



DANCE – ABLEWA STAGES A TO D SCOPE AND SEQUENCE

Stage A	Stage B	Stage C	Stage D	Pre-Primary
Explore and Express Ideas				
Experience dance, safe movement possibilities and move their body parts intentionally in response to stimulus	Move body parts and experience safe movement possibilities when learning fundamental dance movements	Explore dance ideas that use safe fundamental movement patterns	Develop safe fundamental movements and technical skills when exploring dance ideas	Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas
Dance Practices				
Show general awareness of body position and own body when being moved by others during fundamental movement and dance sequences	Explore ways of moving in response to stimulus	Explore dance movements to communicate ideas	Improvise and sequence dance movements to communicate moods and feelings	Use choreographic devices to organise movement ideas and create dance sequences
Present and Perform				
Be involved in making and sharing dance that communicates ideas	Share dance to communicate a given idea	Perform movement sequences to express ideas, feelings and/or observations	Perform dance that communicates ideas, feelings, observations and/or experiences to an audience	Use simple technical and expressive skills when presenting dance that communicates ideas to an audience
Respond and Interpret				
React to dance	Respond to own and others' dance	Respond to own and others' dance and explore where and why people dance	Respond to dance and describe some of the characteristics they observe	Respond to dance, expressing what they enjoy and why
Achievement Standard				
By the end of Stage A, students participate in dance activities. They move body parts safely and react to aspects of dance they make, perform and view.	By the end of Stage B, students follow safe practice when moving body parts and performing dance sequences. Students communicate responses to dances they make, perform and view.	By the end of Stage C, students follow safe dance practice to make and share dance sequences and movement patterns. Students communicate ideas and feelings about aspects of their own and others' dance.	By the end of Stage D, students make and share a simple dance sequence and demonstrate safe dance practice. Students provide a simple explanation about the features and purpose of their own dance.	By the end of Pre-Primary, students make and perform dance sequences and demonstrate safe dance practice. Students describe what happens in dance they make, perform and view.





DRAMA – ABLEWA STAGES A TO D SCOPE AND SEQUENCE

Stage A	Stage B	Stage C	Stage D	Pre-primary
Explore and Express Ideas				
Experience elements of dramatic play with support	Use structured dramatic play to explore ideas	Explore ideas for characters in dramatic play	Explore how characters express ideas in dramatic play	Explore ideas for characters and situations through dramatic play
Drama Practices				
Use facial expression to communicate a feeling or reaction	Use voice, facial expression, and/or movement to imitate role and situation	Use voice, facial expression and/or movement to imagine a role and situation	Use voice, facial expression, movement and/or space to express ideas and feelings about their world	Use voice, facial expression, movement and space to imagine and improvise characters and situations
Present and Perform				
Be involved in sharing ideas through drama	Participate in drama performances to communicate a feeling and/or events	Present drama that communicates ideas, feelings and/or experiences	Present drama that communicates major elements of stories and/or experiences	Present drama that communicates ideas and stories
Respond and Interpret				
React to drama	Respond to own and others' drama	Share responses to drama by answering yes/no questions and explore where and why people make drama	Respond to drama and describe some of the characteristics they observe	Respond to drama, expressing what they enjoy and why
Achievement Standard				
By the end of Stage A, students participate in dramatic play. They react to aspects of drama they make, perform and view.	By the end Stage B, students make and share drama through dramatic play and improvisation. Students communicate likes and dislikes in response to elements of drama they make, perform and view.	By the end of Stage C, students make and share simple drama that communicates an idea, feeling and/or experience. Students communicate ideas about drama and reasons why people share drama by answering yes/no questions.	By the end of Stage D, students make and share drama that communicates major elements of stories or experiences. Students provide a simple explanation about the characteristics of drama they make, perform and view.	By the end of Pre-primary, students make and perform drama that communicates ideas and stories. Students discuss characters and situations in drama they make, perform and view.





MEDIA ARTS – ABLEWA STAGES A TO D SCOPE AND SEQUENCE

Stage A	Stage B	Stage C	Stage D	Pre-primary
<i>Explore and Express Ideas</i>				
Experience characters and settings through stories in images, sounds and multi-modal texts	Respond to characters and settings through images, sounds and multi-modal texts	Explore different ways of representing characters and settings through images, sounds and multi-modal texts	Explore ideas, characters and settings through stories in images, sounds and multi-modal texts	Explore ideas, characters and settings in images, sounds and multi-modal texts
<i>Media Arts Practices</i>				
Experience media technologies to capture images and sounds for a story	Use media technologies to select images and sounds for a story	Assist in the use of media technologies to capture images and sounds for a story	Develop skills to use media technology to capture images, sounds and text for a story	Use media technologies to capture and edit images, sounds and text
<i>Present and Perform</i>				
Experience the presentation of media artworks	Share media artworks that communicate a given idea or familiar story	Present media artworks that communicate an idea or concept	Present media artworks that communicate a simple idea or story	Present media artworks that communicate ideas
<i>Respond and Interpret</i>				
React to stimuli in media artworks	Respond to media artworks	Respond to media artworks by answering questions using one word responses or images	Respond to media artworks and describe some of the characteristics they observe	Respond to media artworks by describing ideas, characters, settings and stories
<i>Achievement Standard</i>				
By the end of Stage A, students react to media artworks being made and viewed. Students assist to make and share media artworks representing their life and preferences.	By the end of Stage B, students indicate what they like and dislike about media artworks they make and view. Students assist to make and share media artworks using technologies and by selecting images and sounds to represent an idea or familiar story.	By the end of Stage C, students use single words or images to communicate about media artworks they make and view. Students make media artworks that communicate an idea or concept.	By the end of Stage D, students describe the characteristics of media artworks they make and view. Students make and share media artworks representing a significant idea, event or story.	By end of Pre-primary, students describe the media art works they make and view. They make and share media artworks representing stories with settings and characters.





MUSIC— ABLEWA STAGES A TO D SCOPE AND SEQUENCE

Stage A	Stage B	Stage C	Stage D	Pre-primary
Explore and Express Ideas				
Exposure to sound and silence and ways of using voice, movement and/or instruments	Explore qualities of sounds and pitch and rhythm patterns using voice, movement, body percussion and/or instruments	Explore and imitate sounds and patterns using voice, movement, body percussion and/or instruments	Explore and imitate sounds, pitch and rhythm patterns using, voice, movement, body percussion and/or instruments	Explore sound and silence and ways of using their voices, movement and instruments to express ideas
Music Practices				
Experience the use of voice and/or instruments through chants, songs and rhymes	Use voice and/or instruments to copy a chant, song and/or rhyme	Sing, use body percussion and/or play instruments to practise chants, songs and rhymes	Sing, use body percussion and/or play instruments to improvise patterns and practise chants, songs and rhymes	Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community
Present and Perform				
Be involved in music performances	Perform music to express a given idea	Perform a short piece of music they have learnt	Perform a piece of music they have learnt or perform a piece of music to communicate an idea	Rehearse and perform songs and short instrumental pieces which they have learnt and composed
Respond and Interpret				
React to music	Respond to own and others' music	Respond to music and explore why people make and listen to music	Respond to music and describe features they observe, including likes and dislikes	Respond to music, expressing what they enjoy and why
Achievement Standard				
By the end of Stage A, students improvise and perform music. They explore, as appropriate, the sound and feel of their voices and instruments. Students react to music they listen to, make and perform.	By the end Stage B, students make and perform music using voice and/or instruments. Students communicate responses to music they listen to, create and perform.	By the end of Stage C, students make and perform music. Students communicate ideas and feelings about aspects of music they create and perform and reasons why people make and listen to music.	By the end of Stage D, students compose and perform music to communicate ideas. Students explore sounds through singing. They demonstrate rhythm skills by listening to and imitating simple musical beat and patterns. They describe the music they like and dislike.	By the end of Pre-primary, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns. Students describe the music to which they listen, identifying what they enjoy and why.





VISUAL ARTS – ABLEWA STAGES A TO D SCOPE AND SEQUENCE

Stage A	Stage B	Stage C	Stage D	Pre-primary
Explore and Express Ideas				
Experience creation of visual artworks	Explore materials to create visual artworks	Explore experiences and observations to create visual artworks	Explore ideas, experiences and observations to create visual artworks	Explore ideas, experiences, observations and imagination to create visual artworks
Visual Arts Practices				
Exposure to different materials and techniques to make artworks	Experience some materials and techniques to make artworks	Use different materials and techniques to make artworks	Explore different materials and techniques to make artworks	Experiment with different materials and techniques to make artworks
Present and Perform				
Experience the display of artworks	Create artworks in response to an idea or observation	Create artworks to communicate ideas or observation	Create and display artworks to communicate an idea, concept or observation	Create and display artworks
Respond and Interpret				
React to visual artworks	Respond to visual artworks	Respond to visual artworks by indicating subject matter	Respond to visual artworks expressing what they like and dislike	Respond to visual artworks and consider where and why people make visual artworks
Achievement Standard				
By the end of Stage A, students communicate about artworks they make and view by reacting to sensory elements within artwork. Students assist in the making of artworks in different forms using different techniques.	By the end of Stage B, students indicate what they like about artworks they make and view. Students make artworks using different techniques and processes and make simple choices on the use of materials.	By the end of Stage C, students communicate about artworks they make and view. Students make artworks in different forms to express their ideas and observations, using different techniques and processes.	By the end of Stage D, students describe artworks they make and view. Students make artworks in different forms to express their ideas, observations and imagination, using different materials, techniques and processes.	By the end of Pre-primary, students make artworks using different materials and techniques that express their ideas, observations and imagination. Students identify and describe the subject matter and ideas in artworks they make and view.

