unusual and original but often need to be encouraged to take risks in their own arts works. The complexity and challenge of students' arts ideas increase, as do the ways in which students structure them. Their ideas often challenge authority and question social values, and guidance is needed about the consequences. Students continue to need help to create arts works through a supportive environment, well planned curriculum, and opportunities to work independently and find their personal voices. They need to be encouraged to make a range of interpretations and not to rely on simplistic approaches.

Early adolescents continue to develop an increasing understanding and control of skills and processes. They show increasing capacity for sustained arts activities and more

complex projects. They have an increasing understanding of the conventions of arts forms. Students show confidence in using a range of arts technologies.

Students talk and write about their arts experiences and continue to reflect on their own arts processes and decision making. They need opportunities to keep process journals and visual diaries and to confidently use the specialised vocabulary of chosen arts forms. In making critical evaluations, students in the early adolescence phase are often definite, although they sometimes overstate their opinions.

Students need to consider the work of other critics and suspend immediate judgements in favour of more reasoned and objective responses.

Early adolescent students are guided to value enjoyment and satisfaction of their arts experiences. They further their understanding of The Arts in Australia by having opportunities to explore a wider diversity of arts works and experiences. Students come to understand ethical issues in The Arts and are encouraged to have a broad and tolerant understanding. Early adolescents realise how The Arts question power structures or raise moral issues. They understand the economic role of The Arts and make connections between creative endeavour and job choices in The Arts.

### 3.3 Learning and teaching

The *Curriculum Framework* provides advice about approaches to learning and teaching that are based on research and professional knowledge about learning.

When using this syllabus to plan, teachers of The Arts can make reference to the sections on learning and teaching in the *Curriculum Framework* overarching and learning area statements. This will assist with ensuring that pedagogical approaches are relevant to students' developmental stages as well as to learning within and across outcomes and learning areas.

The following table outlines suggestions for incorporation of the *Curriculum Framework's* principles of effective learning and teaching in The Arts in the early adolescence phase.

## Suggested approaches to learning and teaching

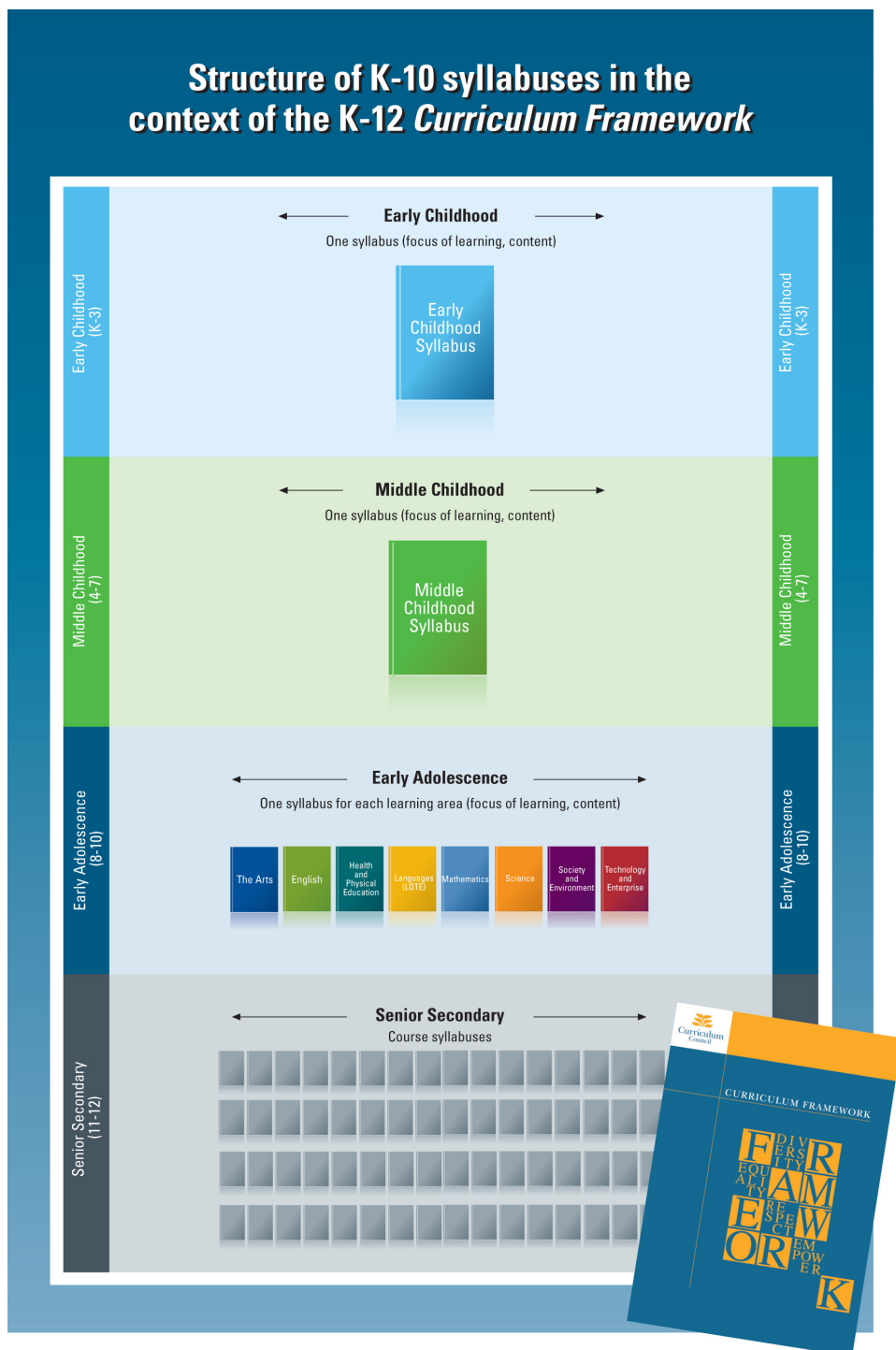
Principles of learning and teaching	Strategies years 8-10 teachers of The Arts can use to implement the principles
<p><b>Opportunity to learn</b></p> <p>Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.</p>	<ul style="list-style-type: none"> <li>• Model and demonstrate arts skills.</li> <li>• Provide opportunities for students to explore arts works and experiences in their community.</li> </ul>
<p><b>Connection and challenge</b></p> <p>Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.</p>	<ul style="list-style-type: none"> <li>• Connect arts concepts and skills to students' background knowledge and personal contexts.</li> <li>• Connect arts concepts and skills to students' learning in other curriculum areas.</li> <li>• Encourage students to take risks in their own arts works.</li> <li>• Encourage students to make a range of interpretations of arts works, rather than relying on simplistic approaches.</li> <li>• Encourage students to consider the views of other critics and suspend immediate judgements in favour of more reasoned and considered responses.</li> <li>• Encourage conflicting perspectives and views about arts works.</li> <li>• Illustrate the way in which ways of thinking in The Arts have been subject to challenge and change.</li> </ul>
<p><b>Action and reflection</b></p> <p>Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to keep process diaries and visual diaries.</li> <li>• Provide opportunities for students to reflect on and monitor their performance and progress in The Arts.</li> <li>• Make assessment criteria in The Arts explicit and create opportunities for self-assessment.</li> </ul>

## Suggested approaches to learning and teaching (continued)

Principles of learning and teaching	Strategies years 8-10 teachers of The Arts can use to implement the principles
<p><b>Motivation and purpose</b></p> <p>Learning experiences should be motivating and their purpose clear to the student.</p>	<ul style="list-style-type: none"> <li>• Illustrate the real-life applications and future uses of skills and understandings students are learning.</li> <li>• Connect learning in The Arts to students' lives and local environments.</li> <li>• Connect learning in The Arts to further education and career pathways.</li> </ul>
<p><b>Inclusivity and difference</b></p> <p>Learning experiences should respect and accommodate differences between learners.</p>	<ul style="list-style-type: none"> <li>• Design arts activities which cater for different learning styles, values, gender, abilities, interests, cultures and family backgrounds.</li> <li>• Design arts activities which take into account students' differing physical, mental and emotional development.</li> </ul>
<p><b>Independence and collaboration</b></p> <p>Learning experiences should encourage students to learn both independently and from and with others.</p>	<ul style="list-style-type: none"> <li>• Design learning experiences which allow students some autonomy over how they learn and how they approach tasks in The Arts.</li> <li>• Design learning experiences which allow students to work collaboratively with other students in The Arts.</li> </ul>
<p><b>Supportive environment</b></p> <p>The school and classroom setting should be safe and conducive to effective learning.</p>	<ul style="list-style-type: none"> <li>• Build a classroom climate based on mutual respect and tolerance.</li> <li>• Ensure students are provided with a safe environment and are adequately supervised at all times.</li> <li>• Actively recognise achievement and progress in The Arts.</li> <li>• Treat mistakes as opportunities for learning, rather than signs of failure.</li> <li>• Promote school policies which support positive attitudes towards The Arts.</li> </ul>

### 3.4 The place of the *Early Adolescence (8-10) The Arts Syllabus* in the K-12 curriculum

This syllabus articulates content and approaches to learning, teaching and assessment that are a part of the kindergarten to year 12 approach embodied in the *Curriculum Framework*. The following diagram indicates the place of this syllabus in the overall K-12 curriculum for Western Australian schools.



The place of the *Early Adolescence (8-10) The Arts Syllabus* in the K-12 curriculum

### **3.5 Connection to The Arts learning in other phases of development**

*The Early Adolescence (8-10) The Arts Syllabus* forms part of the continuum of learning in The Arts from kindergarten to year 12. To ensure continuity, this syllabus builds on the focus of learning in the middle childhood phase. The understandings and skills developed in the early adolescence phase, provide the basis for achievement in the Curriculum Council's current and proposed senior secondary courses.

#### **Middle childhood phase of development**

In the middle childhood phase of development, learning is linked to the early adolescence phase, through a continuation of concepts, knowledge, skills and values. This spiral curriculum model focuses on curriculum continuity and developmental learning.

Learning in The Arts is therefore cumulative with earlier learning experiences providing a foundation for later learning and increasing access to a range of understandings that will help students make sense of their world and express their own personal voice through arts forms.

The Arts contributes to the establishment of individual and group identity. The middle childhood phase focuses on the understanding of personal identity and contributes to the development of individual values and life meaning. A balanced Arts

program gives students opportunities to explore life issues and to develop an appreciation and tolerance of the values and identity of others. There is a focus on individual and collaborative work in which students learn to appreciate different arts forms and the significance of each work.

The middle childhood phase builds on the concepts and skills from the early childhood phase where students are encouraged to be creative through practical exploration of The Arts forms. Students are encouraged to explore different arts forms and develop their own personal styles and preferences through analysis and discussion with others.

#### **Late adolescence phase of development**

In the late adolescence phase, content becomes more specialised and diverse in the five forms of dance, drama, media, music and visual arts.

In The Arts the current senior secondary courses are:

- Art - D630, E630
- Art and Design - D631, E631  
Part A - D642
- Ballet Studies - D635, E635
- Dance Studies - D636, E636
- Drama - D634, E634
- Drama Studies - D647, E647
- Media Studies - E012

- Media Production and Analysis
- Music - D632, E632
- Music in Society - D633, E633  
Part A - D646
- Visual Communication - Photography  
D283, E283.

The proposed senior secondary Arts courses are designed to facilitate students' achievement of specific Arts learning in the areas of dance, drama, media, music and visual arts. Courses currently in development by the Curriculum Council are:

- Dance
- Design
- Drama
- Music
- Visual Arts.

Senior secondary Arts courses, Vocational Education and Training (VET) versions, currently in development by the Curriculum Council are:

- Design
- Media Production and Analysis
- Music
- Visual Arts.

# 4 Content

## 4.1 Focus of learning

Teachers of The Arts and schools are integral to planning that provides a balanced curriculum to maximise students' achievement of the learning outcomes in the *Curriculum Framework*.

Using this syllabus, teachers of The Arts and schools will be able to:

- connect with learning in the middle childhood phase of development and the senior secondary years of schooling
- continue to use the *Curriculum Framework* and the *Curriculum Framework Curriculum Guide – The Arts* to plan balanced learning, teaching and assessment programs that meet the developmental learning needs of students in the context of each school.

## 4.2 National and state priorities for learning

Content has been embedded, where relevant, across all scope and sequence statements within this syllabus in accordance with agreed national and state priorities.

The following cross-curriculum areas provide a basis for developing the knowledge, skills and understandings that will enable students to participate and prosper in society. Further advice about integration across learning areas is provided in Part 5 of this syllabus: Planning for learning in The Arts.

### Literacy

Literacy is the ability to read and use written information and to write appropriately in a range of contexts. It also involves the integration of speaking, listening, viewing and critical thinking with reading and writing. It includes the cultural knowledge that enables a speaker, writer or reader to recognise and use language appropriate to different social situations.

The development of students' literacy skills and understandings is the responsibility of all teachers in all learning areas, and opportunities should be provided for students to develop literacy across the curriculum. The teaching of English, however, plays a particularly important role.



Teachers can contribute to the teaching of literacy in The Arts by providing students with the opportunity to:

- read for information when researching ideas for creating arts works in dance, drama, media, music and visual arts
- use a range of written forms for recording arts experiences in all arts forms
- development of speaking and listening skills through creation and presentation in drama and media
- consolidate and extend speaking and listening skills through discussion when creating and responding in dance, drama, media, music and visual arts
- write and read scripts in drama and media
- develop visual literacy through creating and responding in media and visual arts
- use critical thinking skills to shape responses to arts works in dance, drama, media, music and visual arts
- use the vocabulary of The Arts.

## **Numeracy**

Numeracy is the ability to effectively apply Mathematics in everyday, recreational, work and civic life. It vital to the quality of participation in society.

In order to be numerate, students have the right to learn Mathematics and the language of Mathematics, to make sense of

Mathematics, to be confident in their use of Mathematics, and to see how it can help them make sense of their world and the world of others.

Numeracy is a fundamental component of learning across all areas of the curriculum. The development and enhancement of students' numeracy skills and understandings is the responsibility of all teachers. The teaching of Mathematics, however, plays a particularly important role.

Teachers can contribute to the teaching of numeracy in The Arts by providing students with the opportunity to:

- apply time and tempo in music and dance
- extend spatial awareness in dance and drama
- use symmetry and asymmetry in design in visual arts, dance and drama
- make 2D and 3D models, designs and drawings in visual arts, drama and media
- use scale and perspective in visual arts, media and drama
- measure and manipulate time in media and drama
- use numbers in sequence in music and dance
- use pattern and repetition in dance, drama, media, music and visual arts.

## **Civics and Citizenship**

All students need opportunities to develop their understandings of, and commitment to, Australia's democratic system of government, law and civic life.

Teachers of The Arts can achieve this by assisting students to develop the capacity to clarify and critically examine values and principles of Australian democracy and the ways in which it contributes to a fair and just society and a sustainable future. As well, teachers of The Arts should assist students to develop the knowledge, skills and values that enable them to act as informed and responsible citizens.

Teachers can contribute to the teaching of Civics and Citizenship in The Arts by providing students with the opportunity to:

- participate in collaborative problem solving and decision making
- explore attitudes and issues through the interpretation and presentation of arts works
- celebrate cultural diversity through the experience of arts works
- gain an understanding of the ideas, values and experiences of other times and places.

## **Information and Communication Technologies (ICT)**

Applying ICT as a tool for learning provides students with opportunities to become competent, discriminating, creative and productive users of ICT. Students' learning can be enhanced through integration of ICT across the curriculum, as they develop knowledge, skills and the capacity to select and use ICT to inquire, develop new understandings, create, and communicate with others.

Through learning with ICT, students have opportunities to understand the impact of ICT on society and to use ICT as a means of participating in society.

Teachers can contribute to the teaching of ICT in The Arts by providing students with the opportunity to:

- search the Internet to research and identify information for use in creating arts works in dance, drama, media, music and visual arts
- use software to explore shape, colour and pattern, produce soundtracks and music, create a short film clip, explore lighting and other effects or develop choreography
- manipulate digital images to create 2D and 3D works, to enhance and alter images
- use digital cameras to photograph art work and produce a virtual gallery online

- use software to scan original art work and designs into documents
- use electronic clip galleries – art, sound and animations
- use the resources of the web to communicate and present arts works.
- develop skills of critical reflection
- develop respect for their own cultural heritage and the cultural heritage of others
- engage in cooperative and collaborative work practices

## Values

People’s values influence their behaviour and give meaning and purpose to their lives. While there is a range of value positions in society, there is also a core of shared values. These values are embedded in the learning outcomes in the *Curriculum Framework*. These shared values can be summarised as follows:

- a pursuit of knowledge and a commitment to achievement of potential
- self acceptance and respect of self
- respect and concern for others and their rights
- social and civic responsibility
- environmental responsibility.

Teachers can contribute to students’ values education in The Arts by providing students with the opportunity to:

- develop self understanding, self management and self esteem through personal expression
- develop the creative imagination
- explore and develop values and attitudes which are well considered and well founded

- develop respect for diversity of belief and expression.

## Physical activity

Physical activity is movement of the body that expends energy. It includes high intensity activities such as sports and dance, as well as low intensity activities such as walking, climbing and exploring. Physical education is an essential part of quality physical activity opportunities. Physical activity can be incorporated into learning across the curriculum, providing students with opportunities to practise skills and increase fitness levels. Students are required to participate in at least two hours of physical activity per week.

Teachers can contribute to students’ engagement in physical activity in The Arts by providing them with the opportunity to:

- extend fundamental movement skills through dance
- engage in warm-up practices
- develop skills and techniques for using the body in dance and drama
- increase flexibility and control through dance and drama.

### **4.3 Organisation of content**

The content of Arts Practice and Arts Understanding needs to be addressed concurrently, using contexts for learning appropriate to the students' phase of development and their previous experience. Teaching in The Arts follows a spiral model in which the same concepts, processes and strategies are dealt with in increasingly complex ways as students develop. In some cases, progress in learning is facilitated by the teaching of more complex elements and forms. In other cases, the content of the teaching is the same from year to year and progression is achieved through greater proficiency in practice, greater depth of understanding and greater maturity.

Content in this syllabus is organised into:

- K-10 overviews for each of The Arts forms
- scope and sequence statements.

#### **K-10 overviews**

K-10 overviews have been developed for the arts forms of dance, drama, media, music and visual arts, to provide teachers with a map of the concepts, forms and processes to be taught. Presentation of the overviews will vary between the arts forms because each has its own language and way of organising the content. Linked arrows indicate the spiral nature of the learning from year to year.

The following graphics identify the key features of The Arts K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

**K-10 overview: The Arts/Visual Arts** **Context**

The content of Arts Practice and Arts Understanding needs to be addressed concurrently, using contexts for learning appropriate to the students' phase of development and their previous experience. Teaching in Visual Arts follows a spiral model in which the same concepts, processes and strategies are dealt with in increasingly complex ways as students develop.

Overview of concepts, forms, styles and processes

K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>Elements of art</b>										
• line	• line	• line	• line	• line	• line	• line	• line	• line	• line	• line
• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour	• colour
• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture	• texture
• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape	• shape
			• form	• form	• form	• form	• form	• form	• form	• form
			• space	• space	• space	• space	• space	• space	• space	• space
				• value	• value	• value	• value	• value	• value	• value
<b>Principles of design</b>										
• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern	• pattern
				• contrast	• contrast	• contrast	• contrast	• contrast	• contrast	• contrast
					• balance	• balance	• balance	• balance	• balance	• balance
						• emphasis	• emphasis	• emphasis	• emphasis	• emphasis
						• movement	• movement	• movement	• movement	• movement
						• rhythm	• rhythm	• rhythm	• rhythm	• rhythm
							• unity	• unity	• unity	• unity
<b>Visual Arts forms</b>										
• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing	• drawing
• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in a variety of media such as:	• 2D and 3D art works in at least two alternative dimensions (2D, 3D and 4D) in a variety of media such as:	• 2D and 3D art works in at least two alternative dimensions (2D, 3D and 4D) in a variety of media such as:	• 2D and 3D art works in at least two alternative dimensions (2D, 3D and 4D) in a variety of media such as:
o painting	o painting	o painting	o painting	o painting	o painting	o painting	o painting	o painting	o painting	o painting
o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media	o coloured drawing media
o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage	o collage
o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media	o mixed media
o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media	o digital media

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Arrows indicate content taught across school years

Concepts

Indicates 'spiral' progression in The Arts

Forms

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

**K-10 OVERVIEW**

K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>Visual Arts forms (continued)</b>										
o printmaking	o printmaking	o printmaking	o printmaking	o printmaking	o printmaking	o printmaking	o printmaking	o printmaking	o printmaking	o printmaking
o textiles	o textiles	o textiles	o textiles	o textiles	o textiles	o textiles	o textiles	o textiles	o textiles	o textiles
o ceramic	o ceramics	o ceramics	o ceramics	o ceramics	o graphic design	o graphic design	o graphic design	o graphic design	o graphic design	o graphic design
o sculpture and 3D construction	o sculpture and 3D construction	o sculpture and 3D construction	o sculpture and 3D construction	o ceramics	o ceramics	o ceramics	o ceramics	o ceramics	o ceramics	o ceramics
				o sculpture and 3D construction	o sculpture and 3D construction	o sculpture and 3D construction	o sculpture and 3D construction	o sculpture and 3D construction	o sculpture and 3D construction	o sculpture and 3D construction
<b>Visual Arts styles</b>										
	• figurative	• figurative	• figurative	• figurative	• figurative	• figurative	• figurative	• figurative	• figurative	• figurative
• imaginative	• imaginative	• imaginative	• imaginative	• imaginative	• imaginative	• imaginative	• imaginative	• imaginative	• imaginative	• imaginative
• decorative	• decorative	• decorative	• decorative	• decorative	• decorative	• decorative	• decorative	• decorative	• decorative	• decorative
					• abstract	• abstract	• abstract	• abstract	• abstract	• abstract
					• expressive	• expressive	• expressive	• expressive	• expressive	• expressive
							• conceptual	• conceptual	• conceptual	• conceptual
<b>Visual Arts processes: Visual inquiry, design development and studio practice</b>										
• to create art works using the elements and principles	• to create art works using the elements and principles	• to create art works using the elements and principles	• to create art works using the elements and principles	• to create art works using the elements and principles	• to create art works using the elements and principles	• to create art works using the elements and principles	• to create art works using the elements and principles	• to create art works using the elements and principles	• to create art works using the elements and principles	• to create art works using the elements and principles
• to explore ideas themes skills and processes	• to explore ideas themes skills and processes	• to explore ideas themes skills and processes	• to explore ideas themes skills and processes	• to explore ideas themes skills and processes	• to explore ideas themes skills and processes	• to explore ideas themes skills and processes	• to explore ideas themes skills and processes	• to explore ideas themes skills and processes	• to explore ideas themes skills and processes	• to explore ideas themes skills and processes
• to interpret ideas using a range of styles, techniques and processes	• to interpret ideas using a range of styles, techniques and processes	• to interpret ideas using a range of styles, techniques and processes	• to interpret ideas using a range of styles, techniques and processes	• to interpret ideas using a range of styles, techniques and processes	• to interpret ideas using a range of styles, techniques and processes	• to interpret ideas using a range of styles, techniques and processes	• to interpret ideas using a range of styles, techniques and processes	• to interpret ideas using a range of styles, techniques and processes	• to interpret ideas using a range of styles, techniques and processes	• to interpret ideas using a range of styles, techniques and processes
• using the conventions and technologies of the arts form	• using the conventions and technologies of the arts form	• using the conventions and technologies of the arts form	• using the conventions and technologies of the arts form	• using the conventions and technologies of the arts form	• using the conventions and technologies of the arts form	• using the conventions and technologies of the arts form	• using the conventions and technologies of the arts form	• using the conventions and technologies of the arts form	• using the conventions and technologies of the arts form	• using the conventions and technologies of the arts form
• to produce unique 2D and 3D art works	• to produce unique 2D and 3D art works	• to produce unique 2D and 3D art works	• to produce unique 2D and 3D art works	• to produce unique 2D and 3D art works	• to produce unique 2D and 3D art works	• to produce unique 2D and 3D art works	• to produce unique 2D and 3D art works	• to produce unique 2D and 3D (or 4D) art works	• to produce unique 2D and 3D (or 4D) art works	• to produce unique 2D and 3D (or 4D) art works

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Styles

Processes

Key features of The Arts K-10 overviews

## Scope and sequence statements

The Arts scope and sequence statements in this syllabus identify the typical sequence of content for teaching in the early adolescence phase for: dance, drama, media, music and visual arts. While content is organised into year levels this is advisory. Teachers will continue to make professional judgements about when to introduce content based on student's prior learning and achievement. Linked arrows indicate the spiral nature of the learning from year to year.

Scope and sequence statements are contained in two documents for each arts form: Arts Practice and Arts Understanding. Arts Practice addresses the Arts Ideas and Arts Skills and Processes outcomes. Arts Understanding addresses the Arts Responses and Arts in Society outcomes. Presentation of scope and sequence statements will vary between the arts forms because each has its own language and way of organising the teaching.

The scope and sequence statements are organised to reflect teachers' integrated planning for learning teaching and assessment. The following graphic identifies the key features of The Arts scope and sequence statements.

Indicates 'spiral' progression in The Arts

Typical sequence of content:		Outcome		Aspects		
Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	
<b>Arts Ideas: Creating, Interpreting and Exploring Arts Skills and Processes: Skills, Techniques and Processes</b>						
<b>Creating Visual Arts: Visual Inquiry</b>						
<ul style="list-style-type: none"> <li>in visual arts practice, it is conventional to plan an idea for a visual arts work (eg select the subject matter for a painting and decide what media, colours and techniques to use)</li> <li>ways to explore ideas for visual arts works (eg after looking at different portraits on the internet, brainstorm what might be included in their own drawing of a family member, such as the type of viewpoint, clothes background and colours)</li> </ul>	<ul style="list-style-type: none"> <li>in visual arts practice, it is conventional to plan an idea for a visual arts work (eg create a design before beginning a class mural based on wild animals after a trip to the zoo)</li> <li>ways to explore ideas for visual arts works (eg look at how artists have depicted wild animals on the internet and in art books to obtain ideas for a class mural then brainstorm and produce original drawings)</li> </ul>	<ul style="list-style-type: none"> <li>in visual arts practice, it is conventional to explore the best way to express an idea for a visual arts work (eg organise ideas for a sculpture, such as the dimensions, media and construction process, prior to making it)</li> <li>ways to explore ideas for visual arts works (eg view different portraits on the Internet and then brainstorm different ways that personality can be conveyed such as exaggeration or expressive use of colour, pattern or tone)</li> </ul>	<ul style="list-style-type: none"> <li>in visual arts practice, it is conventional to explore the best way to express an idea for a visual arts work (eg test the arrangement of the composition by trying portrait and landscape formats)</li> <li>ways to explore ideas for visual arts works (eg after researching modes of transport, have a discussion about transport of the future and design an imaginary flying car)</li> </ul>	<ul style="list-style-type: none"> <li>in visual arts practice it is conventional to explore the best way to express an idea for a visual arts work (eg have a design page in a portfolio with alternative colour schemes and compositions for a print based on the Fremantle Marina)</li> <li>ways to explore ideas for visual arts works (eg following a group discussion about sport, produce a mind map that considers how to portray movement in a painting)</li> </ul>	<ul style="list-style-type: none"> <li>in visual arts practice it is conventional to explore the best way to express an idea for a visual arts work (eg explore composition through a series of thumbnail sketches and media tests for a collage/drawing)</li> <li>ways to explore ideas for visual arts works (eg explore different compositions through a series of thumbnail sketches for a ink wash drawing of a still life of bikes and skateboards)</li> </ul>	<ul style="list-style-type: none"> <li>in visual arts practice it is conventional to explore a range of ideas to achieve the final expression (eg investigate the work of other artists and test alternative media and techniques to develop ideas for an expressive portrait)</li> <li>ways to investigate ideas for visual arts works (eg research urban landscapes by different artists, then create a mind map to explore how a landscape of Australian city may be portrayed)</li> </ul>

Text followed by an \* indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Arrows indicate content taught across school years

Content organiser

Content to be taught

© Department of Education and Training Western Australia, Middle childhood/Early adolescence: The Arts/Visual Arts/Arts Practice: Arts Ideas, Arts Skills and Processes scope and sequence, December 2007

Key features of The Arts scope and sequence statements

# 5 Planning for learning in The Arts

School planning is an integral part of the improvement process. It typically involves four stages:

- identification of needs through collection and analysis of student achievement information
- planning for improvement
- implementation
- review.

## 5.1 Breadth and balance in curriculum planning

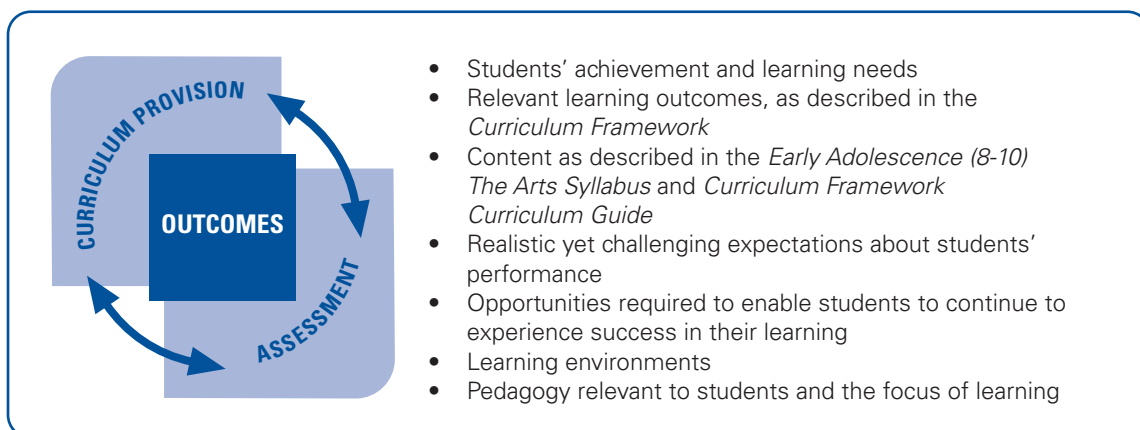
This syllabus identifies content relevant to learning in The Arts across the early adolescence phase of development.

When planning with this syllabus, school leaders and teachers of The Arts will continue to exercise professional judgements about the full range of learning, teaching and assessment programs that will meet the learning needs of their students. These judgements are made in the context of the overall school plan, which takes into account relevant legislative and policy requirements, and community expectations.

School leaders and teachers of The Arts may use this syllabus in conjunction with the *Curriculum Framework Curriculum Guide – The Arts* to plan for a rich and varied curriculum that takes into account the learning needs and interests of students.

## 5.2 Whole-school planning

The elements of whole-school curriculum planning are encapsulated in the following diagram.



Elements of whole-school curriculum planning

## **Students' achievement and learning needs**

Examination of student achievement information enables school leaders and teachers of The Arts to make judgements about whether students are making sufficient progress with their learning in relation to relevant standards. Sources of information include:

- teachers' records of student assessment
- teacher moderation of student work
- standardised test data.

## **Learning outcomes and content**

Examination of student achievement information and judgements made about students' progress inform analysis of existing curriculum provision, which includes consideration of relevant learning outcomes and content. This enables school leaders and teachers of The Arts to make informed decisions about the adequacy of current curriculum provision and whether modifications are required. It may result in curriculum modifications to ensure that students have adequate opportunities to make progress in their learning.

## **Expectations of students' performance**

Consideration of outcomes and content also incorporates setting realistic, yet challenging, targets for student performance. Target setting ensures that decisions lead to school leaders and teachers of The Arts developing and implementing challenging

and developmentally appropriate learning, teaching and assessment programs for students.

## **Continued success in learning**

The focus of whole-school curriculum planning is the continued learning success of all students in the school. While the majority of students will continue to achieve within an expected range, some students will require learning and teaching adjustments to support their learning. Whole-school curriculum planning assists school leaders and teachers of The Arts to identify individuals and groups of students who require Documented Plans.

## **Learning environments**

The environment of a school and its classrooms needs to be inclusive, supportive and promote learning. Issues that school leaders and teachers of The Arts could review as part of whole-school curriculum planning include:

- working relationships among
  - teachers
  - students
  - teachers and students
  - teachers, students and their parents/caregivers
  - the school and the community
- management of student behaviour
- level of inclusion in relation to language background, gender, culture, socioeconomic status, abilities or disabilities, and individual differences



- existence of adequate and fair access to, and use of, appropriate and varied resources (space, equipment, materials and technology)
- ways in which students are grouped and arranged in the school and classrooms
- ways in which time is allocated for curriculum provision
- learning opportunities outside the school
- opportunities for students to negotiate the curriculum, if appropriate.
- decisions about teaching time should be influenced by student achievement data, indicating students' learning needs in the context of the school
- school system/sector priorities and curriculum policies
- provision of pathways to senior schooling that are appropriate to students' achievement and aspirations
- students from years 1-10 should participate in at least two hours of physical activity per week

## Pedagogy

Whole-school curriculum planning includes school leaders and teachers of The Arts reviewing and selecting a range of approaches to learning, teaching and assessment. Pedagogical approaches selected by teachers should be informed by the principles of learning and teaching in the *Curriculum Framework*.

- expectation of the teaching of content described in the *NCCO Statements of Learning* in Civics and Citizenship, English, ICT, Mathematics and Science.

## Time allocation

To achieve a balanced curriculum, schools should provide the appropriate resources, including time, to ensure progress towards achievement of all learning outcomes identified in this syllabus.

When making decisions about the allocation of teaching time the following should be considered:

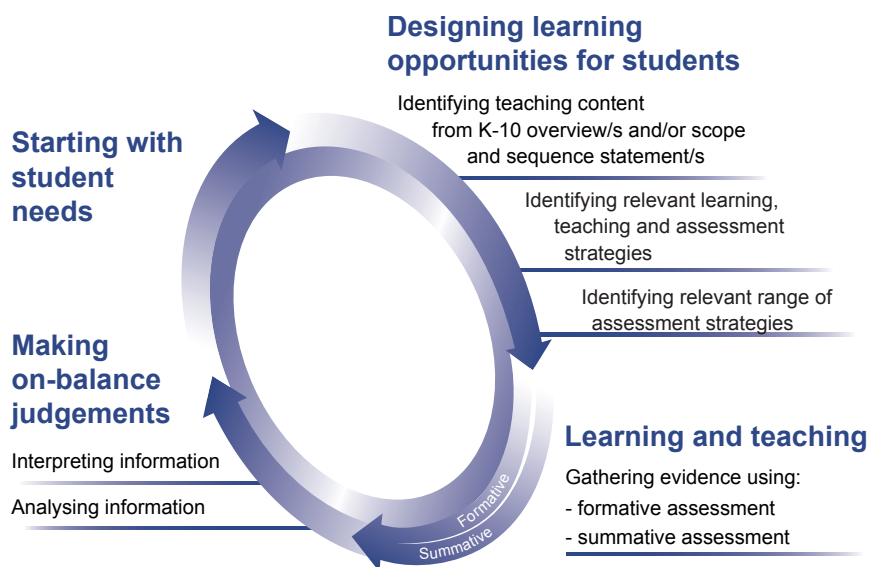
- while the eight learning areas in the *Curriculum Framework* are all held in equal esteem, equal time does not need to be allocated to each

### 5.3 Planning using the *Early Adolescence (8-10) The Arts Syllabus*

Classroom planning caters for both groups and individual students and is guided by the directions set in whole-school and learning area curriculum planning.

The content of Arts Practice and Arts Understanding needs to be addressed concurrently, using contexts for learning appropriate to the students' phase of development and their previous experience. Planning in The Arts needs to recognise the spiral nature of the learning, in which the same concepts, processes and strategies are dealt with in increasingly complex ways as students develop. There is also the need to recognise that some students may be working in an arts form for the first time.

The key elements of planning for learning are outlined in the diagram below. Planning begins with an assessment of students' learning needs so that teachers can design developmentally appropriate programs. Relevant content can then be selected from the K-10 overviews and scope and sequence statements in this syllabus. Teachers select approaches to learning, teaching and assessment that are relevant to their students and the contexts of their schools.



Key elements for planning for learning

Considerations for planning across the phase include:

- incorporating the focus of learning and strategies the school has committed to in the whole-school curriculum plan
- use of K-10 overviews and scope and sequence statements as a basis for auditing, validating and augmenting existing programs as required
- collaborative planning and decision making about contexts for learning and teaching in The Arts to ensure minimal repetition
- consideration of available resources
- continuation of year level planning with a focus on adapting programs, if required, to meet the needs of groups and individuals.

When using this syllabus for planning learning, teaching and assessment programs in The Arts, teachers can:

- identify *Curriculum Framework* learning outcomes that will be highlighted in the unit of work/program
- reflect the principles of learning, teaching and assessment in the *Curriculum Framework*
- use K-10 overview/s and/or scope and sequence statement/s to select relevant content
- identify appropriate targets for particular groups and individuals that connect to whole-school targets

- identify what students will need to do to demonstrate their learning
- identify review points for monitoring and assessing student progress
- gather information about students' learning using a range of assessment strategies and provide ongoing feedback that is meaningful to students
- make ongoing use of information about student progress to reflect on and modify learning and teaching opportunities.

## 5.4 Integrating learning

The *Curriculum Framework* identifies effective learning as that which enables students to make connections between ideas, people and things, and to relate local, national and global events and phenomena. Making connections across learning areas helps students to appreciate the interconnected nature of human learning and knowledge. Students are more likely to achieve desired learning outcomes when they see connections between their various learning experiences and can build on their experiences across learning areas.

### Planning for integration

An integrated approach to curriculum planning links content across learning areas in purposeful ways. Integrating learning enables teachers of The Arts to plan learning, teaching and assessment programs that focus on:

- making the purpose and relevance of learning explicit
- supporting complementary learning and consistent application of knowledge, understandings and skills across learning areas
- enhancing learning by providing opportunities for students to make authentic connections within and across learning areas, their school, their home and the wider context of the world
- the efficient use of learning and teaching time.

When supporting integration of learning, teachers of The Arts:

- identify connected ideas across learning areas and relevant contexts for learning as a basis for learning, teaching and assessment programs
- teach relevant skills and knowledge, and then provide opportunities for practise, in a range of contexts.

When planning and delivering integrated programs, it is important to also maintain a balanced focus on the content and learning outcomes related to specific learning areas. This ensures that students have appropriate opportunities for rigorous and specialised learning as well as opportunities to integrate their learning.

### **Links with other learning areas**

When making links across the curriculum, it is important for teachers to ensure that:

- students are involved in identifying and planning the links
- knowledge and skills are developed in a consistent way.

Examples of opportunities for teachers of The Arts to make links to other learning areas are outlined on the following page.

## Opportunities to integrate cross-curriculum areas

### Health and Physical Education

Teachers can contribute to the teaching of Health and Physical Education in The Arts by providing students with the opportunity to:

- develop aerobic fitness through movement in dance and drama
- understand the role of media and the other arts forms in shaping life style choices and values
- use drama to explore human relationships and the consequences of life style choices
- understand aspects of physiology through use of the body in dance, music and drama, and anatomy in the visual arts
- use creative expression to resolve personal issues and problems.

### Languages (LOTE)

Teachers can contribute to the teaching of Languages (LOTE) in The Arts by providing students with the opportunity to:

- learn songs in languages other than English
- develop cultural understandings through experiences with The Arts forms of other cultures
- view film, television and drama works in languages other than English.

### Mathematics

Teachers can contribute to the teaching of Mathematics in The Arts by providing students with the opportunity to:

- use repetition, rhythm, time and beat as part of performance in dance, music and drama works and for editing in media
- use ratio, proportion, perspective and scale for composition in the visual arts, animations in media and design in dance and drama
- use space in dance, drama and the visual arts
- use measurement and scale when making set designs, costumes and props for dance, drama and media
- use measurement of time in media, drama, dance and music.
- plan the financial aspect of mounting a production
- explore the Mathematics involved in visual aesthetics and symmetry.



### English

Teachers can contribute to the teaching of English in The Arts by providing students with the opportunity to:

- use language to communicate their creative processes using working journals and portfolios
- use language to communicate critical responses to arts works and experiences
- interpret and create original texts, scripts and lyrics
- use language in the performance of plays, oral presentations and tutorials
- use form specific language in the areas of dance, drama, media, music and the visual arts to record, respond to and evaluate The Arts.

### Society and Environment

Teachers can contribute to the teaching of Society and Environment in The Arts by providing students with the opportunity to:

- recognise the importance of the role and contribution of The Arts in Australian society
- use historical, social and economic knowledge to analyse and interpret local, national and international arts
- recognise the role and contribution of The Arts in other cultures and societies and understand the cultural, geographic and historic contexts
- understand how The Arts reflect, confirm and change values
- explore social issues through the creation and interpretation of arts works
- recognise how The Arts contribute to the Australian economy and the economy of different cultures
- use resources responsibly in the creation and presentation of arts works.

### Science

Teachers can contribute to the teaching of Science in The Arts by providing students with the opportunity to:

- learn through their sensory perceptions and observation of the world around them
- use the physics of movement when creating a kinetic sculpture in visual arts
- understand the chemical reactions in the production of mixing paints and glazes, reconstituting and firing clay, creating charcoal from burnt willow, creating colours by mixing different hues
- understand, adapt and use sound effects when creating a film or producing a play
- use and understand the qualities of light in the staging of a film, play, dance or installation
- understanding the concept of aerial and linear perspective.

### Technology and Enterprise

Teachers can contribute to the teaching of Technology and Enterprise in The Arts by providing students with the opportunity to:

- use the Internet to research, explore and write about artists, arts works, techniques and processes
- select, use and adapt appropriate technologies in the process of producing arts works including computers, multimedia, desktop publishing, digital imaging and graphics, lighting and sound equipment
- use the Technology Process in the investigation, planning, designing and developing of arts works
- design websites and use blogs to display arts works and communicate arts experiences.

# 6 Assessment

Assessment is an integral part of learning and teaching and informs curriculum planning.

The purpose of assessment is to:

- monitor students' progress to inform teacher planning and student learning
- gather and interpret evidence that enables teachers of The Arts to make informed decisions on students' achievement and progress as a basis for reporting.

Assessment relies on the professional judgement of the teacher. It is based on valid, comprehensive and reliable information about student achievement that has been collected over time. Assessment tasks must be fair, challenging and educative.

Teachers of The Arts are expected to provide feedback to students on learning tasks, so that students know what to do to improve and teachers know what to plan for next in their teaching.

The scope and sequence statements in this syllabus have been developed with reference to information on students' progressive achievement of learning outcomes as detailed

in the *Curriculum Framework Progress Maps – The Arts/Outcomes and Standards Framework – The Arts*.

In planning and delivering learning, teaching and assessment programs using the scope and sequence statements, teachers of The Arts can support students to work towards or beyond what is described in relevant standards. Students with particular needs may, however, require individual or group Documented Plans to support their learning.

Schools should have an assessment policy based on the principles of assessment in the *Curriculum Framework* and communicate this to students and the school community.

## 6.1 The process of assessment

Assessment involves:

- providing students with opportunities to apply and demonstrate what they know, understand and can do
- gathering and recording the evidence of students' demonstrations of their learning
- using evidence to make on-balance judgements about students' achievement

- giving students advice about how to improve and continue their learning
- providing students with opportunities to be involved in reviewing assessment information and setting learning goals
- providing students with the skills necessary to successfully complete the assessment type.
- enable collaboration with colleagues, in and across schools, to evaluate evidence so that judgements about student achievement are valid, reliable and comparable
- result in adjustments to teaching to take into account the information that assessment provides
- allow for input from students and parents/caregivers.

## 6.2 Principles of assessment

Assessment should:

- be based on the belief that all students can improve in their learning
- be developed with reference to the principles of learning, teaching and assessment in the *Curriculum Framework*
- be referenced to common standards as described in the *Curriculum Framework Progress Maps – The Arts/Outcomes and Standards Framework – The Arts*
- provide feedback to students about the progress of their learning, the quality of their work and the direction they need to take in future learning
- enhance students' resilience and motivation
- recognise and value the diverse backgrounds and experiences of students
- involve observing students during learning activities

Teachers of The Arts will use their professional judgement to inform decisions about when to assess, whether the assessment evidence should be collected formally or informally, and which evidence provides the most valuable and reliable information about student learning.

## 6.3 Assessment in The Arts

Each arts form of dance, drama, media, music and visual arts has its own essential activities, elements, skills, processes and contexts. Assessment for each arts form is discrete to that form.

The Arts outcomes focus on Arts Practice and Arts Understanding. In Arts Practice students are assessed on their ability to create, interpret, explore, experiment, develop and present unique arts works. The process of using skills, techniques and processes, critical responses and understandings in the production of arts works is as important as the end product.

Assessment of students' Arts Understanding is based on their responses, reflections and evaluation of arts works and their understanding of the role of The Arts in society.

Summative judgements are informed by student achievement over time and across a range of contexts.

Teachers should offer both closed and open-ended tasks to encourage creative problem solving and personal responses and provide students with the scope to demonstrate the range of their achievement. These tasks should provide for integration between Arts Practice and Arts Understanding and include factors such as participation, ideas, skills, techniques and processes, critical responses, and understanding of historical, cultural and economic knowledge about The Arts as well as the making of an end product.

Formative assessment usually focuses on particular aspects of learning to enable teachers of The Arts to modify learning, teaching and assessment programs and provide students with specific information to guide improvement. Incidental and detailed feedback can help to identify gaps in learning and allow teachers and students to monitor progress. Teachers of The Arts can gather information about student progress through analysis of students' work, observation of students' engagement with tasks and involvement in discussions.

Summative assessment usually focuses on determining the extent to which students have achieved The Arts learning outcomes.



## Types of assessment suitable for early adolescence (8-10) The Arts

Types of assessment	Methods of gathering information
<p><b>Investigation</b></p> <p>Students undertake research about:</p> <ul style="list-style-type: none"> <li>• arts works and practitioners</li> <li>• theory and practice of the arts forms</li> <li>• cultural and historical contexts</li> <li>• themes and issues which may be explored through the creative process.</li> </ul>	<p><b>In dance, drama, media, music, visual arts</b></p> <ul style="list-style-type: none"> <li>• observation checklists</li> <li>• oral, audio, visual and written presentation of information</li> <li>• creation of arts works as the result of investigation</li> <li>• journal entries</li> <li>• analyses of arts works, theories and contexts</li> </ul>
<p><b>Production</b></p> <p>Students plan, develop, and present arts works which:</p> <ul style="list-style-type: none"> <li>• use the elements, principles, forms and styles of the arts forms</li> <li>• exhibit appropriate skills, techniques, processes, conventions and technologies.</li> </ul> <p>During the production process, students evaluate and modify their work through reflection, and evidence of this process is included as part of the assessment.</p>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• planning notes</li> <li>• descriptions</li> <li>• working notes</li> <li>• analysis</li> <li>• reflections</li> <li>• evaluations</li> <li>• interpretation of choreography</li> <li>• process journal with working notes</li> <li>• demonstration of skills in real and simulated contexts</li> <li>• performance/production of own works</li> <li>• interpretation in performance of the works of others</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• planning notes</li> <li>• descriptions</li> <li>• working notes</li> <li>• analysis</li> <li>• reflections</li> <li>• evaluations</li> <li>• script annotation</li> <li>• process journal</li> <li>• demonstration of skills in real and simulated contexts</li> <li>• performance/production of own works</li> <li>• interpretation in performance of the works of others</li> </ul>

**Types of assessment suitable for early adolescence (8-10) The Arts (continued)**

Types of assessment	Methods of gathering information
<p><b>Production (continued)</b></p>	<p><b>Media</b></p> <ul style="list-style-type: none"> <li>• planning notes</li> <li>• analysis</li> <li>• descriptions</li> <li>• working notes</li> <li>• reflections</li> <li>• evaluations</li> <li>• story boarding and other medium-specific structuring strategies</li> <li>• process journal</li> <li>• work samples</li> <li>• print, electronic and digital media productions</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• planning notes</li> <li>• working notes</li> <li>• descriptions and analysis</li> <li>• reflections</li> <li>• evaluations</li> <li>• practice journal</li> <li>• composition of own works</li> <li>• arrangement of the works of others</li> <li>• instrumental/vocal performance</li> </ul> <p><b>Visual arts</b></p> <ul style="list-style-type: none"> <li>• planning notes</li> <li>• working notes</li> <li>• reflections</li> <li>• descriptions</li> <li>• analysis</li> <li>• evaluations</li> <li>• visual diary</li> <li>• portfolio</li> <li>• sketchbook</li> <li>• studio work</li> <li>• work samples</li> <li>• exhibition/display/installation</li> </ul>

**Types of assessment strategies suitable for early adolescence (8-10) The Arts  
(continued)**

Types of assessment	Methods of gathering information
<p><b>Response</b></p> <p>Response in The Arts is demonstrated through description, critical analysis interpretation and making informed judgements/evaluations, using arts form specific terminology.</p>	<ul style="list-style-type: none"> <li>• personal response/self evaluation</li> <li>• reflection sheets</li> <li>• feedback sheets</li> <li>• teacher/peer consultation</li> <li>• progress charts</li> <li>• rubrics and graphic organisers</li> <li>• portfolios/journals</li> <li>• audio/video responses</li> <li>• discussions</li> <li>• anecdotal records</li> <li>• open-ended questioning</li> <li>• group assessment</li> <li>• student critique</li> <li>• tutorial critique</li> <li>• annotations</li> <li>• tests/exams</li> <li>• short answers</li> <li>• reports and essays</li> <li>• concept maps</li> <li>• marking keys</li> </ul>

## 6.4 Recording assessment information

When recording assessment information, teachers of The Arts should select methods that:

- are time efficient
- are effective in informing student learning
- enable assessment over a period of time
- accommodate a range of assessment types
- can be linked effectively to standards that inform reporting.

Methods of recording assessment information include:

- anecdotal records
- annotated work samples

- audio and visual (including photographic and video) recordings
- checklists
- Documented Plans (Individual Education Plans and Group Plans)
- marking keys
- observation notes
- portfolios
- reflection sheets, diaries or scrapbooks
- records of test results
- rubrics
- sample assessment items
- student/teacher journals.

Teachers can use the *Curriculum Framework Progress Maps – The Arts/Outcomes and Standards Framework – The Arts* to inform the recording of assessment information.

## 6.5 Making judgements and reporting

Teacher judgements are fundamental to assessment and reporting processes.

Teachers of The Arts assess using ways with which they feel comfortable to monitor students' progress and determine summative grades for reporting.

Teachers of The Arts do not have to level or grade every piece of student work. Judgement about student progress should be based on a body of work or multiple sources of evidence.

Judgements about student achievement are based on knowledge of the students and their work, accumulated over time and in a range of situations. The frequency, consistency and degree of independence shown by students in demonstrating achievement provide a basis on which teachers of The Arts can make on-balance judgements about assessment of learning outcomes. Valid and reliable on-balance judgements can be supported by moderation processes within and between schools. Moderation processes should take into account individual staff differences and readiness.

Teachers of The Arts also refer to information from standardised tests to inform their judgements about students' achievement.

Teacher judgements inform summative grades for reporting. Reporting is a process, both formal and informal, for providing information about the progress of student achievement. It provides a vital part of developing and maintaining the partnership between school and home.

When reporting, care needs to be taken to give students and parents/caregivers information that:

- is free of jargon and complex technical language
- focuses on strengths and what the student has achieved in the learning period

- reports student achievement in relation to relevant standards
- is reliable and valid within and across schools
- is comprehensible to them (this may require use of interpreters and/or translations).

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# Early Adolescence (8-10) The Arts Syllabus Summary

The *Early Adolescence (8-10) The Arts Syllabus* is designed to support teachers with planning and delivering learning, teaching and assessment programs in the context of the *Curriculum Framework*. The syllabus details content at each year of schooling across the early adolescence phase of development. When using these advisory materials, teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

## 1 Purpose

This syllabus provides teachers with advice about content, planning, teaching and assessment in The Arts in years 8-10.

### Connections with other curriculum policy and support documents

This syllabus is consistent with, and can be used in conjunction with, the following policy and support documents:

- *The Arts Learning Area Statement in the Curriculum Framework for Kindergarten to Year 12 Education in Western Australia* produced by the Curriculum Council of Western Australia. The *Curriculum Framework* establishes the learning outcomes expected of all Western Australian students from kindergarten to year 12.
- The Curriculum Council's *Curriculum Framework Progress Maps - The Arts*. These describe progressive student achievement in The Arts from kindergarten to year 12 and are a guide for monitoring and planning for student achievement.
- The Department of Education and Training's *Outcomes and Standards Framework - The Arts*. This is similar to the *The Arts Progress Maps* but also includes Achievement Targets for years 3, 5, 7 and 9 in WA public schools.
- The Curriculum Council's *Curriculum Framework Curriculum Guide - The Arts*. This describes, in phases of development, content to support students' progress in The Arts from kindergarten to year 12.

- The MCEETYA *National Consistency in Curriculum Outcomes (NCCO) Statements of Learning*. These are statements of learning agreed to by State and Territory Ministers for Education and are intended to provide greater consistency in curriculum outcomes across Australia.

As part of a K-12 approach to The Arts, this syllabus also:

- builds on the *Middle Childhood (4-7) Syllabus*
- prepares students for the more specialised The Arts courses in years 11 and 12.

## 2 Rationale

### Key features of The Arts

The Arts encompasses dance, drama, media, music and visual arts. The Arts develop students' abilities to:

- express themselves creatively
- appreciate and respond to artistic works
- understand their culture and the cultures of other people.

### Organisation of The Arts learning area

Four outcomes are identified in the *Curriculum Framework The Arts Learning Area Statement*:

- Arts Ideas
- Arts Skills and Processes
- Arts Responses
- Arts in Society.

Teachers of The Arts integrate content for all four outcomes to promote a holistic approach to learning about The Arts.

The scope and sequence statements are contained in two documents: Arts Practice and Arts Understanding. Arts Practice encompasses the Arts Ideas and Arts Skills and Processes outcomes. Arts Understanding encompasses the Arts Responses and Arts in Society outcomes.

### **3 Phase of Development**

#### **Teaching The Arts in years 8-10**

The *Curriculum Framework* identifies seven principles of effective learning and teaching:

- opportunity to learn
- connection and challenge
- action and reflection
- motivation and purpose
- inclusivity and difference
- independence and collaboration
- supportive environment.

The following table outlines suggestions on how the principles of effective learning and teaching can be incorporated into the teaching of The Arts in years 8-10 in ways which take account of students' current stages of development.

## Suggested approaches to learning and teaching

Principles of learning and teaching	Strategies years 8-10 teachers of The Arts can use to implement the principles
<p><b>Opportunity to learn</b></p> <p>Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.</p>	<ul style="list-style-type: none"> <li>• Model and demonstrate arts skills.</li> <li>• Provide opportunities for students to explore arts works and experiences in their community.</li> </ul>
<p><b>Connection and challenge</b></p> <p>Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.</p>	<ul style="list-style-type: none"> <li>• Connect arts concepts and skills to students' background knowledge and personal contexts.</li> <li>• Connect arts concepts and skills to students' learning in other curriculum areas.</li> <li>• Encourage students to take risks in their own arts works.</li> <li>• Encourage students to make a range of interpretations of arts works, rather than relying on simplistic approaches.</li> <li>• Encourage students to consider the views of other critics and suspend immediate judgements in favour of more reasoned and considered responses.</li> <li>• Encourage conflicting perspectives and views about arts works.</li> <li>• Illustrate the way in which ways of thinking in The Arts have been subject to challenge and change.</li> </ul>
<p><b>Action and reflection</b></p> <p>Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to keep process diaries and visual diaries.</li> <li>• Provide opportunities for students to reflect on and monitor their performance and progress in The Arts.</li> <li>• Make assessment criteria in The Arts explicit and create opportunities for self-assessment.</li> </ul>

## Suggested approaches to learning and teaching (continued)

Principles of learning and teaching	Strategies years 8-10 teachers of The Arts can use to implement the principles
<p><b>Motivation and purpose</b></p> <p>Learning experiences should be motivating and their purpose clear to the student.</p>	<ul style="list-style-type: none"> <li>• Illustrate the real-life applications and future uses of skills and understandings students are learning.</li> <li>• Connect learning in The Arts to students' lives and local environments.</li> <li>• Connect learning in The Arts to further education and career pathways.</li> </ul>
<p><b>Inclusivity and difference</b></p> <p>Learning experiences should respect and accommodate differences between learners.</p>	<ul style="list-style-type: none"> <li>• Design arts activities which cater for different learning styles, values, gender, abilities, interests, cultures and family backgrounds.</li> <li>• Design arts activities which take into account students' differing physical, mental and emotional development.</li> </ul>
<p><b>Independence and collaboration</b></p> <p>Learning experiences should encourage students to learn both independently and from and with others.</p>	<ul style="list-style-type: none"> <li>• Design learning experiences which allow students some autonomy over how they learn and how they approach tasks in The Arts.</li> <li>• Design learning experiences which allow students to work collaboratively with other students in The Arts.</li> </ul>
<p><b>Supportive environment</b></p> <p>The school and classroom setting should be safe and conducive to effective learning.</p>	<ul style="list-style-type: none"> <li>• Build a classroom climate based on mutual respect and tolerance.</li> <li>• Ensure students are provided with a safe environment and are adequately supervised at all times.</li> <li>• Actively recognise achievement and progress in The Arts.</li> <li>• Treat mistakes as opportunities for learning, rather than signs of failure.</li> <li>• Promote school policies which support positive attitudes towards The Arts.</li> </ul>

## 4 Content

Content in this syllabus is organised into:

- K-10 overviews of concepts, forms and styles in The Arts
- scope and sequence statements expressed in year levels to provide advice on starting points for learning, teaching and assessment programs.

## 5 Planning

When using the content in this syllabus to plan for learning, teachers of The Arts need to take into account the following:

- relevant policies and curriculum priorities
- students' achievement and learning needs
- opportunities to integrate learning
- the *Curriculum Framework's* principles of learning, teaching and assessment.

## 6 Assessment

The purpose of assessment in The Arts is to monitor students' progress to:

- provide feedback
- inform planning, teaching and reporting.

When assessing, teachers of The Arts need to take into account the *Curriculum Framework's* principles of assessment and keep in mind the following:

- assessment relies on teachers' professional judgements
- assessment should be referenced to common standards as described in the *Curriculum Framework Progress Maps - The Arts/Outcomes and Standards Framework - The Arts*
- teachers of The Arts do not have to formally level or grade every piece of student work
- Arts Departments should have an assessment policy which is communicated to students and other members of the school community
- assessment can be undertaken in a variety of ways including via collection and marking of student work, observation, checklists, portfolios, recordings and anecdotal records
- teachers of The Arts can select from a range of published or teacher developed resources to record assessment information.