



Curriculum Framework

Progress Maps

The Arts



Curriculum Framework Progress Maps – The Arts

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Finally, the Curriculum Council acknowledges the extensive research, writing and consultation undertaken by members of the Council Secretariat during the period of development of the *Curriculum Framework Progress Maps*.

Foreword

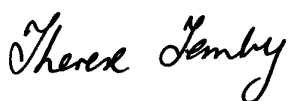
'A focus on student learning lies at the heart of everything the Curriculum Council does'.

This principle is captured in the outcomes of the *Curriculum Framework* that are considered important for students to achieve as a result of their education from kindergarten to year 12. In recent years, the Curriculum Council has collaborated with school sector/systems to develop a set of common progress maps to describe progressive student achievement of these outcomes.

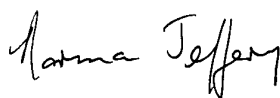
Existing progress maps for government (the *Student Outcome Statements* of the Department of Education and Training) and non-government schools (the draft *Progress Maps* of the Catholic Education Office) have been reviewed and revised on the basis of advice provided by the Australian Council for Educational Research, learning area working parties, teachers and curriculum officers. Working versions of the new progress maps were produced in 2003.

The *Curriculum Framework Progress Maps* are intended to be used by teachers and schools implementing the *Curriculum Framework*, particularly in monitoring and planning for student achievement. The Department of Education and Training has used the *Curriculum Framework Progress Maps* as the basis for producing their *Outcomes and Standards Framework*.

The *Progress Maps* provide a common language that can be used throughout Western Australia to describe progressive levels of student achievement and support improvements in student learning.



THERESE TEMBY
CHAIR



NORMA JEFFERY
CHIEF EXECUTIVE OFFICER

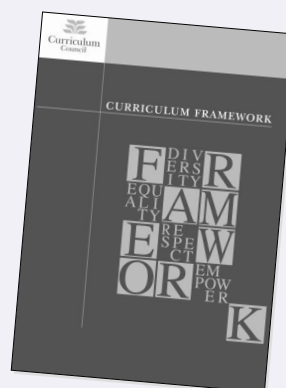
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Curriculum Framework support documents

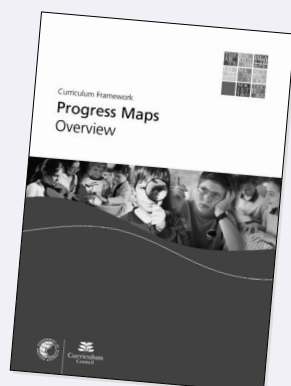
Curriculum Framework

The *Curriculum Framework Progress Maps* and the *Curriculum Guides* are intended to support implementation of the *Curriculum Framework*.



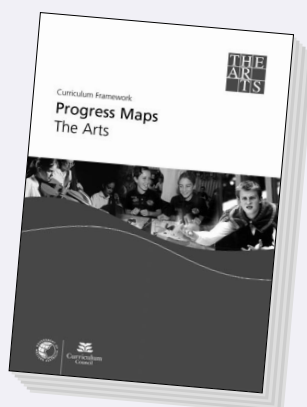
Curriculum Framework Progress Maps

Curriculum Framework Curriculum Guides



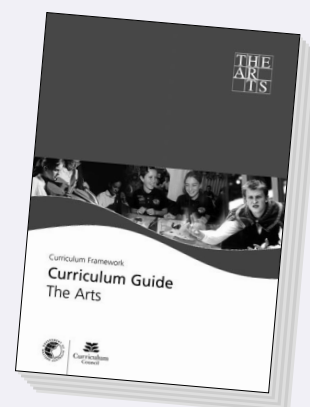
Overview

Contains level descriptions for outcomes in all learning areas of the *Curriculum Framework*.



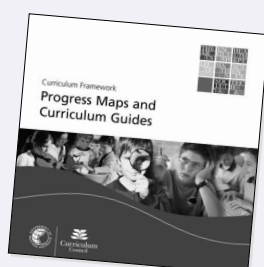
Learning Area

Each book contains the level descriptions and elaborations for outcomes for a particular learning area.



Learning Area K-12

Each guide describes content for learning area outcomes in each phase of development.



CD-ROM

Contains further content sequences in each phase of development for particular outcomes in each learning area and Portable Document Format versions of the *Curriculum Framework Curriculum Guides K-12* and *Curriculum Framework Progress Maps*.

Introduction

Curriculum Framework Progress Maps

Relationship of the Curriculum Framework to the Progress Maps

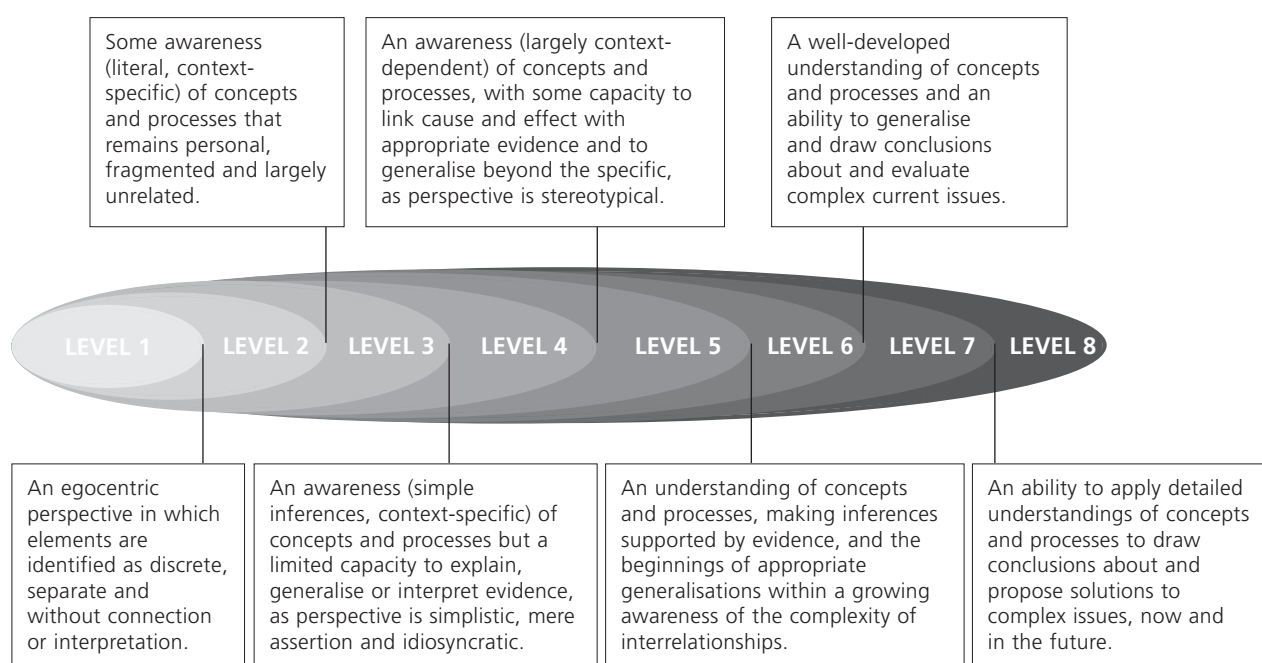
The *Curriculum Framework* identifies the outcomes that all students are expected to achieve as a result of the programs they undertake in Western Australian schools. Schools and teachers develop learning and teaching programs according to their particular circumstances and ethos and the needs of their students to ensure that they achieve these outcomes. Through ongoing assessment of their work, students' progress is monitored and plans are made for further improvement. The *Curriculum Framework Progress Maps* support this approach by describing the nature of achievement as students develop the outcomes described in the *Curriculum Framework*.

Nature of Progress

For each *Curriculum Framework* outcome, descriptions have been developed for students achieving at Foundation and then at eight levels of achievement (1 to 8). The Foundation descriptions are intended for students for whom achievement beyond this level may be a long-term goal. The descriptions at each level are based on a developmental continuum of how students demonstrate their knowledge, skills, understandings, values and attitudes in increasingly-challenging contexts.

For those *Curriculum Framework* outcomes that do not lend themselves to a developmental sequence: *Attitudes and Values* (Health and Physical Education); *Appreciating Mathematics* (Mathematics); *Communicating Scientifically*, *Science in Daily Life*, *Acting Responsibly* and *Science in Society* (Science); and *Active Citizenship* (Society and Environment), monitoring advice is provided in the learning area *Progress Maps* books.

Progressive Achievement of an Outcome



Structure of The Arts Progress Maps

Descriptions of Achievement

Each progress map describes student achievement of a *Curriculum Framework* outcome and of its aspects where appropriate. The level descriptions for Foundation and Levels 1 to 8 describe the sequence of student achievement for an outcome.

For outcomes, mainly in the English, Mathematics, Society and Environment and Technology and Enterprise learning areas, level descriptions for both the outcome and its aspects are provided. For some other outcomes, mainly in The Arts, Health and Physical Education, LOTE and Science learning areas, only outcome level descriptions are available.

In each learning area progress map book, the descriptions are presented on fold-out pages as shown below.

Outcome

The outcome from the Curriculum Framework.

Foundation Descriptions

Intended for students for whom development at or beyond this level of achievement may be a long-term goal.

Outcome Level Descriptions

For each level of achievement (Foundation, Levels 1 to 8), a description of student achievement is provided.

The Arts > Arts Ideas, Arts Skills and Processes, Arts Responses, Arts in Society

Arts Ideas	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
Students generate arts works that communicate ideas.	AI F The student: Explores sensory experiences in the environment and begins to express ideas in a variety of ways.	AI 1 The student: Uses ideas and imagination as well as play and sensory experiences as the basis for making and sharing arts activities.	AI 2 The student: Uses own ideas, experiences and observations in the making of arts works through structured activities.	AI 3 The student: Explores and uses ideas, experiences and observations to make arts works within the structure of given tasks, a limited range of choices and a clear sense of purpose.	AI 4 The student: Solves problems within given structures to complete arts works which show clearly developed ideas.	AI 5 The student: Explores and uses personal ideas to find solutions to given tasks and draws on links to the arts of other societies, cultures and times.	AI 6 The student: Develops and presents arts works for specific purposes and audiences, choosing from a wide range of ideas, and past and contemporary forms and practices.	AI 7 The student: Develops and presents arts works, integrating ideas and adapting arts practices in the generation of arts works that communicate purpose and an understanding of audiences.	AI 8 The student: Develops and presents arts works that extend and manipulate ideas, integrate technical and aesthetic elements, draw on a wide range of ideas, contexts and past and contemporary arts practice and show a distinctive personal style.
Arts Skills and Processes	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
Students use the skills, techniques, processes, conventions and technologies of the arts.	ASP F The student: Uses basic elements of auditory, visual, tactile and/or kinaesthetic experiences to experiment and develop basic techniques in and across arts forms.	ASP 1 The student: Experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings.	ASP 2 The student: Identifies and uses a range of arts languages, skills, simple arts processes and appropriate techniques to make and communicate arts works and to engage in arts activities with others.	ASP 3 The student: Uses a range of specific arts skills, techniques, processes, conventions and technologies in presenting arts works for identified audiences or purposes.	ASP 4 The student: Selects from a range of specific skills, techniques, processes, conventions and technologies to plan, shape and present arts works for identified audiences or purposes.	ASP 5 The student: Combines appropriate arts skills, techniques, processes, conventions and technologies to plan, shape and present arts works for a variety of audiences or purposes.	ASP 6 The student: Applies arts skills, techniques, technologies and processes to specific styles and forms in the development and presentation of arts works.	ASP 7 The student: Uses a repertoire of skills, techniques, technologies and processes and demonstrates the interrelationship between technical competence and the expressive qualities of the arts.	ASP 8 The student: Manipulates an extensive range of skills, techniques, technologies and processes and integrates them with the technical and structural elements of a chosen form of expression.
Arts Responses	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.	AR F The student: Responds to sensory experiences; auditory, visual, tactile and/or kinaesthetic.	AR 1 The student: Engages with and responds to own arts activities and the arts works of others and understands that there may be a range of different responses.	AR 2 The student: Makes observations about features and elements of own arts works and those of others and uses given frameworks in making responses.	AR 3 The student: Makes objective observations about key features and processes in the development and presentation of arts works, recognises patterns in arts works, and uses terminology and given frameworks in making responses.	AR 4 The student: Responds to and reflects on features and conventions in the development and presentation of arts works and activities, makes relationships within arts works and recognises that there is a range of other points of view.	AR 5 The student: Uses arts terminology to describe, analyse, evaluate and express informed opinions about arts works and the relationships between them.	AR 6 The student: Describes, analyses and interprets arts works and experiences, reflects on them and discusses different points of view, relationships, structures and interpretations.	AR 7 The student: Describes, analyses and interprets arts works and experiences, justifies their judgement, taking into account different points of view and demonstrating control of a wide range of appropriate terminology.	AR 8 The student: Reflects critically on meaning and values associated with particular arts works and activities and identifies patterns, trends and generalisations about the arts.
Arts in Society	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
Students understand the role of the arts in society.	AIS F The student: Engages with sensory stimuli in the immediate environment.	AIS 1 The student: Engages with and talks about arts experiences in own life and activities in the immediate community.	AIS 2 The student: Recognises that the arts are used for a range of different purposes in own life and in other cultures or times and relates this understanding to own arts works and activities.	AIS 3 The student: Identifies and discusses specific features of the arts in own community and in other cultures or times and uses this understanding to own arts works and activities.	AIS 4 The student: Understands the contributions that the arts and artists make to societies, cultures and times and uses this understanding in own arts works.	AIS 5 The student: Understands how the features of arts works which locate them in particular societies, cultures and times and applies this understanding in own arts works.	AIS 6 The student: Understands how the arts and arts works change and what influences those changes; and applies this understanding in own arts works.	AIS 7 The student: Understands the roles and values of the arts in society and how they influence change according to the contexts of societies, cultures and times; and uses this understanding in own arts works.	AIS 8 The student: Researches arts works from a variety of contexts; understands how histories are constructed in the arts; examines critically the ways the arts challenge and shape values; and uses these understandings in own arts works.

Elaborations

Each description of student achievement (Foundation, Levels 1 to 8), is further elaborated and exemplified by means of a statement about the nature of progress students have made at that level, followed by several paragraphs that provide a holistic view of achievement at the level.

Outcome Level Descriptions
 The description of student achievement at the level being elaborated.

Arts Ideas > Level 3 Elaboration

3

The student explores and uses ideas, experiences and observations to make arts works within the structure of given tasks, a limited range of choices and a clear sense of purpose.

At this level

Students create, interpret, explore, develop and present arts ideas by applying their understandings of features, elements, concepts, conventions and materials within given frameworks. They select from a limited range of choices, adding their own creative ideas. They experiment purposefully with ways of expressing their ideas and feelings within unstructured and structured arts activities. They are guided to develop their arts works individually and in groups using a limited range of creative and critical problem-solving processes. They draw on a range of skills, specific to each arts form, to present arts works for a given audience and purpose.

DANCE

Creating: Students recognise, use and organise the elements of dance (BEST: Body, Energy, Space and Time), to individual and group dance sequences using given frameworks, selecting from a limited range of choices. They use some specific learned terminology.

Interpreting: Students interpret dance works choreographed by others and interpret others' ideas as inspiration for their dance: for example, dance inspired by a popular song.

Exploring: Students explore and experiment within unstructured and structured activities to find ways of expressing their own and others' ideas and feelings through dance.

Developing: Students develop and refine their dance individually and collaboratively, spontaneously and with guidance. They use problem-solving processes with guidance, making selections from a limited range of choices.

Presenting: Students present their dance to particular audiences for given purposes and are guided to use specific skills and knowledge that will make performances work smoothly and look authentic. They focus their energy in preparation for performances, engage with and respond to an audience.

DRAMA

Creating: Students recognise and use the elements of drama (role, situation, voice, movement, space and time, language and texts, symbol, audience and dramatic tension) to improvise a range of roles and dramatic action using given frameworks for their ideas, selecting from a limited range of choices. They use some specific learned terminology.

Interpreting: Students use the elements of drama to retell familiar narratives and interpret short scripts developed by themselves or others. They interpret given roles and dramatic action and draw on a range of recognising the sources of these ideas.

Exploring: Students explore and experiment within unstructured and structured activities to find ways their own and others' ideas and feelings through drama.

Developing: Students work individually and collaboratively and with guidance to plan refine and produce make selections from a limited range of choices and use problem-solving processes with guidance.

Presenting: Students present their drama to particular audiences for given purposes and are guided to use skills and knowledge that will make performances work smoothly and look authentic. They focus their preparation for performances and engage with and respond to an audience.

At this level
 This paragraph describes the nature of student progress at this level.

Arts Forms
 The Arts outcomes can be achieved through the arts forms of dance, drama, media, music and visual art.

Outcome Level Elaborations
 An elaboration of student achievement at each level is provided. Each elaboration is inclusive of pointers (where appropriate) that are in existing progress maps. Some pointers, however, will appear as part of the scope and sequence in the curriculum guides.

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Curriculum Framework Progress Maps – The Arts

Use of the Curriculum Framework Progress Maps

The Curriculum Framework Progress Maps are designed to support outcomes-focused teaching, learning and assessment, as shown below.

Progress Maps provide a common language to describe student achievement within and between schools. They can also be used as a framework for setting performance targets.

Progress Maps can be used to gain a sense of current student achievement of outcomes and where improvement is required. Specific aspects of achievement can be identified as foci for teaching, learning and assessment.

Evaluating student learning and the processes

- The effectiveness of the teaching, learning and assessment strategies is reviewed.
- Decisions are made about further learning experiences required.
- On the basis of judgements made, student achievement of outcome/s is communicated and reported.

Identifying students' needs and outcomes

- Outcomes in which students need to progress are identified by ongoing monitoring.
- The outcomes are analysed to determine which aspects should be given particular attention with students.
- A view is formed of what progress in student achievement of the outcomes will look like.

Teaching and monitoring student needs and outcomes

- Students are engaged in tasks from the teaching, learning and assessment strategies being implemented.
- These tasks are modified according to ongoing monitoring of student progress.
- On completion of the tasks, the teacher and students use evidence gathered to reflect on student performance.
- Feedback and guidance about the extent to which progress has been made in achievement of outcome/s is provided.

Planning learning experiences and identifying resources

- Content that students need to know, understand, value and do for progress to be made is identified.
- Tasks and environments through which content can be taught to facilitate progress are developed.
- Teaching, learning and assessment strategies to facilitate progress are developed.
- Resources are gathered to support these strategies.

Reference to Progress Maps can ensure evidence of student performance gathered during and at the completion of tasks is valid for providing feedback and making judgements about student progress in achievement.

Progress Maps provide a focus for teaching, learning and assessment. Strategies for gathering sufficient and consistent evidence of student achievement are evident in programs.

Curriculum Framework Progress Maps and Curriculum Guides

For students to progress in their achievement of outcomes, as described in the *Curriculum Framework Progress Maps*, an increasing repertoire of knowledge and understandings, skills and processes needs to be taught. The *Curriculum Framework Curriculum Guides* for each learning area identify the scope of content required and the sequence in which it is taught to support progress in achievement of the outcomes. They build on the 'Scope of the Curriculum' sections of the *Curriculum Framework*.

The introduction pages to the *Curriculum Framework Curriculum Guides* identify the ways in which the *Guides* support this outcomes-focused cycle of review and action aimed at student improvement.

Inclusivity and the Curriculum Framework Progress Maps

Inclusivity means ensuring that all groups of students are included and valued (*Curriculum Framework*, p. 9). The diversity within groups is as wide as the diversity between groups. In defining and assessing students' achievement of outcomes, their perspectives and experiences should be considered in terms of the impacts of social, cultural, linguistic, geographic and economic circumstances, as well as their abilities, needs and interests.

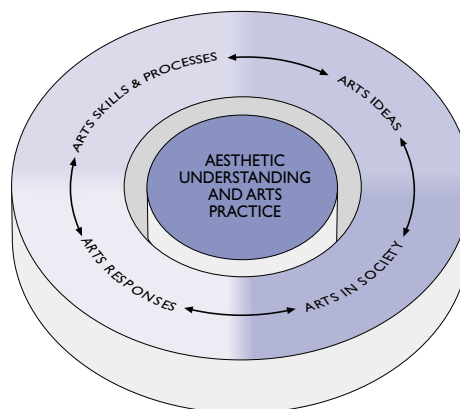
Some strategies that promote inclusive curriculum practices, by recognising and addressing the advantages and disadvantages experienced by some individuals and groups, include:

- acknowledging that students with physical or intellectual disabilities do not achieve different outcomes. The difference is in their rate of achievement and the way in which they demonstrate particular outcomes;
- recognising that for students from culturally and linguistically diverse backgrounds who are in the early stages of learning English as a second language, the ESL Bandscales may provide a more accurate map of their development;
- valuing all forms of communication. Terms such as 'explain', 'describe', 'assess' and 'evaluate' encompass both verbal and non-verbal interaction; and
- ensuring fair and valid assessment of students with conductive hearing loss (otitis media).

The Arts

In The Arts learning area, students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in dance, drama, media, music, visual arts and combinations of arts forms. The Arts develops students' sense of personal and cultural identity and equips them for lifelong involvement in and the appreciation of the arts.

Curriculum Framework, 1998



The *Progress Maps* for The Arts describe student achievement of the four outcomes that provide a framework for kindergarten to year 12 curriculum in The Arts:

1. Arts Ideas
2. Arts Skills and Processes
3. Arts Responses
4. Arts in Society

As students progress, they demonstrate the outcomes in increasingly complex ways. The Arts outcomes can be achieved through the arts forms of dance, drama, media, music and visual art and through a combination of arts forms. Each arts form has its own symbolic language, techniques and conventions.

Each outcome level elaboration contains a generic statement that describes the nature of student achievement at each level, followed by a description of achievement in each of the five arts forms.

Considerations in using The Arts *Progress Maps*

In planning, teaching and assessing The Arts, teachers need to consider students with disabilities, who may need specialised equipment, such as computers with appropriate software and peripherals (MIDI system for music, computer-aided design programs, brailers, raised-line drawing kits, templates, closed-circuit TV) and other magnification aids (hand-held magnifiers, telescopes for distance work). Physical help may be needed for tasks that include construction, mixing, designing, drawing and modelling.

The Arts >

Arts Ideas, Arts Skills and Processes,
Arts Responses, Arts in Society



Arts Ideas	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
	AI F The student: Explores sensory experiences in the environment and begins to express ideas in a variety of ways.	AI 1 The student: Uses ideas and imagination as well as play and sensory experiences as the basis for making and sharing arts activities.	AI 2 The student: Uses own ideas, experiences and observations in the making of arts works through structured activities.	AI 3 The student: Explores and uses ideas, experiences and observations to make arts works within the structure of given tasks, a limited range of choices and a clear sense of purpose.
	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
	ASP F The student: Uses basic elements of auditory, visual, tactile and/or kinaesthetic experiences to experiment and develop basic techniques in and across arts forms.	ASP 1 The student: Experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings.	ASP 2 The student: Identifies and uses a range of arts languages, skills, simple arts processes and appropriate techniques to make and communicate arts works and to engage in arts activities with others.	ASP 3 The student: Uses a range of specific arts skills, techniques, processes conventions and technologies in presenting arts works for identified audiences or purposes.
	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
	AR F The student: Responds to sensory experiences; auditory, visual, tactile and/or kinaesthetic.	AR 1 The student: Engages with and responds to own arts activities and the arts works of others and understands that there may be a range of different responses.	AR 2 The student: Makes observations about features and elements of own arts works and those of others and uses given frameworks in making responses.	AR 3 The student: Makes objective observations about key features and processes in the development and presentation of arts works, recognises patterns in arts works, and uses terminology and given frameworks in making responses.
Arts Skills and Processes	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
	ASP F The student: Uses basic elements of auditory, visual, tactile and/or kinaesthetic experiences to experiment and develop basic techniques in and across arts forms.	ASP 1 The student: Experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings.	ASP 2 The student: Identifies and uses a range of arts languages, skills, simple arts processes and appropriate techniques to make and communicate arts works and to engage in arts activities with others.	ASP 3 The student: Uses a range of specific arts skills, techniques, processes conventions and technologies in presenting arts works for identified audiences or purposes.
	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
	AR F The student: Responds to sensory experiences; auditory, visual, tactile and/or kinaesthetic.	AR 1 The student: Engages with and responds to own arts activities and the arts works of others and understands that there may be a range of different responses.	AR 2 The student: Makes observations about features and elements of own arts works and those of others and uses given frameworks in making responses.	AR 3 The student: Makes objective observations about key features and processes in the development and presentation of arts works, recognises patterns in arts works, and uses terminology and given frameworks in making responses.
	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
	AIS F The student: Engages with sensory stimuli in the immediate environment.	AIS 1 The student: Recognises and talks about arts experiences in own life and arts activities in the immediate community.	AIS 2 The student: Recognises that the arts are used for a range of different purposes in own life and that of the community.	AIS 3 The student: Identifies and discusses specific features of the arts in own community and in other cultures or times and relates this understanding to own arts works and activities.
Arts Responses	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
	AR F The student: Responds to sensory experiences; auditory, visual, tactile and/or kinaesthetic.	AR 1 The student: Engages with and responds to own arts activities and the arts works of others and understands that there may be a range of different responses.	AR 2 The student: Makes observations about features and elements of own arts works and those of others and uses given frameworks in making responses.	AR 3 The student: Makes objective observations about key features and processes in the development and presentation of arts works, recognises patterns in arts works, and uses terminology and given frameworks in making responses.
	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
	AIS F The student: Engages with sensory stimuli in the immediate environment.	AIS 1 The student: Recognises and talks about arts experiences in own life and arts activities in the immediate community.	AIS 2 The student: Recognises that the arts are used for a range of different purposes in own life and that of the community.	AIS 3 The student: Identifies and discusses specific features of the arts in own community and in other cultures or times and relates this understanding to own arts works and activities.
	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
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Arts in Society	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
	AIS F The student: Engages with sensory stimuli in the immediate environment.	AIS 1 The student: Recognises and talks about arts experiences in own life and arts activities in the immediate community.	AIS 2 The student: Recognises that the arts are used for a range of different purposes in own life and that of the community.	AIS 3 The student: Identifies and discusses specific features of the arts in own community and in other cultures or times and relates this understanding to own arts works and activities.
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LEVEL 4 AI 4 The student: Solves problems within given structures to complete arts works which show clearly developed ideas.	LEVEL 5 AI 5 The student: Explores and uses personal ideas to find solutions to given tasks and draws on links to the arts of other societies, cultures and times.	LEVEL 6 AI 6 The student: Develops and presents arts works for specific purposes and audiences, choosing from a wide range of ideas, and past and contemporary forms and practices.	LEVEL 7 AI 7 The student: Develops and presents arts works, integrating ideas and adapting arts practices in the generation of arts works that communicate purpose and an understanding of audiences.	LEVEL 8 AI 8 The student: Develops and presents arts works that extend and manipulate ideas, integrate technical and aesthetic elements, draw on a wide range of ideas, contexts and past and contemporary arts practice and show a distinctive personal style.
LEVEL 4 ASP 4 The student: Selects from a range of specific skills, techniques, processes and appropriate technologies in presenting arts works for identified audiences or purposes.	LEVEL 5 ASP 5 The student: Combines appropriate arts skills, techniques, processes, conventions and technologies to plan, shape and present arts works for a variety of audiences or purposes.	LEVEL 6 ASP 6 The student: Applies arts skills, techniques, technologies and processes to specific styles and forms in the development and presentation of arts works.	LEVEL 7 ASP 7 The student: Uses a repertoire of skills, techniques, processes and appropriate technologies and demonstrates the interrelationship between technical competence and the expressive qualities of the arts.	LEVEL 8 ASP 8 The student: Manipulates an extensive range of skills, techniques, technologies and processes and integrates them with the technical and structural elements of a chosen form of expression.
LEVEL 4 AR 4 The student: Responds to and reflects on features and conventions in the development and presentation of arts works and activities, makes relationships within arts works and recognises that there is a range of other points of view.	LEVEL 5 AR 5 The student: Uses arts terminology to describe, analyse, evaluate and express informed opinions about arts works and activities and the relationships between them.	LEVEL 6 AR 6 The student: Describes, analyses and interprets arts works and experiences, reflects on them and discusses different points of view, relationships, structures and interpretations.	LEVEL 7 AR 7 The student: Describes, analyses interprets and critically evaluates arts works and justifies their judgement, taking into account different points of view and demonstrating control of a wide range of appropriate terminology.	LEVEL 8 AR 8 The student: Reflects critically on meaning and values associated with particular arts works and activities and identifies patterns, trends and generalisations about the arts.
LEVEL 4 AIS 4 The student: Understands the contributions that the arts and artists make to societies, cultures and times and uses this understanding in own arts works.	LEVEL 5 AIS 5 The student: Understands key features of arts works which locate them in particular societies, cultures and times and applies this understanding in own arts works.	LEVEL 6 AIS 6 The student: Understands how the arts and arts works change and what influences those changes: and applies this understanding in own arts works.	LEVEL 7 AIS 7 The student: Understands the roles and values of the arts in society and how they influence change according to the contexts of societies, cultures and times; and uses this understanding in own arts works.	LEVEL 8 AIS 8 The student: Researches arts works from a variety of contexts; understands how histories are constructed in the arts; examines critically the ways the arts challenge and shape values; and uses these understandings in own arts works.

The Arts > Arts Ideas



F

The student explores sensory experiences in the environment and begins to express ideas in a variety of ways.

DANCE

Students explore sensory arts experiences and begin to express ideas in a variety of ways. They explore sources of stimuli such as sound and movement and respond in individual ways: for example, they attend to a dance recital, sway to music or participate in social dance. They explore different ways of moving and copy modelled actions. Students use dance to express themselves in informal environments: for example, they clap, stamp, imitate favourite artists and dress in costume.

DRAMA

Students explore sensory arts experiences and begin to express ideas in a variety of ways. They explore sources of stimuli such as sound and action and respond in individual ways: for example, they attend to a performance or show excitement when a particular character comes on stage. They role-play by initiating or copying actions: for example, they pretend to be an animal or practise a routine they have learnt to follow if they were lost. Students use drama to express themselves in informal environments: for example, they engage in dress-up activities, imaginative play with props and thematic play such as playing with zoo animals.

MEDIA

Students explore sensory arts experiences and begin to express ideas in a variety of ways. They explore sources of stimuli such as sound and light and respond in individual ways: for example, they attend to a light show or show excitement when their taped vocal sounds are played back to them. They explore forms of media such as making sounds into a microphone and activating a computer program. Students express themselves through forms of media such as choosing photos they like or drawing a picture.

MUSIC

Students explore sensory arts experiences and begin to express ideas in a variety of ways. They explore sources of stimuli such as sound or vibrations, and respond in individual ways: for example, they become animated when music is played or vocalise when others are singing. Students use music to express themselves by initiating actions such as banging a drum and clapping their hands or through learnt responses such as shaking a rattle when it is their turn in a familiar song.

VISUAL ARTS

Students explore sensory arts experiences and begin to express ideas in a variety of ways. They explore sources of stimuli such as different textures and colours: for example, they look through cellophane or squash and shape clay. They respond to arts experiences in individual ways, such as reaching out to touch the clay or smiling when they see a picture they like. Students create art works using a variety of media, such as making random marks on paper using a paintbrush and sponge or making a collage from pasta. They express themselves in a variety of ways, such as selecting a colour or collecting favourite pictures.

1

The student uses ideas and imagination as well as play and sensory experiences as the basis for making and sharing arts activities.

At this level

Students create, interpret, explore, develop and present arts ideas in spontaneous ways using their natural inclination to make believe, make marks, shape materials, move, make music and tell stories. They explore and experiment with arts elements, concepts and materials. Through play, they explore their social relationships and the ways they make sense of their world. They focus on satisfying their personal purposes but share their arts works with familiar others and recognise some of the purposes of communicating with arts ideas.

DANCE

Creating: Students improvise dance in free play and directed activities, using the elements of dance (BEST: Body, Energy, Space and Time), in an unstructured, spontaneous way. They draw on ideas from their real and imaginary worlds.

Interpreting: Students interpret texts such as music, dances, stories, rhymes or pictures to make dance. They interpret short sequences of familiar movements choreographed and directed by others.

Exploring: Students use dance elements to explore their experiences, feelings and observations of the world around them: for example they may use familiar movements such as running, jumping, hopping, swaying or creeping to explore ways to portray people, objects or animals.

Developing: Students engage with others to develop their dance through observation and participation in directed dance activities. They solve problems about their immediate dance needs.

Presenting: Students express their ideas through imaginative play that may be spontaneous or part of a structured activity and share their dance with others, such as peers, teachers and families. They apply performance conventions, such as taking bows.

DRAMA

Creating: Students improvise roles and situations in free play and directed activities, using drama elements such as voice, movement and role in an unstructured, spontaneous way. They draw on ideas from their real and imaginary worlds.

Interpreting: Students interpret texts such as, music, stories, poems, dance or pictures and through role play depict familiar, real or imaginary objects and characters.

Exploring: Students use role-play to explore their experiences, feelings and observations of the world around them using the elements of drama such as role, situation, voice, movement, space and time.

Developing: Students engage with others to develop their drama through observation and participation in directed drama activities. They solve problems about their immediate drama needs.

Presenting: Students express their ideas through imaginative play that may be spontaneous or part of a structured activity and share their drama with others such as peers, teachers and families. They apply performance conventions, such as taking bows.

MEDIA

Creating: Students draw upon play and imagination in creating and developing ideas for visual and sound presentations. They use some media codes and conventions (Symbolic, Written, Audio and Technical) in play and directed activities.

Interpreting: Students use media to retell stories: for example, they arrange images to show the order of events. They identify pictorial symbols and make links to their purpose and meaning. They interpret familiar stimuli such as music, stories, poems or pictures.

Exploring: Students explore and experiment with images and sounds, learning about themselves and their senses.

Developing: Students engage with others to develop their media through observation and participation in directed media activities. They solve problems about their immediate media needs.

Presenting: Students express their ideas through imaginative play that may be spontaneous or part of a structured activity and share their media with others, such as peers, teachers and families.

MUSIC

Creating: Students express their ideas through spontaneous improvisation. They use simplified music elements, such as long/short, loud/soft, fast/slow, and high/low.

Interpreting: Students interpret stimuli such as, music, songs, dances, stories, poems, rhymes or pictures in spontaneous unstructured improvisation. They interpret symbols that represent pitch or rhythm.

Exploring: Students explore and experiment with sound and sound sources such as voice, movement, musical instruments and sounds in their own environment.

Developing: Students engage with others to develop their music through observation and participation in directed music activities. They solve problems about their immediate music needs.

Presenting: Students express their ideas through imaginative play that may be spontaneous or part of a structured activity and share their music with others such as peers, teachers and families. They follow performance directions: for example, they use cues for singers to begin and end singing.

VISUAL ARTS

Creating: Students express their ideas through creating a variety of 2D and 3D art works. They draw on ideas from their real and imaginary world to create their art works. They begin to use visual arts elements, such as line, colour, texture, shape, space and light.

Interpreting: Students interpret stimuli such as everyday events, patterns in their environment, stories and photographs.

Exploring: Students explore visual arts elements, such as colour and line and experiment with materials such as crayon and collage. They explore the possibilities of a variety of media to express their ideas. Through guided activities and free play, students explore ideas about 'self' and their senses.

Developing: Students engage with others to develop their visual art through observation and participation in directed visual art activities. They solve problems about their immediate visual art needs.

Presenting: Students express their ideas through imaginative play that may be spontaneous or part of a structured activity and share their visual art with others such as peers, teachers and families.

2

The student uses own ideas, experiences and observations in the making of arts works through structured activities.

At this level

Students create, interpret, explore, develop and present arts ideas through a variety of arts activities. They draw on their lives and the observed world around them and understand the difference between the real and imaginary. They imitate and replicate some of the common arts conventions or obvious features of arts works. They are beginning to work independently and cooperate with others to develop their arts works for familiar audiences, understanding the differences between informal and formal presentations.

DANCE

Creating: Students create short dance sequences using dance elements (BEST: Body, Energy, Space and Time), under teacher direction. They identify and use some specific learned dance terminology.

Interpreting: Students adapt and use the ideas of others through imitation or replication of movements or styles of dance they have seen. They draw on stories, images and music to inspire their dance.

Exploring: Students explore their past and present experiences, feelings and observations of the world around them, and the way in which these can be expressed through dance.

Developing: Students follow guided problem-solving processes to cooperate with others to plan and produce their own dance ideas: for example, they use 'active listening', 'no put downs' and constructive criticism such as 'two stars and a wish'. They learn and refine dance works under direction.

Presenting: Students perform for familiar audiences and demonstrate an understanding of the difference between formal and informal performances and an awareness of audience. They follow given directions regarding performance etiquette, such as ways of entering and exiting the performance space.

DRAMA

Creating: Students use the elements of drama (role, situation, voice, movement, space and time, language and texts, symbol, audience and dramatic tension) to create short improvisations in role, involving single situations under direction. They identify and use some specific, learned drama terminology.

Interpreting: Students interpret the ideas of others through imitation and replication, drawing on the different texts or events they have experienced or observed.

Exploring: Students explore their past and present experiences, feelings and observations of the world around them, and the way in which these can be expressed through drama.

Developing: Students engage with others under direction, to plan, produce and refine short drama works. They follow problem-solving strategies: for example, they use 'active listening', 'no put downs' and constructive criticism such as 'two stars and a wish'.

Presenting: Students perform for familiar audiences and demonstrate an understanding of the difference between formal and informal performances and an awareness of audience. They follow given directions regarding performance etiquette, such as ways of beginning and finishing improvisations.

MEDIA

Creating: Students use elements of media: media forms, media codes and conventions (Symbolic, Written, Audio and Technical), narrative and genre, to create simple narrative sequences that express their own ideas about past and present experiences. They use some specific, learned media terminology.

Interpreting: Students interpret familiar visual codes: for example, they create a collage of photographs to portray a particular message. They imitate and replicate the ideas of others, particularly the teacher.

Exploring: Students explore their past and present experiences, feelings and observations of the world around them and the way in which these can be expressed through media.

Developing: Students follow guided problem-solving strategies to cooperate with others to plan and produce short media works: for example, they may use 'active listening', 'no put downs' and constructive criticism such as 'two stars and a wish'.

Presenting: Students present works for familiar audiences and endeavour to make their media works appealing and purposeful: for example, they may make a recording of a family or community event.

MUSIC

Creating: Students use the elements of music (duration, pitch, texture, timbre, dynamics, tempo and form) in directed activities, working within the context of their own musical experiences: for example, they improvise short tunes using a limited range of notes such as the pentatonic scale or rhythms within a silent section of a song or within a set number of beats. They use some specific learned music terminology.

Interpreting: Students use stimuli such as dance, stories, feelings, themes and pictures as a basis for their music ideas. They also imitate and replicate the ideas of others, particularly the teacher. They follow directions to read notation and to replicate and interpret the music of others.

Exploring: Students explore their past and present experiences, feelings and observations of the world around them, and the way in which these can be expressed through music. They explore a variety of sound sources and music elements, such as pitch and duration.

Developing: Students cooperate with others to develop, rehearse and produce their music works: for example, they use 'active listening', 'no put downs' and constructive criticism such as 'two stars and a wish'. They develop and refine music works for performance spontaneously and under direction: for example, they use movement and gesture to accompany a song.

Presenting: Students perform for familiar audiences and demonstrate an understanding of the difference between formal and informal performances and an awareness of audience. They follow given directions regarding performance etiquette, such as ways of organising 'performance dress' and equipment.

VISUAL ARTS

Creating: Students create 2D and 3D art works under direction, using the elements of art (line colour, texture, shape, space, light, form and value). They show evidence of a sense of structure in their art works. They use some specific learned visual arts terminology.

Interpreting: Students use their own experiences, past and present, real and imagined as stimuli for their own art works. They imitate and replicate the ideas of others, particularly the teacher.

Exploring: Students explore their past and present experiences, feelings and observations of the world around them, and the way in which these can be expressed through visual art. They explore the possibilities of visual arts techniques, media and elements of art such as line, colour, texture, shape, space, light, form and value.

Developing: Students cooperate with others to create 2D or 3D art works such as a small mural painting or a puppet. They use problem-solving strategies to work individually or cooperate with others.

Presenting: Students present works for familiar audiences and endeavour to make their art works appealing and purposeful.

3

The student explores and uses ideas, experiences and observations to make arts works within the structure of given tasks, a limited range of choices and a clear sense of purpose.

At this level

Students create, interpret, explore, develop and present arts ideas by applying their understandings of key features, elements, concepts, conventions and materials within given frameworks. They select from a limited range of choices, adding their own creative ideas. They experiment purposefully with ways of expressing their ideas and feelings within unstructured and structured arts activities. They are guided to develop their arts works individually and in groups using a limited range of creative and critical problem-solving processes. They draw on a range of skills, specific to each arts form, to present arts works for a given audience and purpose.

DANCE

Creating: Students recognise, use and organise the elements of dance (BEST: Body, Energy, Space and Time), to prepare individual and group dance sequences using given frameworks, selecting from a limited range of choices. They use some specific learned terminology.

Interpreting: Students interpret dance works choreographed by others and interpret others' ideas as inspiration for their dance: for example, dance inspired by a popular song.

Exploring: Students explore and experiment within unstructured and structured activities to find ways of expressing their own and others' ideas and feelings through dance.

Developing: Students develop and refine their dance individually and collaboratively, spontaneously and with guidance. They use problem-solving processes with guidance, making selections from a limited range of choices.

Presenting: Students present their dance to particular audiences for given purposes and are guided to use specific skills and knowledge that will make performances work smoothly and look authentic. They focus their energy in preparation for performances, engage with and respond to an audience.

DRAMA

Creating: Students recognise and use the elements of drama (role, situation, voice, movement, space and time, language and texts, symbol, audience and dramatic tension) to improvise a range of roles and dramatic action using given frameworks for their ideas, selecting from a limited range of choices. They use some specific learned terminology.

Interpreting: Students use the elements of drama to retell familiar narratives and interpret short scripts written or developed by themselves or others. They interpret given roles and dramatic action and draw on a range of stimuli, recognising the sources of these ideas.

Exploring: Students explore and experiment within unstructured and structured activities to find ways of expressing their own and others' ideas and feelings through drama.

Developing: Students work individually and collaboratively and with guidance to plan refine and produce drama. They make selections from a limited range of choices and use problem-solving processes with guidance.

Presenting: Students present their drama to particular audiences for given purposes and are guided to use specific skills and knowledge that will make performances work smoothly and look authentic. They focus their energy in preparation for performances and engage with and respond to an audience.

MEDIA

Creating: Students recognise and use elements of media: media forms, media codes and conventions (Symbolic, Written, Audio and Technical) narrative and genre, to create media works using given frameworks, selecting from a limited range of choices. They use some specific learned terminology.

Interpreting: Students interpret others' media ideas, such as applying production skills or techniques. They recognise sources of ideas and how they can use and develop them.

Exploring: Students explore and experiment within unstructured and structured activities to find ways of expressing their own and others' ideas and feelings through media production activities.

Developing: Students work individually and with others spontaneously and under direction to plan, refine and produce media. They make selections from a limited range of choices and use problem-solving processes with guidance.

Presenting: Students present their media works to particular audiences for specific purposes and understand the reasons for doing so. They are guided in using specific skills and knowledge that will make presentations work smoothly and look and sound authentic.

MUSIC

Creating: Students recognise and use the elements of music (duration, pitch, texture, timbre, dynamics, tempo and form) to create music using given frameworks for their ideas, selecting from a limited range of choices. They draw on the elements of music to express ideas and feelings. They use some specific learned terminology.

Interpreting: Students interpret music works composed by others through listening, viewing and reading. They follow others' music ideas, such as applying a given music technique. Students recognise sources of ideas and how they can use and develop them.

Exploring: Students explore and experiment within unstructured and structured activities to find ways of expressing their own and others' ideas and feelings through sound.

Developing: Students work individually and with others spontaneously and with guidance to plan, refine and produce music. They make selections from a limited range of choices and use problem-solving processes with guidance.

Presenting: Students prepare their music works for presentation to an identified audience, such as a school assembly. They are guided to use specific skills and knowledge that will make performances work smoothly and look authentic. They follow given directions regarding performance etiquette and are able to concentrate on and focus their energy in preparation for performances and engage with and respond to an audience.

VISUAL ARTS

Creating: Students recognise and use the elements of art (line, colour, texture, shape, space, light, form and value) and principles of design (balance, unity, contrast, pattern, emphasis, time, proportion, scale, movement and rhythm); using given frameworks for their ideas, selecting from a limited range of choices to shape 2D or 3D art works. They use some specific learned terminology.

Interpreting: Students interpret the ideas of others, recognise the sources of ideas and how they can use and develop them. They interpret others' art ideas, such as following directions for applying skills or techniques.

Exploring: Students explore and experiment within unstructured and structured activities to find ways of expressing their own and others' ideas and feelings. They experiment purposefully with a variety of media.

Developing: Students work individually and with others spontaneously and with guidance to plan, refine and produce visual art. They make selections from a limited range of choices and use problem-solving processes with guidance.

Presenting: Students present their art works individually and collaboratively for specific purposes, such as exhibitions in the local community. They are guided to use specific skills and knowledge that will make presentations work smoothly and look authentic.

4

The student solves problems within given structures to complete arts works which show clearly developed ideas.

At this level

Students create, interpret, explore, develop and present their clearly developed ideas through choosing and combining arts elements, concepts and materials as they explore and experiment to find satisfactory solutions to given tasks. They are developing their creative and critical problem-solving skills through guidance and use given structures to plan, select and develop their ideas, working individually or collaboratively. They use appropriate terminology to explain the meanings and choices they make. They plan, develop and present arts works appropriate to a variety of audiences and purposes.

DANCE

Creating: Students choose and combine elements of dance (BEST: Body, Energy, Space and Time), to create short dance works. They choose and combine ideas, drawing on familiar structures of dance and specific conventions. They use appropriate terminology to describe and give reasons for their choices.

Interpreting: Students interpret dance works choreographed or developed by others, interpreting choreographic intent under direction and using other art forms as inspiration for their dance.

Exploring: Students explore a range of dance ideas of relevance to themselves through improvisation and choreography. They experiment with a range of structures, conventions and audience dynamics to find satisfactory solutions to set tasks, with an increasing tendency to work with more abstract concepts.

Developing: Students plan, rehearse and restructure their dance works, identifying and using effective group processes to work on given tasks and timelines. They practise for accuracy and memory through systematic and corrective rehearsals.

Presenting: Students present dance for familiar and unfamiliar audiences in performances shaped through collaboration with their peers and teacher guidance. They apply given performance preparation strategies and performance etiquette.

DRAMA

Creating: Students choose and combine elements of drama (role, situation, voice, movement, space and time, language and texts, symbol, audience and dramatic tension) to create a range of simple roles, situations and dramatic action. They choose and combine ideas, drawing on familiar structures of drama and specific conventions. They use appropriate terminology to describe and give reasons for their choices.

Interpreting: Students interpret a range of age-appropriate drama texts, scripted or self devised, and perform literal interpretations of given roles or dramatic action. They use other arts to inspire and enhance their drama.

Exploring: Students explore a range of issues of relevance to themselves through scripted and devised drama. They experiment with a range of non-linear narrative structures and conventions of time, dramatic action and audience dynamics to find solutions to set tasks, with an increasing tendency to work with more abstract concepts.

Developing: Students plan, rehearse and restructure their drama works, identifying and using effective group processes to work on given tasks and timelines.

Presenting: Students present drama for familiar and unfamiliar audiences in performances shaped through collaboration with their peers and teacher guidance. They apply given performance preparation strategies and performance etiquette.

MEDIA

Creating: Students choose and combine specific elements of media: media forms, media codes and conventions (Symbolic, Written, Audio and Technical), narrative and genre. They combine ideas, drawing on familiar structures of media and specific conventions. They use appropriate terminology to describe and give reasons for their choices.

Interpreting: Students interpret a range of their own and others' media ideas, drawing on their knowledge of contemporary media. They draw on images, architecture, music, poems and novels for inspiration and recognise the sources of their ideas.

Exploring: Students explore a range of media ideas of relevance to themselves through experimenting with a range of media technologies, techniques, structures and conventions to find solutions to set tasks, with an increasing tendency to work with more abstract concepts.

Developing: Students plan, create and restructure their media works, identifying and using effective group processes to work on given tasks and timelines.

Presenting: Students plan, prepare, develop and present their media works for a variety of audiences and purposes shaped through collaboration with their peers and teacher guidance.

MUSIC

Creating: Students choose and combine music elements (duration, pitch, texture, timbre, dynamics, tempo and form) to express their ideas, drawing on familiar specific conventions and form. They use appropriate terminology to describe their music ideas and give reasons for their choices.

Interpreting: Students interpret the music of others using expression and expressive devices with a growing awareness of the interrelationship between these music concepts. They are able to re-work music, creating different melodies and rhythms.

Exploring: Students explore a range of music ideas of relevance to themselves through improvisation and composition. Students explore working within given structures, such as, major or minor tonality, ternary or rondo form. They experiment with varied textures, using musical concepts to plan, select and develop their ideas through given problem-solving strategies. They experiment with a range of structures, conventions and audience dynamics to find solutions to set tasks, with an increasing tendency to work with more abstract concepts.

Developing: Students plan, rehearse and restructure their music works through systematic and corrective rehearsals, identifying and using effective group processes to work collaboratively on given tasks and timelines.

Presenting: Students present music for familiar and unfamiliar audiences in performances shaped through collaboration with their peers and teacher guidance. They apply given performance preparation strategies and performance etiquette.

VISUAL ARTS

Creating: Students choose and combine elements of art (line, colour, texture, shape, space, light, form and value) and principles of design (balance, unity, contrast, pattern, emphasis, time, proportion, scale, movement and rhythm) to create a variety of 2D or 3D art works. They choose and combine ideas, drawing on familiar specific conventions and processes. They use appropriate terminology to describe and give reasons for their choices.

Interpreting: Students engage in visual inquiry to inform their own art works, with an awareness of the interrelationships between art concepts. They acknowledge the source of their ideas and the influences of the artist or style.

Exploring: Students explore a range of visual art ideas and experiment with media, technologies, techniques, forms and conventions to find satisfactory solutions to set tasks, with an increasing tendency to work with more abstract concepts.

Developing: Students work individually and in groups to plan, create and restructure art works. They identify and use effective problem-solving processes to work on given tasks and timelines.

Presenting: Students present their art works for a variety of audiences and purposes with guidance. They draw on a range of skills and knowledge to make sure that presentations work smoothly.

5

The student explores and uses personal ideas to find solutions to given tasks and draws on links to the arts of other societies, cultures and times.

At this level

Students create, interpret, explore, develop and communicate a range of arts ideas through the selection and purposeful application of arts elements, concepts and materials. They explore ways to present their own and others' ideas, drawing on known experiences and their understanding of other times, places and cultures. They use arts languages, together with appropriate arts terminology, to communicate their ideas. They work with increasing independence as they develop arts works that are structured and completed within provided guidelines. They plan, select and modify presentations for a variety of occasions, purposes and audiences.

DANCE

Creating: Students apply purposefully the elements of dance, genre-specific technique and choreographic processes to express clear concept and intent. They use a range of relevant dance-specific terminology to describe and justify their choices.

Interpreting: Students interpret choreographic intent. Through movement, they interpret dance ideas that may be concrete or abstract. They recognise the influences of other dancers, choreographers, and companies as well as a range of other inspirations, and combine these ideas with their own.

Exploring: Students explore choreographic structures purposefully, experimenting with movement and a range of technologies to portray their ideas.

Developing: Students develop their dance in an organised and efficient manner, choosing and applying appropriate problem-solving strategies to rehearse and refine their ideas. They initiate and contribute ideas to plan and develop a given task, considering, for example, purpose, time frames and resources.

Presenting: Students present dance for a variety of audiences and purposes and are able to modify their performances for varying spaces, conditions and venues. They show initiative in performance preparation and organisation, ensuring that presentations work smoothly and appear authentic. They apply given techniques for engaging and maintaining audience attention.

DRAMA

Creating: Students devise a range of roles, situations and dramatic action to create drama that shows evidence of dramatic tension, mood and atmosphere. Individually and with others they choose and combine ideas, drawing on familiar forms and conventions of drama and using a range of relevant drama-specific terminology to describe and justify their choices.

Interpreting: Students use information about the drama of different times, places and cultures and an awareness of the interrelationship between the elements of drama and dramatic conventions to interpret drama in performance. They recognise the use of abstract concepts and apply this in their interpretations.

Exploring: Students explore and experiment purposefully with ways of conveying narrative and meaning in order to portray their ideas.

Developing: Students plan, rehearse, refine and restructure their drama efficiently in the context of given tasks, initiating and contributing to ideas in collaboration and acknowledging a range of variables in the process.

Presenting: Students present drama for a variety of audiences and purposes and modify their performances for varying spaces, conditions and venues. They show initiative in performance preparation and organisation to ensure that presentations work smoothly and appear authentic. They apply given strategies for engaging and maintaining audience attention.

MEDIA

Creating: Students apply the elements of media: media forms, media codes and conventions, narrative and genre purposefully to make informed statements in their work. They initiate media works that express a range of ideas. They use a range of relevant media-specific terminology to describe and justify their choices.

Interpreting: Students make links to the media of past and contemporary times and cultures. They can recognise the influence of other artists, styles and conventions, and integrate these ideas with their own.

Exploring: Students explore and experiment purposefully with ways of conveying narrative and meaning in order to portray their ideas.

Developing: Students plan, develop and refine their media in the context of given tasks, initiating and contributing to ideas in collaboration and acknowledging a range of variables in the process.

Presenting: Students present media works, identifying how particular options will cater for purpose and audience. Students show initiative in the ways that they prepare and organise their presentation.

MUSIC

Creating: Students apply the elements of music purposefully, using specific techniques and conventions. They apply principles of composition and use relevant music terminology to describe and justify their choices.

Interpreting: Students interpret the music of others and adhere to directions. They make links to the music of different times, places and cultures. They recognise the influence of composers, musicians, forms, styles and conventions, integrating these ideas with their own.

Exploring: Students explore ways of communicating their music ideas purposefully: for example, they experiment with traditional instrumentation, found instruments and a range of technologies in order to portray their ideas. They explore challenging, yet familiar issues or themes. They show initiative and an ability to think laterally in their exploration of technologies and techniques.

Developing: Students work independently or collaboratively in an organised and efficient manner, choosing and applying appropriate problem-solving strategies. They initiate and contribute ideas to plan and develop a given task, considering variables such as purpose, time frames and resources.

Presenting: Students present music for a variety of audiences and purposes and modify their performances for varying spaces, conditions and venues. They are able to consider how a range of variables might affect their performance, such as audience movement or noise level regulations. They show initiative in performance preparation and organisation, ensuring that presentations work smoothly and appear authentic.

VISUAL ARTS

Creating: Students apply elements of art and principles of design purposefully to create clearly developed 2D or 3D art works. They use a range of relevant visual arts terminology to describe and justify their choices.

Interpreting: Students interpret art from a range of past and contemporary artists, designers and art movements, recognising the influence of other artists, styles and conventions and integrating these ideas with their own. Their art shows an awareness of the complex interrelationship between the elements of art, principles of design and arts conventions, together with an understanding of abstract concepts such as symbolic stylistic references.

Exploring: Students explore different visual arts techniques purposefully to convey meaning. They show initiative and willingness to experiment with technologies and techniques.

Developing: Students initiate and contribute ideas to plan and develop a given task or brief in an organised and efficient manner. They choose and apply appropriate problem-solving strategies: for example, they consider how a range of variables such as time frames and resources might impact on their ideas.

Presenting: Students present art works for a variety of audiences and purposes that they identify. They show initiative in the ways that they prepare and organise their displays and exhibitions, ensuring that presentations work smoothly and appear authentic.

6

The student develops and presents arts works for specific purposes and audiences, choosing from a wide range of ideas and past and contemporary forms and practices.

At this level

Students create, interpret, explore, develop and present a range of arts ideas through the integration of arts elements, concepts and materials, drawing on both contemporary and past arts practice as well as an expanded range of styles, art forms and sources. They research, incorporate and articulate their own ideas and those of other artists, places and times. Their arts works reflect their developing autonomy. They communicate their arts ideas effectively and control and integrate conventions for a variety of purposes. They plan, select, modify and promote presentations for particular audiences and occasions.

DANCE

Creating: Students integrate elements, concepts and materials to structure their own dances. They use their knowledge of particular dance genres to create their own works. They employ formal choreographic processes incorporating solo, duo and group work and select specific dance terminology to communicate their ideas effectively.

Interpreting: Students interpret others' choreography, drawing on their in-depth understanding of particular dance genres and related contextual knowledge. They integrate elements of other dance genres to make hybrid works.

Exploring: Students research a wide range of sources to inform their dance and use the information gained to explore the influence of other dancers, choreographers, genres and styles. They experiment with these to find new ways of communicating dance ideas.

Developing: Students plan, develop and refine their dance, individually or collaboratively, extending given approaches to find solutions to a range of problems.

Presenting: Students present their dance for a wide variety of purposes, audiences and spaces. They plan for a range of performance variables and show initiative in applying known processes to modify preparation, organisation and performance in response to particular audiences. They perform with an appropriate sense of audience, integrating performance qualities and techniques in their presentation.

DRAMA

Creating: Students integrate elements, concepts and materials to structure their own drama, using extended roles/characters and dramatic action, drawing on a range of forms, conventions and styles, with detailed knowledge of some of them. They extend given structures and combine the ideas from known forms, structures, conventions and traditions with their own to create new drama that incorporates sophisticated and/or abstract ideas. They use specific drama terminology effectively.

Interpreting: Students interpret drama scripted or devised by themselves or others, drawing on their research, an in-depth understanding of particular forms, experience with text in performance and related contextual knowledge.

Exploring: Students research a wide range of sources to inform their drama and use the information gained to explore the influence of other artists, styles and conventions. They experiment with these to find new ways of communicating their ideas.

Developing: Students develop and refine their drama processes, extending given structures individually or collaboratively to find solutions to a range of problems.

Presenting: Students present their drama for a wide variety of purposes, audiences and performance spaces. They plan for a range of performance variables and show initiative in applying known processes to modify preparation, organisation and performance in response to particular audiences.

MEDIA

Creating: Students integrate elements of media: media forms, media codes and conventions, narrative and genre, concepts and materials to structure their own media works. They extend given structures and use the ideas from known forms, structures and conventions to create new media works that incorporate sophisticated and/or abstract ideas. They use specific media terminology effectively.

Interpreting: Students interpret media ideas, drawing on a wide range of past and contemporary practice and contexts.

Exploring: Students explore and experiment with codes and conventions through processes of selection, omission and emphasis to demonstrate their understanding of how values and viewpoints can be constructed. They experiment with these to find new ways of communicating their ideas.

Developing: Students develop and refine their media works individually or collaboratively, extending given structures to find solutions to a range of problems.

Presenting: Students plan media presentations for a wide range of purposes and audiences. They present detailed design proposals, scripts and plans and show initiative in applying known processes to modify their media for particular audiences.

MUSIC

Creating: Students integrate elements and technologies to structure their own music works, drawing on a range of forms, conventions and styles, with detailed knowledge of some. They apply the elements of composition within the conventions of a particular music style and use specific music terminology effectively.

Interpreting: Students interpret the music of others, drawing on their research and in-depth understanding of particular forms and related contextual knowledge. They integrate the ideas from known forms, structures, conventions and traditions with their own: for example, they compose works based on the rhythms and melodies of world music.

Exploring: Students research a wide range of sources and use the information gained to explore the influence of other artists, styles and conventions. They experiment with these to find new ways of communicating music ideas.

Developing: Students develop and refine their music works, individually or collaboratively, extending given structures to find solutions to a range of problems.

Presenting: Students present their music for a wide variety of purposes, audiences and venues. They plan for a range of performance variables, applying processes to modify their work in response to particular audiences. They show initiative in the ways that they apply appropriate performance preparation and organisation. They perform with a sense of audience, integrating performance techniques such as audience interaction into their music presentations.

VISUAL ARTS

Creating: Students integrate the elements of art and principles of design, art concepts and materials to structure their own art works, drawing on a range of forms, conventions and styles with detailed knowledge of some. They use specific visual arts terminology effectively.

Interpreting: Students interpret the ideas of other artists, places and times, drawing on their research and in-depth knowledge of particular art forms and related contextual knowledge.

Exploring: Students research a wide range of sources to inform their visual arts and to explore the influence of other artists, styles and conventions. They experiment with these to find new ways of communicating ideas.

Developing: Students develop and refine their visual arts independently, working alone or collaboratively. They extend given structures to find solutions to a range of problems.

Presenting: Students present their visual art for a wide variety of purposes, audiences and exhibition spaces. They plan for a range of variables, applying processes to modify their presentations. They show initiative in the ways that they prepare and organise their art works.

7

The student develops and presents arts works, integrating ideas and adapting arts practices in the generation of arts works that communicate purpose and an understanding of audiences.

At this level

Students create, interpret, explore, develop and present arts ideas, integrating and extending arts elements, concepts and materials using a range of forms, styles and influences. They explore ways to express their ideas, drawing on the investigation of a wide range of sources. They control the structures and features of arts language appropriate to a diverse range of situations and consider the interrelationships among texts, contexts, audience and artist. They plan, develop, modify and refine their arts works independently, adapting and integrating specific forms, styles and conventions. They apply their understanding of presentation variables in order to communicate ideas and evoke intended audience responses.

DANCE

Creating: Students integrate and extend dance elements concepts and materials, incorporating their detailed knowledge of genres, styles and influences. They manage and extend choreographic structures and demonstrate control of dance language.

Interpreting: Students interpret choreographic intent with accuracy and appropriate style. They interpret and select from a diverse range of dance genres and styles, justifying their choices.

Exploring: Students explore and experiment with dance ideas, drawing on their detailed knowledge of a range of forms, structures and conventions.

Developing: Students develop dance works independently, transferring and applying theoretical knowledge, conceptual understandings and creative and technical skills. They analyse creative and technical problems and devise ways to manage them.

Presenting: Students apply their understanding of the complexity of performance variables in the ways they structure and modify their dance for specific audiences and spaces. They perform with a sustained sense of audience and evoke desired audience responses.

DRAMA

Creating: Students integrate and extend the use of dramatic elements, concepts and materials, incorporating their detailed knowledge of forms, styles and influences. They create and respond to a wide range of characters and dramatic action. They manage and extend given frameworks and demonstrate control of drama language.

Interpreting: Students interpret a wide range of drama texts, forms and styles and demonstrate their understanding of the values and ideas embodied in them. They use this understanding to discover further meanings and arrive at new ones.

Exploring: Students explore and experiment with new constructions and reinterpretations, drawing on their detailed knowledge of a range of forms, structures and conventions.

Developing: Students develop original and scripted drama transferring and applying theoretical knowledge, conceptual understandings, creative processes and technical skills to a range of performance contexts. Students analyse creative and technical problems and devise ways to manage them.

Presenting: Students apply their understanding of the complexity of performance variables in the ways they structure and modify their drama for specific audiences and performance spaces. They perform with a sustained sense of audience and evoke desired audience responses.

MEDIA

Creating: Students integrate and extend elements of media to adapt and transform forms, to express opinions, values and viewpoints or challenge dominant representations. They integrate their knowledge from other cultures and times, managing and extending given structures, demonstrating control of media language.

Interpreting: Students integrate and extend forms and structures informed by past and contemporary practices. They demonstrate their understanding of the values and ideas embodied in them. They select from a diverse range of ideas and justify their choices.

Exploring: Students explore and experiment, drawing on their detailed knowledge of a range of forms, structures, codes and conventions. They demonstrate creativity and proficiency in the ways they experiment with and adapt technologies and techniques.

Developing: Students develop media works independently, transferring and applying theoretical knowledge, conceptual understandings and creative and technical skills to a range of contexts. They analyse creative and technical problems and devise ways to manage them.

Presenting: Students apply their understanding of the complexity of presentation variables in the ways they structure and modify their media for specific audiences and purposes.

MUSIC

Creating: Students integrate and extend music elements, concepts and materials, incorporating their detailed knowledge of forms, conventions, styles and influences. Students create music in response to a wide range of influences, managing and extending given structures and demonstrating control of music language.

Interpreting: Students interpret a range of music forms and styles, adapting traditional and contemporary practices. Students draw on the work of artists and art forms, selecting from a diverse range of ideas and integrating these influences in new music works.

Exploring: Students explore and experiment with new constructions and reinterpretations, drawing on their detailed knowledge of a range of forms, structures, styles and conventions. They demonstrate creativity and proficiency in the ways that they experiment with and adapt technologies.

Developing: Students develop music works, transferring and applying theoretical knowledge, conceptual understandings and creative and technical skills to a range of contexts. They develop and refine their own compositions and arrangements, analyse creative and technical problems and devise ways to manage them.

Presenting: Students apply their understanding of the complexity of performance variables in the ways they structure and modify their music for specific audiences and performance spaces. They perform with a sense of audience and evoke specific desired audience responses.

VISUAL ARTS

Creating: Students integrate and extend the elements of art, principles of design, art concepts and materials to structure and transform art works, incorporating their detailed knowledge of forms, styles and influences.

Interpreting: Students interpret a range of art forms and styles, adapting traditional and contemporary practices. They draw on the work of others, selecting from a diverse range of ideas and integrating these influences in new art works.

Exploring: Students explore and experiment with new art works and reinterpretations, drawing on their detailed knowledge. They demonstrate creativity and proficiency in the ways that they experiment with and adapt media, techniques and technologies.

Developing: Students develop art works transferring and applying theoretical knowledge, conceptual understandings and creative and technical skills to a range of contexts. They analyse creative and technical problems and devise ways to manage them, using their detailed understanding of processes.

Presenting: Students apply their understanding of the complexity of presentation variables in the ways they structure displays for specific audiences, purposes and spaces.

8

The student develops and presents arts works that extend and manipulate ideas, integrate technical and aesthetic elements, draw on a wide range of ideas, contexts and past and contemporary arts practice and show a distinctive personal style.

At this level

Students create, interpret, explore, develop and communicate their arts ideas innovatively as they manipulate, synthesise and extend known forms, structures, conventions and traditions. Their work reflects a unique sense of personal style, integrating technical and aesthetic elements in a coherent and independent manner. They integrate arts forms in ways that may challenge, extend or subvert conventions to represent their opinions about complex issues. Their choices display discernment and subtlety of thought and expression as they shape and control arts language to convey meaning. They work independently or collaboratively in the development and presentation of arts works for a range of purposes, audiences and spaces.

DANCE

Creating: Students manipulate a range of genres, styles and materials to create dance works that are a synthesis of personal style and detailed contextual knowledge. They engage in choreographic processes that demonstrate their ability to integrate concept and structure.

Interpreting: Students interpret genre specific technique across a range of styles. They integrate choreographic intent with precision and style.

Exploring: Students manipulate movement to explore and experiment with abstract concepts.

Developing: Students design practical and reflective rehearsal programs. They predict and analyse problems and design and apply solutions across a broad range of dance contexts. Their reflections inform the refinement of their work as they integrate practical skills with conceptual understandings.

Presenting: Students present their dance in highly-effective ways, demonstrating flair, integrity, innovation and an intelligent use of performance space. They manage a wide range of performance variables. They manipulate audience responses and perform with an extended and sustained sense of audience.

DRAMA

Creating: Students create drama works that are a synthesis of personal style and detailed contextual knowledge, selecting, manipulating and extending forms, styles, conventions and materials. Their drama shows evidence of 'personal voice' and an understanding of how drama can promote, challenge or subvert cultural values.

Interpreting: Students interpret an extended range of drama texts and are able to integrate theoretical and practical structures. They incorporate their thorough understanding of a range of drama theories and may combine them with those of other arts forms.

Exploring: Students explore and experiment with abstract concepts and intertextuality to manipulate and extend the meanings communicated by text, sub-text and context.

Developing: Students predict and analyse problems, and design and apply solutions across a broad range of drama contexts. Their reflections inform the refinement of their work as they integrate practical skill with conceptual understandings.

Presenting: Students present their drama in highly-effective ways, demonstrating flair, integrity, innovation and an intelligent use of performance space. They manage a wide range of performance variables. They manipulate audience responses and perform with an extended and sustained sense of audience.

MEDIA

Creating: Students manipulate specific elements of media to create media works that are a synthesis of personal style and detailed contextual knowledge. Their media shows evidence of 'personal voice' as they synthesise codes, structures, narrative conventions and aesthetics to construct meanings, values and/or viewpoints that reflect or challenge particular ideologies.

Interpreting: Students interpret an extended range of media structures, integrating creative and technological skills and processes, demonstrating originality and a sense of personal style. They synthesise ideas drawn from extensive research and integrate theoretical and practical approaches.

Exploring: Students explore a range of forms including alternative and avant-garde styles, considering their impact on audiences in different cultural and ideological contexts.

Developing: Students predict and analyse problems, and design and apply solutions across a broad range of contexts. Their reflections inform the refinement of their work as they integrate practical skills with conceptual understandings.

Presenting: Students present their media works in highly effective ways, demonstrating flair, integrity, innovation and enterprise. They manage a wide range of variables to evoke and manipulate audience response.

MUSIC

Creating: Students manipulate elements, forms, styles, conventions and materials to create music works that are a synthesis of personal style and detailed contextual knowledge.

Interpreting: Students interpret specific techniques across a range of genres and styles with precision and appropriate aesthetic. They may choose to combine their detailed knowledge of music with aspects of other art forms.

Exploring: Students explore a range of musical styles. They explore the ways in which ideologies impact on composition, production and performance of music.

Developing: Students predict and analyse problems and design and apply solutions across a broad range of musical performance contexts. They develop their work through reflection, which informs the refinement of their work as they integrate practical skills with conceptual understandings.

Presenting: Students present their music in highly effective ways, demonstrating flair, integrity and innovation. They manage a wide range of performance variables from musical correctness to production and visual effects. They manipulate audience response as they perform with an extended and sustained sense of audience: for example, the use of participation techniques with audiences of wide-ranging social backgrounds and ages.

VISUAL ARTS

Creating: Students create art works that are a synthesis of personal style and detailed contextual knowledge, selecting, manipulating and extending forms, styles, conventions and materials. Their art works shows evidence of 'personal voice'.

Interpreting: Students interpret an extended range of art forms and styles, integrating creative and technological skills and processes, demonstrating originality and a sense of personal style. They synthesise ideas drawn from extensive research and integrate theoretical and practical approaches.

Exploring: Students explore a range of forms, including alternative and avant-garde styles. They identify dominant and alternative ideologies and evaluate the impact of particular styles on audiences in different cultural and ideological contexts.

Developing: Students predict and analyse problems and design and apply solutions across a broad range of visual art contexts. Their reflections inform the refinement of their work, integrating practical skills with theoretical knowledge and conceptual understandings.

Presenting: Students present their visual art in highly effective ways, demonstrating flair, integrity, innovation and enterprise. They manage a wide range of variables to evoke and manipulate audience response. They acknowledge and explain the values, aesthetics and ethical principles underpinning their work.

The Arts > Arts Skills and Processes



F

The student uses basic elements of auditory, visual, tactile and/or kinaesthetic experiences to experiment and develop basic techniques in and across arts forms.

DANCE

Students use their sensory experiences of the arts to experiment and develop basic techniques: for example, they explore and respond to stimuli such as sound and movement. They move with purpose and follow directions to imitate and repeat movements: for example, they imitate the dance and movement in a music video or participate in games such as 'If you're happy and you know it'. They create spontaneous and planned dance through their responses to stimuli: for example, they sway or bounce to music or participate in a dance recital.

DRAMA

Students use their sensory experiences of the arts to experiment and develop basic techniques: for example, they explore and respond to stimuli such as sound and action. They participate in imitative and imaginative activities: for example, they imitate modelled actions and noises in directed activities, act out a make-believe story. They imitate familiar people or objects: for example, they pretend to be a bus driver or make the noise of a car. They create spontaneous or planned dramatisations: for example, they use objects for a purpose in play, act out movements to nursery rhymes, or role play personal experiences.

MEDIA

Students use their sensory experiences of the arts to experiment and develop basic techniques: for example, they explore and respond to stimuli such as sound and light. They experiment with the use of different forms of media: for example, they operate a video recorder or take a photograph with a digital camera. They manipulate these to create artworks: for example, they display a photo they took, or share their video recording.

MUSIC

Students use their sensory experiences of the arts to experiment and develop basic techniques: for example, they explore and respond to stimuli such as sound and vibrations. They explore basic elements of music: for example, they vocalise to make music, make sounds with instruments and stop and start to music. They create spontaneous or planned musical performances: for example, they join in during musical games or select a musical instrument to make the sound of thunder.

VISUAL ARTS

Students use their sensory experiences of art to experiment and develop basic techniques: for example they explore and respond to stimuli such as different textures and colours. Students use motor skills to explore elements of visual art: for example, they reach for and grasp a paintbrush to apply paint to a surface or paste, tear or cut paper to make paper shapes. They trace or draw lines and shapes and use colour randomly. They manipulate materials to create art works: for example, they squeeze clay and use fingers to paint.

1

The student experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings.

At this level

Students explore arts skills, processes and conventions they have learned or experienced in structured activities or opportunities to play. They exercise elementary control of motor, spatial, linguistic and sequencing skills that they apply in the arts. Students are guided to identify and explore the expressive opportunities of technologies.

DANCE

Skills, techniques and processes: Students experiment and explore movement skills, techniques and processes through structured activities and play. They explore the elements of dance (BEST: Body, Energy, Space and Time) and use them in making dance works: for example performing a storm dance by moving in spirals and circles at low, medium and high levels. They isolate parts of the body to initiate movement. They use movement dynamics and rhythmic patterns to respond to different music. They move freely without bumping into one another.

Conventions: Students use some conventions of dance, such as performing movement to fit a music sequence. They also use conventions of music: for example, marching, galloping, running, walking or skipping to beat in time. They recognise some of the conventions of dance and performance experienced in their own lives and use some of them, such as taking a bow. They may imitate dance styles they have seen. They describe their dance in simple direct ways, including some given dance-specific terminology.

Technologies: Students use found, created and imagined objects as stimuli in their dance, such as coloured scarves on balloons. They can differentiate between the performance space and the space for the audience. They use dance equipment carefully and appropriately with direction.

DRAMA

Skills, techniques and processes: Students use voice, body, space and role to tell stories and engage in dramatic play. They use gesture, body and facial expression and vary the ways they use voice expression to tell stories or take on different roles. They imitate others in the ways they use space, time and props in their imaginative play.

Conventions: Students interact with others and take on a range of familiar roles in dramatic play. They recognise some of the conventions of drama and performance experienced in their own lives and use them, such as 'suspension of disbelief', conventions of time and setting: imagined and real, and conventions of performance, such as introducing their play or taking a bow. They imitate styles of drama they have experienced. They describe their drama in simple, direct ways, including some given drama-specific terminology.

Technologies: Students use found, created and imagined objects to enhance dramatic play: for example they may use a large cardboard box as a boat, table, space ship or shelter. They shape their role-play spontaneously in self-defined or found performance spaces and understand the difference between the performance space and the space for the audience. They use drama technologies carefully and appropriately with direction.

MEDIA

Skills, techniques and processes: Students experiment and explore media skills they have learned or experienced through structured activities and play. They can order images into a sequence to create a story: for example, they order images from a comic book and develop their own versions of a story using these images.

Conventions: Students recognise some media codes and conventions (Symbolic, Written, Audio and Technical), experienced in their own lives and use them: for example, recognising that music, sound effects and voice can be used to create different effects, such as fear, happiness or exhaustion. They can match sounds to images, such as kitchen sounds to kitchen utensils or radio sports sounds to sports photographs. They describe their media works in simple, direct ways, including some given media-specific terminology.

Technologies: Students experiment with new and traditional technologies, such as digital cameras, computer software and still cameras in media activities: for example, using a light to project a shape or cast shadows onto a screen. They use media equipment carefully and appropriately with direction.

MUSIC

Skills, techniques and processes: Students recognise and explore music elements (duration, pitch, texture, timbre, dynamics, tempo and form) and features: for example, showing awareness of beat and rhythm, using voice, body and instrumental percussion. They may read and write picture and graphic notation to show tempo, pitch (high/low, loud/soft). They show some control of their motor skills: for example, marching, galloping, running, walking or skipping to beat in both simple and compound time or playing notes on a xylophone.

Conventions: Students recognise some of the codes and conventions of music making and performance experienced in their own lives and use them, such as audience and performance etiquette or careful and correct use of musical instruments. They describe their music in simple direct ways, including some given music-specific terminology.

Technologies: Students use music technologies such as instruments, with assistance and experiment with the possibilities of new and traditional technologies, such as electronic keyboard, triangle or rainmaker, to create and present their music and sound scapes. They use music equipment carefully and appropriately with direction.

VISUAL ARTS

Skills, techniques and processes: Students experiment with and explore visual art skills, techniques and processes they have experienced through structured arts-making activities and play. They recognise and explore visual arts elements (line, colour, texture, shape, space, light, form and value) to create 2D or 3D art works. They create art works of familiar images such as themselves, characters or scenes from stories or animals, using a range of media such as paints, crayons or paper to collage. They are beginning to refine their skills: for example, gluing, stapling, cutting painting or drawing and connecting lines to make recognisable shapes. They manipulate plastic materials such as clay to shape recognisable forms.

Conventions: Students recognise some of the conventions of visual art experienced in their own lives and use them, such as writing their names on their drawings or paintings. They describe their visual art in simple, direct ways, including some given art-specific terminology.

Technologies: Students use visual art technologies with assistance and may explore new technologies, such as appropriate 'graphics' software. They use visual art tools and materials carefully and appropriately with direction.

2

The student identifies and uses a range of arts languages, skills, simple arts processes and appropriate techniques to make and communicate arts works and to engage in arts activities with others.

At this level

Students identify a range of skills, techniques, processes, conventions and technologies and are guided to make arts works and engage in arts activities with others. They choose arts elements consciously to create arts works. They control motor, spatial, linguistic and sequencing skills to create a finished product. Students recognise key features, elements, processes and conventions that they use. They use both traditional and emerging technologies with assistance.

DANCE

Skills, techniques and processes: Students identify and use movement skills, techniques and processes: for example, working with a partner playing mirroring and statue games. They make choices from a given range of dance elements (BEST: Body, Energy, Space and Time), organising them in expressive ways: for example, moving at and between the three spatial levels of low, middle and high in exploring an imaginary environment. They show some control of movement skills and can repeat short action sequences they have created, such as running, jumping and rolling. They learn and perform simple, short dances. They follow safe dance practice as directed, and dress in ways appropriate for safe and effective movement.

Conventions: Students identify, imitate and replicate a range of dance conventions, such as those related to the use of performance space, music, style and presentation. They show awareness of communicating with an audience and differentiate between being 'on stage' and 'off stage'. They follow conventions of performance and audience etiquette with guidance. They recognise the conventions of dance experienced in their community. They recognise and use specific, relevant terminology to talk about their dance works.

Technologies: Students identify a range of dance technologies that may inspire or enhance their dance works and can follow directions about their appropriate use.

DRAMA

Skills, techniques and processes: Students identify and use a range of drama skills, techniques and processes, making choices from a selection of drama elements (role, situation, voice, movement, space and time, language and texts, symbol, audience and dramatic tension), and organising them in expressive ways. They use appropriate diction, tone of voice and choice of language, gesture and movement to interact with others in role. They move comfortably in a structured space and utilise the space appropriately. Students use improvisation to explore role and dramatic structure to shape performance. They learn and perform simple short scripts. They follow safe drama practice as directed and dress in ways appropriate for safe and effective movement.

Conventions: Students identify, imitate and replicate a range of drama conventions such as those related to time and setting. They show awareness of communicating with an audience and differentiate between being 'in role' and 'out of role'. They follow directions regarding performance etiquette and engage in appropriate audience behaviour. They recognise the conventions of drama experienced in their community. They recognise and use specific, relevant terminology to talk about their drama works.

Technologies: Students identify a range of drama technologies and can follow directions about appropriate use. They adapt available materials to create costumes, props, sets and sound effects to enhance performance.

MEDIA

Skills, techniques and processes: Students use media elements codes and conventions (Symbolic, Written, Audio and Technical), and organise them in expressive ways: for example, recording and playing back sound effects to accompany images. They are able to operate some equipment with guidance, such as sound recording technologies.

Conventions: Students identify, imitate and replicate a range of media codes and conventions. They are able to outline a clear beginning, middle and end in their media works: for example, completing a sequence by drawing a missing frame in a comic or storyboard. They recognise the conventions of media experienced in their community. They recognise and use specific, relevant terminology to talk about their media works.

Technologies: Students identify a range of media technologies and can follow directions about appropriate use. They use new and traditional technologies to make media works: for example, video or still cameras.

MUSIC

Skills, techniques and processes: Students identify and use a range of music skills, techniques and processes, making choices from a selection of music elements (duration, pitch, texture, timbre, dynamics, tempo and form) and organise them in expressive ways. They can read, write and play simple scores such as a rhythmic grid that could be turned into an accompaniment to a piece of recorded music. They play an instrument (tuned or non-tuned percussion, recorder, etc.) using a limited range of notes. Students discuss and use simple processes, such as rehearsing a song until all of the words are known. Students identify key features and elements in a piece of music and are able to interpret and apply them in their own compositions: for example, creating a simple waltz rhythm to accompany a song: playing a simple rhythmic introduction: developing movement patterns to match phrases in a chorus.

Conventions: Students identify, imitate and replicate a range of music conventions: for example, they may be able to develop and read simple notation such as self-devised pictorial or symbolic scores. They show awareness of communicating with an audience and differentiate between being 'on stage' or 'off stage'. They follow conventions of performance and audience etiquette with guidance: for example, they can identify appropriate listening behaviour. They recognise the conventions of music experienced in their community. They recognise and use specific, relevant terminology to talk about their music works.

Technologies: Students identify a range of music technologies and can follow directions about appropriate use.

VISUAL ARTS

Skills, techniques and processes: Students use visual arts skills, techniques and processes and the elements of art (line, colour, texture, shape, space, light, form and value) that they have learned under direction: for example, using primary colours to make secondary colours. They select from a range of materials and organise them for particular effects: for example, using differently-textured materials to create varied surfaces for printmaking blocks. They continue to refine their art-making skills, choosing those that are appropriate to the task and experimenting with a given range of materials and techniques.

Conventions: Students identify, imitate and replicate a range of visual art conventions. They recognise the conventions of visual art experienced in their community. They recognise and use specific, relevant terminology to talk about their art works.

Technologies: Students identify a range of visual art technologies and can follow directions about their appropriate use. Students show increasing control of art materials and tools.

3

The student uses a range of specific arts skills, techniques, processes, conventions and technologies in presenting arts works for identified audiences or purposes

At this level

Students use a range of specific skills, techniques, processes, conventions and technologies to create arts works within given structures. Students use relevant arts languages and technologies with guidance to create arts works for identified purposes or audiences.

DANCE

Skills, techniques and processes: Students further develop their proficiency in the use of dance elements (BEST: Body, Energy, Space and Time), for example, embellishing everyday movement through exaggeration of size and direction. They extend their physical skills and show their understanding of correct posture and safe dance. They use contrasting movements, such as travelling at different speeds (galloping, walking, turning). They apply movement skills, techniques and processes with recognisable technique. They use warm-up and rehearsal to prepare for performance and are able to give and accept direction appropriately.

Conventions: Students use a range of dance conventions to create dance works for identified audiences and purposes: for example, they may use choreographic devices such as cannon, repetition, reversal and retrograde. They understand that dance works of different cultures and times have different conventions. They use specific, learned terminology to describe their dance works.

Technologies: Students select particular objects and props from a limited range of choices and apply these appropriately in their dance: for example, discussing, choosing and preparing costumes for a dance event.

DRAMA

Skills, techniques and processes: Students use a range of specific skills, techniques, processes and the elements of drama (role, situation, voice, movement, space and time, language and texts, symbol, audience and dramatic tension) to create drama works within given structures. They use appropriate tone of voice and choice of language in improvisation, speak with clarity, use pace and pitch to indicate mood, and project the voice to suit the performance space. They use gesture, stance and ways of moving to indicate character and interact with others in performance. Students move comfortably in a structured space and arrange and use the space according to the demands of the action.

They interact with others in ways that are consistent with the role undertaken and are able to present stereotypes, 'stock characters' and familiar others. Students use play-building processes, such as role-playing and improvisation, as the basis for developing, preparing and presenting short, but complete scenes for particular purposes. They use improvisation to explore role and make decisions about role and action appropriate to dramatic situations provided by the teacher. They use warm-up and rehearsal to prepare for performance and are able to give and accept direction appropriately. They perform short scripts for particular purposes.

Conventions: Students show awareness of communicating with an audience and use different performance conventions for presenting to different audiences and purposes. They understand that drama works of different cultures and times have different conventions. They use specific, learned terminology to describe their drama works.

Technologies: Students adapt available materials to create costumes, props, sets and sound effects to enhance performance. They follow safe drama practices.

MEDIA

Skills, techniques and processes: Students use media elements, codes and conventions (Symbolic, Written, Audio and Technical), in different combinations to create media works: for example, preparing a simple storyboard with descriptions of shot changes and movement. They identify simple patterns or the use of predictable order in media productions, such as the layout of newspaper pages, the placement of credit sequence and television program formats. Students develop, prepare and present short but yet complete media productions: for example, making a simple plasticine animation, and taking photographs that tell a story or show a sequence, such as a photographic report of a school swimming carnival. They develop skills in writing short scripts, preparing storyboards and operating equipment. Students develop, prepare and present media productions for particular audiences or purposes.

Conventions: Students use a range of media codes and conventions for particular audiences or purposes: for example, they may choose framing, focus and lighting to draw attention to a particular subject in a frame. They understand that different cultures and times have different media conventions: for example, the conventions of presenting narrative in silent movies in the 1920s. They use specific, learned terminology to describe their media works.

Technologies: Students are guided to select from and use a limited range of new and traditional technologies appropriate to a specific media form, such as, radio, video or print: for example, they extend the use of e-mail or use a camera to take a sequence of pictures to communicate instructions and procedures.

MUSIC

Skills, techniques and processes: Students use music elements appropriate to their music through new or established technologies, musical skills, techniques and processes to develop musical works. Students develop proficiency as they select and adapt more complex skills, techniques and processes. They develop, prepare and present music productions for particular audiences or purposes. They use warm-up and rehearsal to prepare for performance and are able to give and accept direction appropriately. They engage in appropriate audience behaviour.

Conventions: Students apply their understanding of the conventions of music and consider specific audiences in their performance preparation. They understand that different cultures and times have different music conventions. They use specific, learned terminology to describe their music works.

Technologies: Students are guided to select from and use a limited range of new and traditional technologies appropriate to a specific music form: for example, they experiment with sound production methods to create a rain forest environmental piece.

VISUAL ARTS

Skills, techniques and processes: Students select, adapt and use a range of arts materials, skills, processes and techniques to create their art works. They understand and use the elements of art (line, colour, texture, shape, space, light, form and value): for example, exploring various colour combinations or types of textural pattern for a textile design.

Conventions: Students apply their understanding of conventions of visual arts, such as numbering an edition of prints or creating proofs in printmaking. They understand that different cultures and times have different visual art conventions. They use specific, learned terminology to describe their art works.

Technologies: Students select and use a limited range of materials and technologies such as photocopying or scanning and computer manipulation to develop their art works: for example, scanning images from magazines or own drawings for poster designs. They create their art works for particular purposes and audiences: for example, designing a colour linoprint for a school art festival poster.

4

The student selects from a range of specific skills, techniques, processes and appropriate technologies in presenting arts works for identified audiences or purposes.

At this level

Students select from a range of specific arts skills, techniques processes and conventions to shape and reshape arts works for given tasks and particular audiences and contexts. They choose appropriate arts language and use available technologies to enhance their arts works. They are aware of health and safety procedures, and production roles and responsibilities.

DANCE

Skills, techniques and processes: Students select and combine dance elements (BEST: Body, Energy, Space and Time), using a range of skills, techniques and processes. They demonstrate techniques specific to one or more genres and select structuring devices to organise movement. They develop their physical competencies (strength, flexibility, coordination and cardiovascular/muscular endurance) through the use of correct technique, both within and across dance genres. They develop safe dance practice, warming up and preparing appropriately for dance, recognising correct movement-specific alignment and using some anatomical terminology. They perform dance works as rehearsed and demonstrate performance ability.

Conventions: Students draw on a range of conventions to present dance works for a variety of audiences and purposes. They follow guidelines to fulfil performance roles. They understand the stylistic traditions and conventions of dance from contemporary Australia and other places and times. They use appropriate terminology to describe their dance works.

Technologies: Students select and use technologies for dance, such as planning and resourcing music or sound. They consider the use of lighting and special effects. They are aware of health and safety procedures, and production roles and responsibilities: for example, they undertake specific roles such as 'front of house' duties with supervision.

DRAMA

Skills, techniques and processes: Students select, combine and shape drama elements (role, situation, voice, movement, space and time, language and texts, symbol, audience and dramatic tension), using a range of skills, techniques and processes when devising and completing drama works. They use appropriate tone of voice and choice of language in improvisation, speak with clarity and use pace, pause, pitch and volume to suit the performance space and enhance dramatic action. They use gesture, stance and ways of moving to indicate relationships, mood and dramatic tension. Students arrange and use the space according to the demands of the action, to indicate relationships and status, and to focus audience attention. They work alone or in groups with teacher guidance. They interact with others in ways that are consistent with the role undertaken and develop consistent and motivated characterisation. Students use observation, research and improvisation to develop characterisation and undertake a range of production roles. They use warm-up and rehearsal to prepare for performance and are able to give and accept direction appropriately.

Conventions: Students show awareness of communicating with an audience and use different performance forms and styles under teacher direction for presenting to different audiences and for different purposes. They show their understanding of the stylistic traditions and conventions of drama from contemporary Australia and other places and times. They use appropriate terminology to describe their drama works.

Technologies: Students design appropriate sets, costumes and props, use lighting and recorded sound under teacher direction to enhance performance. They are aware of health and safety procedures, and production roles and responsibilities: for example, they undertake specific roles such as 'front of house' duties with supervision.

MEDIA

Skills, techniques and processes: Students select, combine and shape media elements, using a range of skills, techniques and processes when devising and completing media works. They work alone or in groups with teacher guidance and are able to deal with a limited range of predictable problems.

Conventions: Students apply and combine codes and conventions (Symbolic, Written, Audio and Technical), to create meaning for familiar audiences. They show their understanding of the stylistic traditions and conventions of media from contemporary Australia and other places and times. They use appropriate terminology to describe their media works.

Technologies: Students select and combine media technologies with guidance: for example, they use available lighting and sound to enhance their productions, employing focus, lighting or framing to draw attention to particular subjects in a frame. They follow production processes alone and collaboratively, participate in decision-making processes and undertake specific roles. They follow health and safety procedures with supervision.

MUSIC

Skills, techniques and processes: Students select, combine and shape music elements (duration, pitch, texture, timbre, dynamics, tempo and form), using a wide range of skills, techniques and processes when devising and completing music works. Students draw on a range of skills to present music for a variety of purposes, considering the needs of the audience. They work alone or in groups with teacher guidance. They use warm-up and rehearsal to prepare for performance and are able to give and accept direction appropriately.

Conventions: Students apply appropriate conventions of genre, structure, texture, timbre, harmony, instrumentation, and the notation of harmony, melody and rhythm: for example, the use of particular instruments or musical characteristics of the baroque period. They show their understanding of the stylistic traditions and conventions of music from contemporary Australia and other places and times. They use appropriate terminology to describe their music works.

Technologies: Students select and use appropriate technical elements, such as available sound enhancement and staging, to enhance their music. They are aware of health and safety procedures, and production roles and responsibilities: for example, they undertake specific roles such as 'front of house' duties with supervision.

VISUAL ARTS

Skills, techniques and processes: Students combine and manipulate the visual art elements and design principles to develop particular effects: for example, using tonal qualities and balance to create a sombre mood in a painting. They combine, adapt and use skills, techniques, processes and conventions to develop and complete visual art works. They choose appropriate media to develop their art works.

Conventions: Students recognise the codes and conventions of studio practice associated with selected visual art forms. They use terminology appropriate to the visual art form. They show their understanding of the stylistic traditions and conventions of visual art from contemporary Australia and other places and times. They use appropriate terminology to describe their art works.

Technologies: Students use a range of media and materials in their art works. They use appropriate available technologies, such as photocopiers, digital cameras and graphics software to develop and enhance their art works. They follow health and safety procedures with supervision.

5

The student combines appropriate arts skills, techniques, processes, conventions and technologies to plan, shape and present arts works for a variety of audiences or purposes.

At this level

Students combine appropriate arts skills, techniques, processes, conventions and technologies effectively in given tasks. They are discriminating in their selection and can combine and adapt skills and techniques to structure arts works in a chosen style, genre or form. Students use processes such as planning, working collaboratively and negotiating with increasing independence. They are able to structure arts works and select appropriate technologies to meet the requirements of a variety of purposes and audiences.

DANCE

Skills, techniques and processes: Students combine dance elements (BEST: Body, Energy, Space and Time), skills, techniques and processes of more than one genre with an appropriate level of physical competency. They use correct movement-specific alignment/experiential anatomy and warm up. They further develop their awareness of the relationship between music and dance, keeping in time and being able to count in, to various tempos. They demonstrate clear technique in one or more dance genres. Students plan, select, structure and modify dance presentations for particular occasions, taking into account factors such as audience, purpose, space, materials and equipment.

Conventions: Students combine appropriate conventions of performance for presenting to specific audiences and purposes. They identify and apply the conventions associated with particular dance genres. They use a range of appropriate terminology to discuss their dance works.

Technologies: Students select appropriate equipment and technologies. They are able to suggest and negotiate ways of combining technical elements to create specific outcomes: for example, they may attempt music/sound editing or research methods of creating specific technical effects. They consider ethical issues, recognising and dealing with potential problems. They undertake production roles and responsibilities and demonstrate their understanding of health and safety procedures.

DRAMA

Skills, techniques and processes: Students combine appropriate elements of drama (role, situation, voice, movement, space and time, language and texts, symbol, audience and dramatic tension), skills, techniques and processes effectively to shape drama works. They use pace, pitch, pause, volume and diction to communicate a range of characters and dramatic action. They use appropriate gesture, stance and ways of moving in a range of styles under teacher direction to indicate character, relationships and dramatic tension and use space to focus audience attention. Students use observation, research, improvisation and consultation with others to develop characterisation and action. They use warm-up, rehearsal and 'polishing' under direction from others to prepare for a performance and are able to undertake collaboratively a range of production roles in ways that are supportive and appropriate.

Conventions: Students use appropriate styles of performance for presenting to specific audiences for specific purposes. They apply the conventions of particular dramatic forms, such as dance drama, ritual, mask and mime. They use a range of appropriate terminology to discuss their drama works.

Technologies: Students design and execute sets, costumes and props that are appropriate to the form and style of the performance and incorporate available lighting and sound to enhance performance. They consider ethical issues, recognising and dealing with potential problems. They undertake production roles and responsibilities and demonstrate their understanding of health and safety procedures.

MEDIA

Skills, techniques and processes: Students structure media representations by organising media elements. They apply appropriate skills, techniques and processes in different media forms. Students develop their understanding of media production processes and apply appropriate skills and techniques. They understand and are able to manipulate point of view and explain how it was done. Students plan, select and modify media productions for particular occasions and audiences, taking into account factors such as purpose, space, materials and equipment and needs of audience.

Conventions: Students show discretion in the selection and application of codes and conventions (Symbolic, Written, Audio and Technical), recognising how they position the audience and help to create a point of view. They identify and apply the conventions associated with particular media forms, styles and genres. They use a range of appropriate terminology to discuss their media works.

Technologies: Students select and apply technologies in ways appropriate to specific purposes. They organise and implement production processes based on their plans. They consider ethical issues, recognising and dealing with problems. They undertake production roles and responsibilities and demonstrate their understanding of health and safety procedures.

MUSIC

Skills, techniques and processes: Students structure music works by organising music elements (duration, pitch, texture, timbre, dynamics, tempo and form) and applying appropriate skills, techniques and processes. Students plan, select, structure and modify music presentations for particular occasions such as themed 'showcases', considering audience, purpose and physical aspects: for example, taking into account differences between the organisation for required inside and outside performance and the difference between 'background music' performance and 'seated audience' performance.

Conventions: Students combine appropriate conventions of performance for presenting to specific audiences and purposes. They select and apply codes and conventions appropriate to subject matter and stylistic aspects of music. They use a range of appropriate terminology to discuss their music works and can convey purpose or interpretation in their own performances.

Technologies: Students research independently alternative methods of creating specific technical effects through experimentation and exposure to a range of technologies. They discriminate between ways of combining available technical elements to create specific outcomes. They consider ethical issues, recognising and dealing with potential problems. They undertake production roles and responsibilities and demonstrate their understanding of health and safety procedures, such as safe 'stage movement', and care for equipment during act changes.

VISUAL ARTS

Skills, techniques and processes: Students combine appropriate visual art elements and design principles while experimenting with materials and processes to create desired effects. They use visual inquiry and show discrimination in their selection of materials, techniques and processes for more complex tasks. They are able to handle a range of predictable problems in a defined range of processes. Students are able to assist with the planning, selection and structure of displays for particular occasions, considering audience and purpose.

Conventions: Students identify and apply the conventions associated with particular visual art forms and styles. They use a range of appropriate terminology to discuss their art works.

Technologies: Students show discrimination and a willingness to experiment with new technologies in their selection of media and materials: for example, developing photographic stencils for silk screening in three colours to print on various surfaces of materials using computer technologies. They recognise and deal with potential problems and follow health and safety procedures carefully.

6

The student applies arts skills, techniques, technologies and processes to specific styles and forms in the development and presentation of arts works.

At this level

Students apply and integrate arts skills, techniques, processes, conventions and technologies to structure arts works in a chosen style, genre or form. They are able to shape their arts works through the integration of arts elements, conventions of styles, genres and forms and understandings about cultural and historical contexts. Students work within specified or chosen frameworks to plan and present their work for different audiences.

DANCE

Skills, techniques and processes: Students integrate the elements of dance (BEST: Body, Energy, Space and Time), to shape dance works. They demonstrate increasing control in applying adapting and modifying skills, techniques and processes in different dance contexts. They implement appropriate technique for genres, demonstrating a proficient level of physical competency. They apply and correct movement-specific alignment/experiential anatomy and initiate safe dance practice. They dance in time with a variety of music time signatures and tempos. They perform dance works with precision, style and intention, engaging with the audience.

Conventions: Students use a range of performance and production styles and conventions for presenting to specific audiences for specific purposes. They apply the conventions of particular dance genres with an understanding of the cultural and historical contexts of those conventions. They apply dance specific terminology.

Technologies: Students plan for the integration of technical aspects in their dance works: for example, they may use computer programs or multi-media equipment to incorporate projected images in their dance works. They fulfil production roles and are able to handle unpredictable problems in a defined range of processes, engaging at all times in safe practice and showing their understanding of ethical issues.

DRAMA

Skills, techniques and processes: Students integrate the elements of drama (role, situation, voice, movement, space and time, language and texts, symbol, audience and dramatic tension) to shape drama works. They demonstrate increasing control in applying adapting and modifying skills, techniques and processes in different drama contexts. They are able to handle unpredictable problems in a defined range of processes. Students use voice and body and space with flexibility and control in a range of performance styles to indicate character, status, relationships, dramatic tension and sub-text and to focus audience attention. Students use observation, research, improvisation and consultation with others to interpret, develop and present performance and production.

Conventions: Students use a range of performance and production styles and conventions for presenting to specific audiences for specific purposes. They apply the conventions of particular drama forms, styles and genres with an understanding of the cultural and historical contexts of those conventions. They apply drama-specific terminology.

Technologies: Students design and execute sets, costumes, props, lighting and sound appropriate to the form and style of the performance. They are able to handle unpredictable problems in a defined range of processes, engaging at all times in safe practice and showing their understanding of ethical issues.

MEDIA

Skills, techniques and processes: Students integrate media skills, techniques and processes to shape media works. They demonstrate increasing control in applying adapting and modifying skills, techniques and processes in different production contexts. They are able to handle unpredictable problems in a defined range of processes.

Conventions: Students select purposefully and integrate codes and conventions (Symbolic, Written, Audio and Technical), appropriate to a particular style, recognising how processes of selection, omission and emphasis enable different meanings and viewpoints to be constructed. They apply media-specific terminology.

Technologies: Students work collaboratively during production, fulfilling allocated roles competently: they monitor their progress, manage time and resources effectively and adjust production processes to overcome any difficulties encountered. They show their understanding of ethical issues and engage at all times in safe practice.

MUSIC

Skills, techniques and processes: Students apply and integrate music skills, techniques and processes to shape music works. They demonstrate increasing control in applying, adapting and modifying skills, techniques and processes in different music contexts: for example, traditional 'period-sensitive' performances of classical sonata form pieces or thoughtful and reasoned but less-conventional versions of the same. They are able to handle unpredictable problems in a defined range of processes, such as extension or shortening of a performance piece to accommodate accompanying acting or formal proceedings.

Conventions: Students show discrimination in the integration of a range of performance and production codes and conventions for presenting to specific audiences for specific purposes, such as the addition of a second pause in baroque dance suite pieces to accommodate 'bowing' to dance partner. They apply the conventions of particular forms and styles with an understanding of the cultural and historical contexts of those conventions, such as acoustic considerations faced by nineteenth century chamber music performers. They apply music-specific terminology to all interpretations and public performances.

Technologies: Students demonstrate an understanding of the group processes in music production and undertake production roles and responsibilities as required, with the ability to work as both part of a team and as a leader of a production team. They are able to handle unpredictable problems, such as loss of stage power, lighting or absence of fellow musicians, using a defined range of processes, engaging at all times in safe practice.

VISUAL ARTS

Skills, techniques and processes: Students apply and integrate visual art elements and design principles to shape, adapt and modify art works. They demonstrate increasing control in applying, adapting and modifying skills, techniques and processes in a diverse range of contexts. They extend and integrate visual inquiry and apply more selective discernment in their use of materials. They work within several visual art forms to manipulate techniques and processes across these contexts. In consultation with others, they are able to plan and structure an art exhibition or display for a specified occasion, considering audience and purpose.

Conventions: Students select and integrate visual language. They apply the art conventions appropriate to particular forms and styles, with an understanding of the cultural and historical contexts of those conventions. They apply visual art-specific terminology.

Technologies: Students integrate the expressive properties of a range of traditional and new technologies and media. They are able to handle unpredictable problems in a defined range of processes, engaging at all times in safe practice and showing their understanding of ethical issues.

7

The student uses a repertoire of skills, techniques, processes and appropriate technology and demonstrates the interrelationship between technical competence and the expressive qualities of the arts.

At this level

Students control a diverse range of skills, techniques, processes, conventions and technologies to structure arts works in chosen styles or forms. They experiment with and apply a wide range of elements, conventions, forms and styles to demonstrate their technical competence and realise the expressive qualities of their arts forms. They use their skills and knowledge to present their works in ways that evoke intended audience responses.

DANCE

Skills, techniques and processes: Students extend their capacity to control and modify skills, techniques and processes, transferring knowledge and skills appropriate to the chosen context. Students apply techniques across genres and styles, employing a variety of strategies to reproduce complex movement sequences. They employ muscle memory and experiential anatomy to refine movement and technique. They demonstrate physical competencies appropriate to genre and style. They use movement-specific alignment/experiential anatomy consistently for safety and efficiency. They are able to dance in time with the music or through it in a variety of tempos and syncopated rhythms. They are competent in all areas of performance, realising the expressive qualities of dance.

Conventions: Students show consistent understanding of dance conventions. creating meaning, values and/or viewpoints for specific audiences. They control a range of performance styles and forms for presenting dance in ways that evoke intended audience response. They apply appropriate terminology.

Technologies: Students prepare for performances and use technologies efficiently. They negotiate with others and fulfil production roles responsibly. They modify their plans in response to feedback or identified problems. They monitor and manage their time efficiently and show a mature attitude toward ethical responsibilities.

DRAMA

Skills, techniques and processes: Students extend their capacity to control and modify a diverse range of skills, techniques and processes, transferring knowledge and skills appropriate to the chosen context. They use a wide range of vocal techniques, gesture, stance and ways of moving in a variety of styles to communicate text and sub-text in performance. They use the space creatively, integrating movement, juxtaposition, set and venue features. Students use observation, research, improvisation and consultation with others to develop performance and production.

Conventions: Students show consistent understanding of drama conventions that create meaning, values and/or viewpoints for specific audiences. They control a range of performance styles and forms for presenting to specific purposes. They apply appropriate terminology.

Technologies: Students prepare for performances and use technologies efficiently. They negotiate with others and fulfil production roles responsibly. They design and execute sets, costumes, props, lighting and sound that support the communication of text and sub-text in production, and incorporate a range of technologies where appropriate. They modify their plans in response to feedback or identified problems. They monitor and manage their time efficiently and show a mature attitude toward ethical responsibilities.

MEDIA

Skills, techniques and processes: Students extend their capacity to control and modify a diverse range of skills, techniques and processes, transferring knowledge and skills appropriate to the chosen context.

Conventions: Students show consistent understanding of codes and conventions (Symbolic, Written, Audio and Technical), and processes of selection and omission, emphasis and ordering to construct more complex media works that create meaning, values and/or viewpoints for specific audiences. They apply appropriate terminology.

Technologies: Students negotiate with others and fulfil specialised production roles responsibly. They modify their plans in response to feedback or identified problems. They monitor and manage their time efficiently and show a mature attitude toward ethical responsibilities.

MUSIC

Skills, techniques and processes: Students extend their capacity to control and modify a diverse range of skills, techniques and processes, transferring knowledge and skills appropriate to the chosen context, such as in the sensitive use of rubato to sight-reading examples or dynamic contrast over self-interpreted works. They apply their knowledge of music language and a wide range of elements, structures and conventions to produce expressive music, such as the addition of slow introductions or improvised cadenzas or solos to pieces.

Conventions: Students show consistent understanding of music codes and conventions, creating meaning, values and/or viewpoints for specific audiences, such as performing festival pieces in a shopping centre and performing them before a festival audience, and selecting appropriate repertoire for performances. Students control a range of performance styles and forms for presenting for specific purposes: for example, the addition of liturgical elements to a mass or church service as opposed to concert presentations of the same. They apply appropriate traditional and self-devised terminology given a range of conventional variables.

Technologies: Students negotiate with others and fulfil performance/ production roles responsibly, demonstrating both leadership and teamwork. They modify their plans in response to feedback or identified problems through reflection and rehearsal. They monitor and manage their time efficiently and show a mature attitude toward ethical responsibilities, modelling these elements appropriately to younger or less-experienced students.

VISUAL ARTS

Skills, techniques and processes: Students extend their capacity to control and modify a diverse range of skills, techniques and processes, transferring knowledge and skills appropriate to the chosen contexts and art form. They employ a wide range of inquiry styles and experimental media. They use discernment consistently in a sophisticated manner to realise the expressive qualities of their art form. They use their skills and knowledge to present their work in ways that evoke intended audience responses.

Conventions: Students show consistent understanding of visual art conventions, creating meaning, values and/or viewpoints for specific audiences. Students may adopt or overturn traditional conventions of visual art practice. They employ a range of appropriate terminology to discuss their work.

Technologies: Students demonstrate their control of a range of visual art media and technologies. They modify their plans in response to feedback or identified problems. They monitor and manage their time efficiently and show a mature attitude toward ethical responsibilities.

8

The student manipulates an extensive range of skills, techniques, technologies and processes and integrates them with the technical and structural elements of a chosen form of expression.

At this level

Students manipulate an extensive range of skills, techniques, processes, conventions and technologies to create unique arts works informed by their knowledge of styles, genres and forms. They integrate the technical and structural elements appropriate to their arts form. Students demonstrate independence and sensitivity in the ways they adapt arts processes. They show an extensive knowledge of the conventions of producing and presenting arts works and are able to use them in imaginative and innovative ways to prepare their works for specific purposes or audiences.

DANCE

Skills, techniques and processes: Students manipulate an extensive range of skills, techniques and processes, transferring their knowledge of them across genres. They reproduce complex sequences and execute their dance with technical proficiency and personal style. They apply and transfer movement-specific alignment/experiential anatomy through all movement practice. They integrate appropriate warm-up and cool down, using their knowledge of anatomy/physiology/biomechanics as a basis for safe dance practice. They demonstrate enhanced physical competencies and musicality, dancing through the music and 'filling out' the music. They are proficient in all areas of performance, displaying control and knowledge of expressive qualities, maximising their level of performance and engaging with audience to evoke the intended response.

Conventions: Students show an extensive knowledge of the conventions of producing and presenting dance works and are able to use them in imaginative and innovative ways to prepare their works for specific purposes or audiences. They control dance language.

Technologies: Students resource and operate technologies that contribute to the overall intention, style or interpretation of their dance work, often using them in imaginative ways. They demonstrate proficiency and consistent responsibility when implementing, managing and monitoring production processes to achieve a quality product. They demonstrate independence, confidence and sensitivity when working with others.

DRAMA

Skills, techniques and processes: Students manipulate and integrate an extensive range of performance and production techniques to communicate text and sub-text in drama. Students integrate observation, research, improvisation and consultation with others to develop performance and production.

Conventions: Students show an extensive knowledge of the conventions of producing and presenting drama works and are able to use them in imaginative and innovative ways to prepare their works for specific purposes or audiences. They integrate and manipulate a range of performance styles and forms that are appropriate to text and context. They control drama language.

Technologies: Students use available stagecraft resources to support imaginatively the form, style, intention and interpretation of their drama. They design and execute sets, costumes and props, integrate lighting and sound with design to support the communication of text and sub-text in production. They incorporate technologies from other arts and communication areas where appropriate. They demonstrate proficiency and consistent responsibility when implementing, managing and monitoring production processes to achieve a quality product. They demonstrate independence, confidence and sensitivity when working with others.

MEDIA

Skills, techniques and processes Students demonstrate proficiency in experimenting, manipulating and extending the potential of media skills, techniques and processes, making informed judgments and achieving quality products.

Conventions: Students demonstrate depth and breadth of understanding in selecting and manipulating media codes and conventions (Symbolic, Written, Audio and Technical), to produce innovative or extended media works that may endorse or challenge particular values and ideologies. They control media language.

Technologies: Students manipulate and extend the expressive potential of media technologies. They demonstrate proficiency and consistent responsibility when implementing, managing and monitoring production processes to achieve a quality product. They demonstrate independence, confidence and sensitivity when working with others.

MUSIC

Skills, techniques and processes: Students demonstrate proficiency in the manipulation of the complete range of skills, techniques and processes to achieve a professional standard. They control elements such as duration, tempo, melody or texture without prompting to create personal meaning for audiences in a wide range of settings. They perform comfortably and with a level of efficacy capable of being detected by their audiences.

Conventions: Students show depth and breadth of understanding in selecting and manipulating music language, structures and conventions. They apply them in imaginative and innovative ways to prepare music for specific purposes or audiences, such as the preparation of an emotive but suitable farewell musical performance for leaving Year 12 students or the addition of incidental music to a primary school play. They control music language and can translate conventional language to a range of performances and settings.

Technologies: Students manipulate and extend the expressive potential of music technologies: for example, using technological effects, sampling and lighting to enhance compositions through partnership rather than as 'stand-alone' elements. They demonstrate proficiency and consistent responsibility when implementing, managing and monitoring production processes to achieve a quality product. They demonstrate independence, confidence and sensitivity when working with others, creating roles for other team members, delegating duties equitably and modelling best practice to others.

VISUAL ARTS

Skills, techniques and processes: Students demonstrate proficiency in the manipulation of an extensive range of skills, techniques and processes to create art works that are a synthesis of technical expertise, personal style and detailed contextual knowledge. They control an extensive range of inquiry processes that are informed by a broad understanding of styles, techniques and forms. They use innovative strategies to solve a range of complex problems across art forms in an imaginative and individual way. They prepare their art works for a broad range of audiences to a professional standard.

Conventions: Students show an extensive knowledge of art conventions in the production of art works and are able to use them in innovative, imaginative, skilful and coherent ways. They control visual art language.

Technologies: Students manipulate and extend the expressive potential of a wide range of visual art technologies, matching them to form, ideas and intended function. They are able to take curatorial responsibility for all aspects of exhibitions, completing tasks such as framing, mounting, hanging and lighting. They demonstrate independence, confidence and sensitivity when working with others.

The Arts > Arts Responses



F

The student responds to sensory experiences: auditory, visual, tactile and/or kinaesthetic.

DANCE

Students attend and respond to sensory experiences in the arts. They explore a range of dance stimuli: for example, they remain quiet and orientated during a dance performance or focus on a dance video. They respond in individual ways: for example, they move or sway to the music or clap at a performance. They express likes and dislikes of dance experiences: for example, they bring a dance video to the teacher to be played or choose not to dance. They express preferences for arts forms by initiating interaction with some forms over others, such as choosing to watch a dance when given free time.

DRAMA

Students attend and respond to sensory experiences in the arts. They explore a range of drama stimuli: for example, they remain quiet and orientated during a drama performance or point to a performer in a play or movie. They respond in individual ways: for example, they become animated at a performance or replicate a voice or action they have seen. They express likes and dislikes of drama experiences: for example, they choose a favourite character to focus on or turn their head away. They express preferences for arts forms by initiating interaction with some forms over others, such as choosing to act and play when given free time.

MEDIA

Students attend and respond to sensory experiences in the arts. They explore a range of media stimuli: for example, they focus on a media presentation. They respond in individual ways: for example, they pose for a photo or vocalise and gesture for a video camera. They express likes and dislikes of media experiences: for example, they smile at a photo or choose a favourite video. They express preferences for arts forms by initiating interaction with some forms over others, such as choosing to interact and observe media productions when given free time.

MUSIC

Students attend and respond to sensory experiences in the arts. They explore a range of music stimuli: for example, they remain quiet to listen to music or focus on a performance. They respond in individual ways: for example, they hum to music or become animated when a song begins to play. They express likes and dislikes of music experiences: for example, they choose a song or cover ears when a particular instrument is played. They express preferences for arts forms by initiating interaction with some forms over others, such as choosing to listen to music when given free time.

VISUAL ARTS

Students attend and respond to sensory experiences in the arts. Students explore a range of visual arts stimuli: for example, they fixate on a fibre optic torch or attend to a painting. They respond in individual ways: for example, they smile or point to a piece of visual art or change facial expressions when their hand is placed in paint. They express likes and dislikes of visual art experiences: for example, they choose a particular material, touch a smooth sculpture repeatedly or withdraw their hand from a particular texture. They express preferences for art forms by initiating interaction with some forms over others, such as choosing to look at pictures or sculptures when given free time.

1

The student engages with and responds to own arts activities and the arts works of others and understands that there may be a range of different responses.

At this level

Students respond to their own arts works and those of others in a spontaneous way. With teacher guidance, they identify some distinguishing features and recognise examples of different arts forms in the community and in their own lives, using given arts terminology. They are aware that there may be a range of different responses to the arts works they have experienced.

DANCE

Responding: Students respond to dance in a variety of spontaneous, direct and personal ways, making connections between dance and their own experiences: for example, they say, 'At my auntie's wedding we danced'. They also comment on their dance experiences, identifying applicable elements and conventions with teacher guidance, describing them in simple, direct ways including given dance terminology: for example, when describing the dancers' movements, they say, 'They went point, step, point. Then they did lots of skips and some leaps'.

Reflecting: Students reflect on their dance activities and experiences, using given frameworks and a variety of forms such as annotated drawings or paintings. They describe how they made their dance, what it was about and how they felt when they performed for others.

Evaluating: Students make subjective evaluations of their own and others' dance. They use descriptive words and given dance-specific terminologies to articulate their personal preferences and feelings about particular features. They are aware that there may be a range of different responses to the dance works they have experienced.

DRAMA

Responding: Students respond to drama in a variety of spontaneous, direct and personal ways, making connections between the drama and their own experiences: for example, talking about the funny, sad or scary parts of a play they have seen. They comment on their drama experiences, identifying applicable elements and conventions with teacher guidance: for example, talking about the story, characters, settings, costumes, lighting and special effects. They describe drama works in direct ways and use given drama terminology.

Reflecting: Students reflect on their drama activities. They describe how they made their drama, what it was about and how they felt when they performed for others. They record their drama activities and experiences, using given frameworks and a variety of forms, such as annotated drawings about their play, costume designs or taped discussions about their drama processes.

Evaluating: Students make subjective evaluations of their own and others' drama. They use descriptive words and given drama-specific terminology to articulate their personal preferences and feelings about particular features. They are aware that there may be a range of different responses to the drama works they have experienced.

MEDIA

Responding: Students respond to media works in a variety of spontaneous, direct and personal ways, making connections between the media work and their own experiences: for example, talking about films, videos or video games they have experienced. They comment on their media experiences, with teacher guidance, identifying applicable elements and conventions, describing them in direct ways using descriptive words and given media terminology, for example, identifying favourite media characters in posters, advertisements, television and film and describing actions typical of those characters, they say, 'Astroboy is very strong but he has a kind voice'.

Reflecting: Students reflect on their media activities. They describe how they made their media work, what it was about and how they felt when others experienced it. They record their media activities and experiences, using given frameworks and a variety of forms such as photographs, taped discussions, annotated drawings or paintings.

Evaluating: Students make subjective evaluations of their own and others' media works. They use descriptive words and given media-specific terminology to articulate their personal preferences and feelings about particular features. They are aware that there may be a range of different responses to the drama works they have experienced: for example, 'My friends laughed and clapped when the super-mouse fell down but I thought it was scary.'

MUSIC

Responding: Students respond to music in a variety of spontaneous, direct and personal ways, making connections between the music and their own experiences: for example, responding to music through other art forms such as role playing, movement or painting. They comment on their music experiences, such as popular songs, the national anthem or theme music for television programs. They identify applicable elements and conventions with teacher guidance and describe them in direct ways using given music terminology, for example, beat, sound/silence, loud/soft, march/lullaby and conductor.

Reflecting: Students reflect on their music experiences. They describe how they made their music and what it was about and how they felt when they performed for others. They record their music activities and experiences, using given frameworks and a variety of forms such as annotated drawings or paintings.

Evaluating: Students make subjective evaluations of their own and others' music. They use descriptive words such as fast/slow and high/low and given music-specific terminology to articulate their personal preferences and feelings about particular features. They are aware that there may be a range of different responses to the music works they have experienced.

VISUAL ARTS

Responding: Students respond to visual art in a variety of spontaneous, direct and personal ways, making connections between the visual art and their own experiences: for example, identifying art at home such as patterns on fabric, photographs on calendars, mobiles or paintings. They comment on their visual art experiences, identifying specific elements and conventions, describing them in direct ways and given visual art-specific terminology, for example, describing the colours, shapes and textures in a mural or other art works in terms of the emotions evoked, such as 'happy sunny colours', 'angry patterns' or 'dark, scary shapes'.

Reflecting: Students reflect on their own visual art experiences. They list or describe how they made their art works, talking about the techniques, processes and materials they have used. They record their art activities and experiences, using given frameworks and a variety of forms such as drawing, writing or speaking about their art works.

Evaluating: Students make subjective evaluations of their own and others' visual art. They use descriptive words and given art-specific terminology to articulate their personal preferences and feelings about particular features. They are aware that there may be a range of different responses to the art works they have experienced.

2

The student makes observations about features and elements of own arts works and those of others and uses given frameworks in making responses.

At this level

Students respond to their own arts works and those of others using given frameworks to shape their responses and to recognise similarities and differences in arts elements. Their focus is on the personal but will include some objective responses. They recognise and use relevant arts terminology. They share their responses and listen to and talk about the preferences of others.

DANCE

Responding: Students respond to dance experiences using a range of simple given frameworks, a variety of forms and learned dance-specific terminology. Their responses reflect personal feelings and include descriptions of suitable features and elements of dance, identifying similarities and differences between them, for example, describing and commenting on features such as costumes, steps or music and elements such as steps, levels and lines. They participate in discussion of dance experiences, both informally and under direction, listening to the observations of others and offering their own.

Reflecting: Students reflect on the processes they use and observe, describing their feelings about their work, giving reasons for their choices. They keep a record of dance experiences, using given frameworks to identify specific elements and features of their own dance and the dance of others: for example, describing the structure and dance elements used in own or others' performance and discussing what was effective and what could be improved.

Evaluating: Students use given frameworks to make evaluative observations that are supported by reference to dance-specific features. They accept the observations of others and recognise that dance works are created for a range of purposes: for example, the Maori Haka dance, Cambodian classical dance and Aboriginal ceremonial dance.

DRAMA

Responding: Students respond to drama experiences using a range of simple given frameworks, a variety of forms and learned drama-specific terminology. Their responses reflect personal feelings and include descriptions of suitable features and elements of drama, identifying similarities and differences between them: for example, describing the technical elements of a particular performance, such as costumes, makeup, lighting, sound effects and set design. They participate in discussion of drama experiences, both informally and under direction, listening to the observations of others and offering their own.

Reflecting: Students reflect on the processes they use and observe, describing their feelings about their work, giving reasons for their choices. They keep a record of drama experiences, using given frameworks to identify specific elements and features of their own drama and the drama of others: for example, they describe the structure and drama elements used in own or others' performance and discuss what was effective and what could be improved.

Evaluating: Students use given frameworks to make evaluative observations that are supported by reference to drama-specific features: for example, outlining the good parts of a performance and identifying the features or elements that might be improved. They accept the observations of others and recognise that drama works are created for a range of purposes, such as entertainment, advertising or the maintenance of cultural traditions.

MEDIA

Responding: Students respond to media experiences using a range of simple given frameworks, a variety of forms and learned media-specific terminology. Their responses reflect personal feelings and include descriptions of suitable features and elements of media works, identifying similarities and differences between them: for example, they can distinguish one shot from the next and identify that they are placed in a particular sequence to create meaning. They participate in discussion of media experiences, both informally and under direction, listening to the observations of others and offering their own.

Reflecting: Students reflect on the processes they use and observe, describing their feelings about their work and giving reasons for their choices. They keep a record of media experiences, using given frameworks to identify specific elements and features of their own media works and the media works of others.

Evaluating: Students use given frameworks to make evaluative observations that are supported by reference to media-specific features: for example, talking about what looks or sounds good and what works. They accept the observations of others and recognise that media works are created for a range of purposes, such as promotion or advertising, the recording of special events or entertainment.

MUSIC

Responding: Students respond to music experiences using a range of simple given frameworks, a variety of forms and learned music-specific terminology. Their responses reflect personal feelings and include descriptions of suitable features and elements of music, identifying similarities and differences: for example, talking about the structure of songs – introduction, verse and chorus, or listening to music that tells a story and linking the characters to particular instruments or melodies. They participate in discussion of music experiences, both informally and under direction, listening to the observations of others and offering their own.

Reflecting: Students reflect on the processes they use and observe, describing their feelings about their work and giving reasons for their choices. They keep a record of music experiences, using given frameworks to identify specific elements and features of their own music works and the music works of others.

Evaluating: Students use given frameworks to make evaluative observations that are supported by reference to music-specific features. They accept the observations of others and recognise that music works are created for a range of purposes: for example, music from own and other cultures such as Aboriginal, jazz or hip hop.

VISUAL ARTS

Responding: Students respond to visual art experiences using a range of simple given frameworks, a variety of forms and learned visual art-specific terminology. Their responses reflect personal feelings and include descriptions of suitable features and elements of visual art, identifying similarities and differences between them. They participate in discussion of visual art experiences, both informally and under direction, listening to the observations of others and offering their own: for example, talking about what they see, how the art work has been constructed, why it might have been made and how they feel about it.

Reflecting: Students reflect on the processes they use and observe, describing their feelings about their work and giving reasons for their choices. They keep a record of visual art experiences, using given frameworks to identify specific elements and features of their own art works and the art works of others.

Evaluating: Students use given frameworks to make evaluative observations that are supported by reference to visual art-specific features such as colour, line, patterns, materials, construction and style. They accept the observations of others and recognise that visual arts works are created for a range of purposes, such as to inform, to give pleasure, to be functional or to express ideas and values.

3

The student makes objective observations about key features and processes in the development and presentation of arts works, recognises patterns in arts works, and uses terminology and given frameworks in making responses.

At this level

Students respond to their own arts works and those of others, using given critical frameworks to shape their responses and to identify key features and patterns within and between arts works. They use some specific learned terminology to express their ideas. They reflect on and evaluate their arts experiences, share their responses and consider the responses of others, accepting that there may be differences.

DANCE

Responding: Students respond to dance works and experiences using given critical frameworks and specific learned terminology to identify, describe and compare the ways in which key features and elements of dance have been used to express ideas, feelings and purpose: for example, they can identify the different components of a dance, such as the number and organisation of dancers, kinds of movement and spatial configurations, music, costumes, makeup, props and lighting. They share their observations and listen to and talk about the observations of others.

Reflecting: Students record and reflect on the processes and choices used when making their own dance works and identify the features, forms and conventions observed in the dance of others, relating them to elements of their own work: for example, discussing the spatial configurations and shapes in their dance and explaining why and how they have used them.

Evaluating: Students use given criteria to support their judgements about the effectiveness of their own and others' dance, with reference to purpose and specific features, such as performance qualities, use of space and levels, theme and choice of music. They take into account the observations of others and identify a range of factors that can affect their own and others' evaluations.

DRAMA

Responding: Students respond to drama works and experiences using given critical frameworks and specific learned terminology to identify, describe and compare the ways in which key features and elements of drama have been used to express ideas, feelings and purpose. They share their observations and listen to and talk about the observations of others.

Reflecting: Students record and reflect on the processes and choices used when making their own drama works and identify the features, forms and conventions observed in the drama of others, relating them to elements of their own work: for example, reflecting on the processes of drama, such as group discussions, play-building choices, rehearsals and performance in journal entries or video diaries.

Evaluating: Students use given criteria to support their judgements about the effectiveness of their own and others' drama, with reference to purpose and specific features, such as vocal and movement qualities, use of space, design, script and technical aspects. They take into account the observations of others and identify a range of factors that can affect their own and others' evaluations.

MEDIA

Responding: Students respond to media works and experiences using given critical frameworks and specific learned terminology to identify, describe and compare the ways in which key features and elements of media have been used to express ideas, feelings and purpose: for example, they can identify codes and conventions used for chase sequences through viewing a variety of film examples. They share their observations and listen to and talk about the observations of others.

Reflecting: Students record and reflect on the processes and choices used when making their own media works and identify the features, forms and conventions observed in the media works of others, relating them to elements of their own work: for example, recording group decision-making processes about soundtrack choices in a journal or video diary.

Evaluating: Students use given criteria to support their judgements about the effectiveness of their own and others' media works, with reference to purpose and specific features. They take into account the observations of others and identify a range of factors that can affect their own and others' evaluations.

MUSIC

Responding: Students respond to music works and experiences using given critical frameworks and specific learned terminology to identify, describe and compare the ways in which key features and elements of music have been used to express ideas, feelings and purpose: for example, they can identify features of different styles of music such as rock 'n' roll, Australian folk music or pop through instruments, rhythms or mood. They share their observations and listen to and talk about the observations of others.

Reflecting: Students record and reflect on the processes and choices used when making their own music works and identify the features, forms and conventions observed in the music of others, relating them to elements of their own work.

Evaluating: Students use given criteria to support their judgements about the effectiveness of their own and others' music, with reference to purpose and specific features, such as the use of background music to create mood and atmosphere in a film, news presentation or advertisement. They take into account the observations of others and identify a range of factors that can affect their own and others' evaluations.

VISUAL ARTS

Responding: Students respond to visual art works and experiences using given critical frameworks and specific learned terminology to identify, describe and compare the ways in which key features and elements of visual art have been used to express ideas, feelings and purpose: for example, they can use visual art terminology to respond to the ways that particular elements have been arranged in a viewed art work. They share their observations and listen to and talk about the observations of others.

Reflecting: Students record and reflect on the processes and choices used when making their own visual art works and identify the features, forms and conventions observed in the visual art of others, relating them to elements of their own work: for example, discussing the structures, shapes and forms used in a 3D art work.

Evaluating: Students use given criteria to support their judgements about the effectiveness of their own and others' visual art, with reference to purpose and specific features. They take into account the observations of others and identify a range of factors that can affect their own and others' evaluations.

4

The student responds to and reflects on features and conventions in the development and presentation of arts works and activities, makes relationships within arts works and recognises that there is a range of other points of view.

At this level

Students respond to their own arts works and those of others, recognising and describing the relationships between arts elements, skills, processes, contexts and conventions in arts works using appropriate terminology and given frameworks. They distinguish between subjective and objective responses, use them in appropriate ways and respect the responses of others. They use reflection to inform their arts practices and processes.

DANCE

Responding: Students respond to dance in an informed way, using given frameworks and appropriate dance terminology to describe similarities, differences and distinguishing features of specific dance forms and styles from a range of cultural and historical contexts. They identify patterns in dance works, making comparisons and connections between the elements, skills, processes and conventions and the ways in which these communicate concepts or themes to suit a range of purposes.

Reflecting: Students record and categorise observations of their own dance and that of others. They reflect critically on their choices of components, structure and concept and consider alternative approaches to their creation and presentation. They accept direction from others, where appropriate, to interpret and enhance dance works.

Evaluating: Students identify successful and unsuccessful use of the elements of dance in their own and others' dance presentations, using given frameworks and specific terminology. They evaluate their dance experiences in an informed way. With guidance, they identify the values, underlying knowledge and ideas in dance works and are aware of the effect of their own values and attitudes on their responses. They critique dance works in terms of relevance to themselves and others.

DRAMA

Responding: Students respond to drama in an informed way, using given frameworks and appropriate drama terminology to describe similarities, differences and distinguishing features of specific drama forms and styles from a range of cultural and historical contexts. They identify patterns in drama works, making comparisons and connections between the elements, skills, processes and conventions and the ways in which these communicate concepts or themes to suit a range of purposes.

Reflecting: Students record and categorise observations of own drama and that of others. They reflect critically on their choices of components, structure and concept, and consider alternative approaches to their creation and presentation. They accept direction from others, where appropriate, to interpret and enhance drama works.

Evaluating: Students identify successful and unsuccessful use of the elements of drama in own and others' drama presentations, using given frameworks and specific terminology. They evaluate their drama experiences in an informed way. With guidance, they identify the values, underlying knowledge and ideas in drama works and are aware of the effect of their own values and attitudes on their responses. They critique drama works in terms of relevance to themselves and others.

MEDIA

Responding: Students respond to media works in an informed way, using given frameworks and appropriate media terminology to describe similarities, differences and distinguishing features of specific media forms and styles from a range of cultural and historical contexts. They identify patterns in media works, making comparisons and connections between the elements, skills, processes and conventions and the ways in which these communicate concepts or themes to suit a range of purposes.

Reflecting: Students record and categorise observations of their own media works and those of others. They reflect critically on their choices of components, structure and concept, and consider alternative approaches to their creation and presentation. They accept direction from others, where appropriate, to interpret and enhance media works.

Evaluating: Students identify successful and unsuccessful use of the elements of media in their own and others' media presentations, using given frameworks and specific terminology. They evaluate their media experiences in an informed way. With guidance, they identify the values, underlying knowledge and ideas in media works and are aware of the effect of their own values and attitudes on their responses. They critique media works in terms of relevance to themselves and others.

MUSIC

Responding: Students respond to music in an informed way, using given frameworks and appropriate music terminologies to describe similarities, differences and distinguishing features of specific music forms and styles from a range of cultural and historical contexts. They identify patterns in music works, making comparisons and connections between the elements, skills, processes and conventions and the ways in which these communicate concepts or themes to suit a range of purposes.

Reflecting: Students record and categorise observations of their own music and that of others. They reflect critically on their choices of components, structure and concept, and consider alternative approaches to their creation and presentation. They accept direction from others, where appropriate, to interpret and enhance music works.

Evaluating: Students identify successful and unsuccessful use of the elements of music in their own and others' music presentations, using given frameworks and specific terminology. They evaluate their music experiences in an informed way. With guidance, they identify the values, underlying knowledge and ideas in music works and are aware of the effect of their own values and attitudes on their responses. They critique music works in terms of relevance to themselves and others.

VISUAL ARTS

Responding: Students respond to visual art in an informed way, using given frameworks and appropriate terminology to describe similarities, differences and distinguishing features of specific visual art forms and styles from a range of cultural and historical contexts. They identify patterns in art works, making comparisons and connections between the elements, skills, processes and conventions and the ways in which these communicate concepts or themes to suit a range of purposes.

Reflecting: Students record and categorise observations of their own visual art and that of others. They reflect critically on their choices of components, structure and concept, and consider alternative approaches to their creation and presentation. They accept direction from others, where appropriate, to interpret and enhance art works.

Evaluating: Students identify successful and unsuccessful use of the elements of visual art in their own and others' visual art works, using given frameworks and specific terminology. They evaluate their visual art experiences in an informed way. With guidance, they identify the values, underlying knowledge and ideas in visual art works and are aware of the effect of their own values and attitudes on their responses. They critique art works in terms of relevance to themselves and others.

5

The student uses arts terminology to describe, analyse, evaluate and express informed opinions about arts works and activities and the relationships between them.

At this level

Students give a considered response to arts works using formal processes to describe, analyse, interpret and evaluate elements, skills, processes, contexts and conventions. They identify similarities and differences between arts works from different cultures and times and recognise the way meaning is communicated. They use a range of appropriate terminology to express informed opinions about arts works. They reflect on their own arts works and processes, considering alternative approaches and identifying key decisions.

DANCE

Responding: Students give a considered response to dance works, using appropriate terminology, formal processes and given frameworks. They describe and interpret dance works from their own and other times and cultures, identify a range of genres, forms and styles and recognise similarities, differences and relationships between them.

Reflecting: Students describe and analyse their choices and maintain a structured and purposeful record, in a range of formats describing, categorising and expanding observations of own and others' work using dance-specific terminology.

Evaluating: Students make reasoned judgements about their own dance works and the works of others based on given criteria, the opinions of others and their own experiences. They evaluate the effectiveness of their own and others' dance in relation to purpose. They consider the cultural context and the interrelationship between the attitudes and values of dance artists and audiences.

DRAMA

Responding: Students give a considered response to drama works using appropriate terminology, formal processes and given frameworks. They describe and interpret drama works from their own and other times and cultures, identify a range of genres, forms and styles and recognise similarities, differences and relationships between them.

Reflecting: Students describe and analyse their choices and maintain a structured and purposeful record, in a range of formats describing, categorising and expanding observations of own and others' work using drama-specific terminology.

Evaluating: Students make reasoned judgements about their own drama works and the works of others based on given criteria, the opinions of others and their own experiences. They evaluate the effectiveness of their own and others' drama in relation to purpose. They consider the cultural context and the interrelationship between the attitudes and values of dramatic artists and audiences.

MEDIA

Responding: Students give a considered response to media works using appropriate terminology, formal processes and given frameworks. They describe and interpret media works from their own and other times and cultures, identify a range of genres, forms and styles and recognise similarities, differences and relationships between them.

Reflecting: Students describe and analyse their choices and maintain a structured and purposeful record, in a range of formats describing, categorising and expanding observations of own and others' work using media-specific terminology.

Evaluating: Students make reasoned judgements about their own media works and the works of others based on given criteria, the opinions of others and their own experiences. They evaluate the effectiveness of their own and others' media in relation to purpose. They consider the cultural context and the interrelationship between the attitudes and values of media artists and audiences.

MUSIC

Responding: Students give a considered response to music works using appropriate terminology, formal processes and given frameworks. They describe and interpret music works from their own and other times and cultures, identify a range of genres, forms and styles and recognise similarities, differences and relationships between them.

Reflecting: Students describe and analyse their choices and maintain a structured and purposeful record, in a range of formats describing, categorising and expanding observations of own and others' work using music-specific terminology.

Evaluating: Students make reasoned judgements about their own music works and the works of others based on given criteria, the opinions of others and their own experiences. They evaluate the effectiveness of their own and others' music in relation to purpose. They consider the cultural context and the interrelationship between the attitudes and values of music artists and audiences.

VISUAL ARTS

Responding: Students give a considered response to art works using appropriate terminology, formal processes and given frameworks. They describe and interpret art works from their own and other times and cultures, identify a range of genres, forms and styles and recognise similarities, differences and relationships between them.

Reflecting: Students describe and analyse their choices and maintain a structured and purposeful record, in a range of formats describing, categorising and expanding observations of own and others' work using visual art-specific terminology.

Evaluating: Students make reasoned judgements about their own art works and the works of others based on given criteria, the opinions of others and their own experiences. They evaluate the effectiveness of their own and others' visual art in relation to purpose. They consider the cultural context and the interrelationship between the attitudes and values of artists and audiences.

6

The student describes, analyses and interprets arts works and experiences, reflects on them and discusses different points of view, relationships, structures and interpretations.

At this level

Students describe, analyse, interpret and evaluate arts works, integrating their knowledge of theoretical and practical aspects of the art form in order to support their response. They recognise structural elements in arts works and identify and interpret meanings that are communicated through structure. The social, cultural and artistic values and purposes of arts works from different cultures and times are used to inform their responses. Students apply terminology that is specific to the art form. They reflect on and critically evaluate their own arts works and the arts works of others. They consider and endeavour to understand the opinions and responses of others.

DANCE

Responding: Students give a considered response to dance works using research, appropriate terminology, formal processes and a range of selected frameworks, integrating their knowledge of theoretical and practical aspects of dance in order to support their response. They describe, analyse and interpret dance works, recognising social, cultural and artistic values and purposes of dance from different cultures and times and the structural elements that are used to communicate meaning.

Reflecting: Students maintain a structured and purposeful record of their own dance works, identifying and connecting structural features with purpose, documenting their choices, identifying key decisions and acknowledging contextual influences on their work.

Evaluating: Students make informed judgements about their own dance works and the works of others, according to criteria that have been developed through research, their own knowledge and experience and the judgements of others. They consider and explain the effects and impacts of values, attitudes and beliefs on dance artists and audiences.

DRAMA

Responding: Students give a considered response to drama works using research, appropriate terminology, formal processes and a range of selected frameworks, integrating their knowledge of theoretical and practical aspects of drama in order to support their response. They describe, analyse and interpret drama works, recognising social, cultural and artistic values and purposes of drama from different cultures and times and the structural elements that are used to communicate meaning.

Reflecting: Students maintain a structured and purposeful record of their own drama works, identifying and connecting structural features with purpose, documenting their choices, identifying key decisions and acknowledging contextual influences on their work.

Evaluating: Students make informed judgements about their own drama works and the works of others, according to criteria that have been developed through research, their own knowledge and experience and the judgements of others. They consider and explain the effects and impacts of values, attitudes and beliefs on dramatic artists and audiences.

MEDIA

Responding: Students give a considered response to media works using research, appropriate terminology, formal processes and a range of selected frameworks, integrating their knowledge of theoretical and practical aspects of media in order to support their response. They describe, analyse and interpret media works, recognising social, cultural and artistic values and purposes of media from different cultures and times and the structural elements that are used to communicate meaning.

Reflecting: Students maintain a structured and purposeful record of their own media works, identifying and connecting structural features with purpose, documenting their choices, identifying key decisions and acknowledging contextual influences on their work.

Evaluating: Students make informed judgements about their own media works and the works of others, according to criteria that have been developed through research, their own knowledge and experience and the judgements of others. They consider and explain the effects and impacts of values, attitudes and beliefs on producers and audiences.

MUSIC

Responding: Students give a considered response to music works using research, appropriate terminology, formal processes and a range of selected frameworks, integrating their knowledge of theoretical and practical aspects of music in order to support their response. They describe, analyse and interpret music works, recognising social, cultural and artistic values and purposes of music from different cultures and times and the structural elements that are used to communicate meaning.

Reflecting: Students maintain a structured and purposeful record of their own music works, identifying and connecting structural features with purpose, documenting their choices, identifying key decisions and acknowledging contextual influences on their work.

Evaluating: Students make informed judgements about their own music works and the works of others, according to criteria that have been developed through research, their own knowledge and experience and the judgements of others. They consider and explain the effects and impacts of values, attitudes and beliefs on dramatic artists and audiences.

VISUAL ARTS

Responding: Students give a considered response to art works using research, appropriate terminology, formal processes and a range of selected frameworks, integrating their knowledge of theoretical and practical aspects of visual art in order to support their response. They describe, analyse and interpret art works, recognising social, cultural and artistic values and purposes of art from different cultures and times and the structural elements that are used to communicate meaning.

Reflecting: Students maintain a structured and purposeful record of their own art works, identifying and connecting structural features with purpose, documenting their choices, identifying key decisions and acknowledging contextual influences on their work.

Evaluating: Students make informed judgements about their own art works and the works of others, according to criteria that have been developed through research, their own knowledge and experience and the judgements of others. They consider and explain the effects and impacts of values, attitudes and beliefs on artists and audiences.

7

The student describes, analyses, interprets, critically evaluates arts works and justifies their judgement, taking into account different points of view and demonstrating control of a wide range of appropriate terminology.

At this level

Students describe, analyse, interpret and critically evaluate arts works, integrating research and their own knowledge and experience of theoretical and practical aspects to support and justify informed opinions and judgements. They respond to arts works using a range of strategies and frameworks to present their views. They make connections and construct meanings, using theoretical understandings to critically evaluate the values and ideas embedded in arts works. They use processes of critical reflection to inform and improve their interpretations and performance. They apply art-specific terminology appropriately.

DANCE

Responding: Students respond critically to dance works using extensive research, appropriate terminology, formal processes and a range of frameworks, integrating theoretical and practical aspects of dance in order to support their response. They describe, analyse critically and interpret dance works, recognise a range of factors that may influence the interpretation and use substantial evidence to support their responses.

Reflecting: Students maintain a structured, purposeful and comprehensive record of their own dance works in a range of formats, identify and explore the communication of meaning, connect structural features with purpose, document their choices, identify key decisions and acknowledge contextual and other influences on their work.

Evaluating: Students use the conventions of dance criticism to make judgements about their own dance works and the works of others, using a range of approaches to analysis that draw on research, theory, their own knowledge and experience and the judgements of others.

DRAMA

Responding: Students respond critically to drama works using extensive research, appropriate terminology, formal processes and a range of frameworks, integrating theoretical and practical aspects of drama in order to support their response. They describe, analyse and interpret drama works, recognise a range of factors that may influence the interpretation and use substantial evidence to support their responses.

Reflecting: Students maintain a structured, purposeful and comprehensive record of their own drama works in a range of formats, identify and explore the communication of meaning, connect structural features with purpose, document their choices, identify key decisions and acknowledge contextual and other influences on their work.

Evaluating: Students use the conventions of drama criticism to make judgements about their own drama works and the works of others, using a range of approaches to analysis that draw on research, theory, their own knowledge and experience and the judgements of others.

MEDIA

Responding: Students respond critically to media works using extensive research, appropriate terminology, formal processes and a range of frameworks, integrating theoretical and practical aspects of media in order to support their response. They describe, analyse and interpret media works, recognise a range of factors that may influence the interpretation and use substantial evidence to support their responses

Reflecting: Students maintain a structured, purposeful and comprehensive record of their own media works in a range of formats, identify and explore the communication of meaning, connect structural features with purpose, document their choices, identify key decisions and acknowledge contextual and other influences on their work.

Evaluating: Students use the conventions of media criticism to make judgements about their own media works and the works of others, using a range of approaches to analysis that draw on research, theory, their own knowledge and experience and the judgements of others.

MUSIC

Responding: Students respond critically to music works using extensive research, appropriate terminology, formal processes and a range of frameworks, integrating theoretical and practical aspects of music in order to support their response. They describe, analyse and interpret music works, recognise a range of factors that may influence the interpretation and use substantial evidence to support their responses

Reflecting: Students maintain a structured, purposeful and comprehensive record of their own music works in a range of formats, identify and explore the communication of meaning, connect structural features with purpose, document their choices, identify key decisions and acknowledge contextual and other influences on their work.

Evaluating: Students use the conventions of music criticism to make judgements about their own music works and the works of others, using a range of approaches to analysis that draw on research, theory, their own knowledge and experience and the judgements of others.

VISUAL ART

Responding: Students respond critically to art works using extensive research, appropriate terminology, formal processes and a range of frameworks, integrating theoretical and practical aspects of visual art in order to support their response. They describe, analyse and interpret art works, recognise a range of factors that may influence the interpretation and use substantial evidence to support their responses.

Reflecting: Students maintain a structured, purposeful and comprehensive record of their own art works in a range of formats, identify and explore the communication of meaning, connect structural features with purpose, document their choices, identify key decisions and acknowledge contextual and other influences on their work.

Evaluating: Students use the conventions of art criticism to make judgements about their own art works and the works of others, using a range of approaches to analysis that draw on research, theory, their own knowledge and experience and the judgements of others.

8

The student reflects critically on meaning and values associated with particular arts works and activities and identifies patterns, trends and generalisations about the arts.

At this level

Students describe, analyse, interpret and evaluate arts works in detail, supporting and enriching their comments, judgements and interpretations with contextual information about cultural, historical and artistic influences. They use processes of critical analysis and the language of arts criticism to debate how different artists convey values in their arts works.

DANCE

Responding: Students make an informed and articulate personal response to their own dance works and those of others, using extensive research, appropriate terminology, formal processes and a range of frameworks, integrating theoretical and practical aspects of dance to support and enrich their responses. They describe, analyse and interpret dance works, hypothesise to explain how purposes, values, attitudes, beliefs and cultural, social, economic and political contexts influence their interpretation and use substantial evidence to validate this.

Reflecting: Students maintain a structured, purposeful and comprehensive record of the development and presentation of dance works in a range of formats, identifying, articulating, expanding and integrating the process and rationale for their works and acknowledging contextual and other influences.

Evaluating: Students use the conventions of dance criticism to make judgements about their own dance works and the works of others. They evaluate dance works according to a well-developed and thoroughly-supported personal aesthetic, using a range of approaches to analysis that have been developed through the integration of information from research, their own knowledge and experience and the judgements of others.

DRAMA

Responding: Students make an informed and articulate personal response to their own drama works and those of others, using extensive research, appropriate terminology, formal processes and a range of frameworks, integrating theoretical and practical aspects of drama to support and enrich their responses. They describe, analyse and interpret drama works, hypothesise to explain how purposes, values, attitudes, beliefs and cultural, social, economic and political contexts influence their interpretation and use substantial evidence to validate this.

Reflecting: Students maintain a structured, purposeful and comprehensive record of the development and presentation of drama works in a range of formats, identifying, articulating, expanding and integrating the process and rationale of their works and acknowledging contextual and other influences.

Evaluating: Students use the conventions of drama criticism to make judgements about their own drama works and the works of others. They evaluate drama works according to a well-developed and thoroughly-supported personal aesthetic, using a range of approaches to analysis that have been developed through the integration of information from research, their own knowledge and experience and the judgements of others.

MEDIA

Responding: Students make an informed and articulate personal response to their own media works and those of others, using extensive research, appropriate terminology, formal processes and a range of frameworks, integrating theoretical and practical aspects of media to support and enrich their responses. They describe, analyse and interpret media works, hypothesise to explain how purposes, values, attitudes, beliefs and cultural, social, economic and political contexts influence their interpretation and use substantial evidence to validate this.

Reflecting: Students maintain a structured, purposeful and comprehensive record of the development and presentation of media works in a range of formats, identifying, articulating expanding and integrating the process and rationale of their works and acknowledging contextual and other influences.

Evaluating: Students use the conventions of media criticism to make judgements about their own media works and the works of others. They evaluate media works according to a well-developed and thoroughly supported personal aesthetic, using a range of approaches to analysis that have been developed through the integration of information from research, their own knowledge and experience and the judgements of others.

MUSIC

Responding: Students make an informed and articulate personal response to their own music works and those of others, using extensive research, appropriate terminology, formal processes and a range of frameworks, integrating theoretical and practical aspects of music to support and enrich their responses. They describe, analyse and interpret music works, hypothesise to explain how purposes, values, attitudes, beliefs and cultural, social, economic and political contexts influence their interpretation and use substantial evidence to validate this.

Reflecting: Students maintain a structured, purposeful and comprehensive record of the development and presentation of music works in a range of formats, identifying, articulating, expanding and integrating the process and rationale of their works and acknowledging contextual and other influences.

Evaluating: Students use the conventions of music criticism to make judgements about their own music works and the works of others. They evaluate music works according to a well-developed and thoroughly-supported personal aesthetic, using a range of approaches to analysis that have been developed through the integration of information from research, their own knowledge and experience and the judgements of others.

VISUAL ARTS

Responding: Students make an informed and articulate personal response to their own art works and those of others, using extensive research, appropriate terminology, formal processes and a range of frameworks, integrating theoretical and practical aspects of visual art to support and enrich their responses. They describe, analyse and interpret art works, hypothesise to explain how purposes, values, attitudes, beliefs and cultural, social, economic and political contexts influence their interpretation and use substantial evidence to validate this.

Reflecting: Students maintain a structured, purposeful and comprehensive record of the development and presentation of art works in a range of formats, identifying, articulating, expanding and integrating the process and rationale of their works and acknowledging contextual and other influences.

Evaluating: Students use the conventions of art criticism to make judgements about their own art works and the works of others. They evaluate art works according to a well-developed and thoroughly-supported personal aesthetic, using a range of approaches to analysis that have been developed through the integration of information from research, their own knowledge and experience and the judgements of others.

The Arts > Arts in Society



F

The student engages with sensory stimuli in the immediate environment.

DANCE

Students engage with sensory experiences in school and community arts. They attend to different sources of dance in everyday life: for example, they watch music videos and other students in dance performances. They communicate to others about these experiences in individual ways: for example, they select a photo of a dance recital they saw to show others, repeat their favourite dance or talk about an experience, such as 'I saw dancing'.

DRAMA

Students engage with sensory experiences in school and community arts. They attend to different drama experiences in everyday life: for example, they watch students role play and professional drama performances. They communicate to others about these experiences in individual ways: for example, they select a photo of a play they saw to show others, act out their favourite character or talk about an experience, such as 'I saw puppets'.

MEDIA

Students engage with sensory experiences in school and community arts. They attend to different sources of media in everyday life: for example, they watch the person on the microphone at an exhibition or listen to a taped story. They communicate to others about these experiences in individual ways: for example, they show a photo for news, smile and point when they see themselves on a video or talk about an experience, such as 'I went to the movies'.

MUSIC

Students engage with sensory experiences in school and community arts. They attend to different sources of music in everyday life: for example, they listen to the radio or to visiting musicians at a recital. They communicate to others about these experiences: for example, they repeat a favourite song to someone, point to a CD they listened to or talk about an experience, such as 'I saw musicians play'.

VISUAL ARTS

Students engage with sensory experiences in school and community arts. They attend to different visual arts in everyday life: for example, they attend to artwork on city buildings, look at a picture book or focus on a picture wheel. They communicate to others about these experiences in individual ways: for example, they show someone a picture or talk about their experience, such as 'I saw a fish on the wall'.

1

The student recognises and talks about arts experiences in own life and arts activities in the immediate community.

At this level

Students identify arts experiences in their immediate world, noticing similarities and differences between arts works and their own experiences and recognising continuity in the arts in their own community.

DANCE

Valuing the arts: Students recognise that people enjoy dance and that dance is present in their everyday lives in a variety of ways: for example, in television shows and films, at parties and at community celebrations and events. They engage in appropriate audience behaviour and use conventions of audience response. They recognise the ways that dance is similar to and different from other arts forms.

Australian arts: Students relate the performances they have seen to the people and events of their own lives. They identify places in their community where people dance, such as family gatherings, nightclubs or television performances.

Contexts: Students talk about their personal dance experiences and those they have seen in their community. They recognise and describe different types of dance in broad terms, such as tap dance, ballroom dance or ballet.

Economic considerations: Students identify some of the resources used to make their own dance, such as music, costumes and dance space. They recognise the need to look after their dance resources: for example, putting away costumes or shoes. They recognise that some people work as dancers.

DRAMA

Valuing the arts: Students recognise that people enjoy drama and that it is present in their everyday lives in a variety of ways: for example, on television, in films and in community festivals. They engage in appropriate audience behaviour and use conventions of audience response. They recognise the ways that drama is similar to or different from other arts forms.

Australian arts: Students relate the performances they have seen to the people and events of their own lives.

Contexts: Students identify the contexts of drama in their lives: for example, in television programs, community festivals, street performers or in theatres. They identify and discuss drama performances they have taken part in or seen. They recognise and describe different types of drama in broad terms, such as funny plays, police shows on TV, puppets or cartoons.

Economic considerations: Students identify some of the resources used to make their own drama, such as props, costumes, music and performance spaces. They recognise the need to look after their drama resources so that they can be used again. They recognise that some people are actors and that acting is their career.

MEDIA

Valuing the arts: Students recognise that people enjoy media and that it is present in their everyday lives in a variety of ways: for example, radio, television, magazines, film and computer games. They recognise the ways that media is similar to and different from other arts forms.

Australian arts: Students relate the media they have experienced to the people and events of their own lives.

Contexts: Students identify and talk about media works they have taken part in or experienced. They recognise settings in which media productions are encountered, such as videos, cinema, free-to-air and cable television. They differentiate between media formats, such as program content and advertising. They identify different media forms, such as television, film, radio, DVD, video games and print.

Economic considerations: Students identify some of the media resources they use and recognise the need to take care of them. They understand that some people work in media.

MUSIC

Valuing the arts: Students recognise that people enjoy music and that it is present in their everyday lives in a variety of ways: for example, at concerts, on radio, at parties and community festivals. They engage in appropriate audience and listening behaviour. They recognise the ways that music is similar to and different from other arts forms.

Australian arts: Students relate the music they have experienced to the people and events of their own lives.

Contexts: Students identify and talk about music performances they have taken part in or experienced. They identify some of the settings in which music can be heard and can place their own music experiences on a personal timeline. They identify different forms of music in broad terms, such as rock music, marching band music or Aboriginal music.

Economic considerations: Students identify some of the music resources they use and recognise the need to take care of them. They understand that some people are musicians and have jobs in music.

VISUAL ARTS

Valuing the arts: Students recognise that people enjoy art and that it is present in their everyday lives in a variety of ways, such as in book illustrations, greeting cards, public art, fabric designs or Web pages. They engage in appropriate viewing behaviour. They recognise the ways that visual art is similar to and different from other arts forms.

Australian arts: Students recognise examples of art, craft and design in their own community. Students relate the art they have seen to the people and events of their own lives.

Contexts: Students recognise that visual art is present in their everyday lives in various forms, such as posters, picture books or sculptures. They discuss their own arts experiences, placing them on their own timelines. They identify art displays they have taken part in or seen. They recognise art forms in broad terms, such as painting, drawing or carving.

Economic considerations: Students identify some of the art resources they use and the need to take care of them. They recognise that some people are artists and have jobs in art.

2

The student recognises that the arts are used for a range of different purposes in own life and that of the community.

At this level

Students identify a range of arts within their community and are aware of some of the purposes of the arts, recognising that the arts have a range of functions and that people work in the arts. They recognise arts works from the past and identify obvious features that place them in a particular time or culture.

DANCE

Valuing the arts: Students recognise the range of dance in their own lives and identify reasons why people dance: for example, to celebrate special occasions, tell stories or express ideas and feelings. They refer to significant dancers and dance works they know about and suggest reasons for their importance. They use the conventions of audience response in formal and informal situations.

Australian arts: Students recognise and identify some of the social purposes of dance. They comment on dance in the community and begin to understand that people express ideas about their culture through dance: for example, an Aboriginal dance about kangaroos being hunted or a line dance to country and western music.

Contexts: Students recognise dance works from other times and places and can offer reasons how or why these are similar to or different from their community's dance works. They begin to establish relationships between the type of dance and the main features that place it within that category, such as movements, costumes, occasion or performance space.

Economic considerations: Students identify some of the resources used in dance and understand the need for cooperation between students when sharing these resources. They recognise that some people work as dancers, choreographers or designers.

DRAMA

Valuing the arts: Students recognise some of the different purposes of drama, such as entertainment, telling stories or expressing feelings. They refer to significant actors and dramas they know about and suggest reasons for their importance. They use the conventions of audience response in formal and informal situations.

Australian arts: Students recognise and identify some of the social purposes of drama in their community and understand that people express ideas and tell stories about their culture through drama: for example, a shadow puppet play about an Aboriginal story from the Dreaming or a television drama set in a country town.

Contexts: Students recognise dramatic works from other times and places and can offer reasons how or why these are different to their community's dramatic works. They begin to establish relationships between the type of drama and the main features that place it within that category, such as occasion, costumes, acting style or performance space.

Economic considerations: Students identify some of the resources used in drama and understand the need for cooperation between students when sharing these resources. They recognise that people work in drama in a variety of occupations, such as actors, sound and lighting technicians, playwrights and ushers.

MEDIA

Valuing the arts: Students recognise some of the purposes of media, such as entertainment, information and advertising. They recognise that media productions serve different social and personal functions and have an influence on the audience. They refer to significant media performers, producers and productions they know about and suggest reasons for their importance.

Australian arts: Students recognise and identify some of the ways that Australian media productions tell stories and express ideas and feelings about Australian culture: for example, an animation about an Aboriginal story from the Dreaming or a television program about places to visit in Australia.

Contexts: Students recognise media works from other times and places and can offer reasons how or why these are different to their community's media works. They begin to establish relationships between the type of media production and the main features that place it within that category, such as format, technology or audience.

Economic considerations: Students identify some of the resources used in media and understand the need for cooperation between students when sharing these resources. They are beginning to recognise the connection between audience and media products. They recognise that people work in the media, such as cartoon presenters, journalists and actors.

MUSIC

Valuing the arts: Students recognise some of the purposes of music, such as enjoyment, celebration, accompaniment for dancing or marching. They can discriminate between music used personally or for various social purposes within cultural situations, such as entertainment, celebration or ritual. They recognise that music has an influence on the audience. They refer to significant musicians or singers and music works they know about and suggest reasons for their importance.

Australian arts: Students recognise and identify some of the ways that Australian music tells stories and expresses ideas and feelings about Australian culture: for example, didgeridoo music that represents bird songs, songs about missing Australia or a symphonic work that describes the landscape.

Contexts: Students recognise music from other times and places and can offer reasons how or why they are different from their community's music works. They begin to establish relationships between the type of composition and the main features that place it within that category, such as instrumentation, culture, technology and performance space.

Economic considerations: Students identify some of the resources used in music and understand the need for cooperation between students when sharing these resources. They identify a range of occupations in the music industry, such as instrument maker, sound recordist, composer of film music, conductor and orchestra member.

VISUAL ARTS

Valuing the arts: Students recognise some of the different purposes of visual art, such as giving pleasure, telling stories or expressing feelings and ideas. They refer to significant artists and art works they know about and suggest reasons for their importance.

Australian arts: Students recognise and identify some of the ways that Australian art tells stories and expresses ideas and feelings about Australian culture: for example, Aboriginal paintings that tell stories about the land or a public art sculpture that expresses ideas from that community.

Contexts: Students recognise artworks from other times and places and can offer reasons how or why these are different to their community's artworks. They begin to establish relationships between the type of composition and the main features that place it within that category, such as media, theme or construction: for example they say, 'The other one is from now, because it has funny shapes and bright colours'.

Economic considerations: Students identify some of the resources used in visual art and understand the need for cooperation between students when sharing these resources. They recognise that people work in the local community creating visual art or crafts, such as artists, craftspersons, cartoonists and graphic designers.

3

The student identifies and discusses specific features of the arts in own community and in other cultures or times and relates this understanding to own arts works and activities.

At this level

Students identify features of the arts of their own and other cultures, times and places and use this understanding to enrich their own arts works. They recognise vocational and recreational functions of the arts and some of the purposes of the arts in their own society.

DANCE

Valuing the arts: Students identify the purposes and functions of dance works, such as the use of ritual in weddings, religious events and other rites of passage. They recognise some of the personal benefits of dance: for example, as a way of expressing ideas, learning new skills and gaining strength and agility.

Australian arts: Students identify and discuss specific examples of dance in Australia and recognise the range of cultures that is represented in the contemporary Australian context.

Contexts: Students identify and discuss specific features of dance in their own community and in other cultures and times. They discuss clues that might identify the origins of dances from other times and places, such as music, costumes, formation, use of energy, space and specific gestures, and make comparisons between identified features of these different dance works.

Economic considerations: Students identify the various roles people can play in the production and performance of dance works and recognise the vocational choices available in the field, including choreography, costume design and dancing. They are aware of the economic role of dance in society. They understand that dance may involve economic choices and they identify some of the costs of their own dance experiences.

DRAMA

Valuing the arts: Students identify the purposes and functions of drama in contemporary society, such as entertainment, storytelling and advertising. They identify aspects of drama in contemporary life, such as the use of ritual in weddings, awards ceremonies, football matches, religious events and other rites of passage.

Australian arts: Students identify and discuss specific examples of drama in Australia and recognise the range of cultures that is represented in the contemporary Australian context.

Contexts: Students identify features of drama from a limited range of choices, such as one other time or culture. They discuss clues that might identify the origins of drama from other times and places, such as language, themes, costumes, movement or use of specific gestures, and make comparisons between identified features of these different drama works. They relate their understanding of drama in other cultures or times to their own drama works.

Economic considerations: Students identify the various roles people can play in the production and performance of drama works and recognise the vocational choices available. They are aware of the economic role of drama in society. They understand that drama may involve economic choices and they identify some of the costs of their own drama experiences.

MEDIA

Valuing the arts: Students identify aspects of media in contemporary life, such as advertising or merchandising and the impact on target audiences: for example, recognising the merchandising used in the marketing of big-budget films.

Australian arts: Students identify examples of media in Australia and recognise the range of cultures that is represented in the contemporary Australian context.

Contexts: Students identify and discuss specific features of media productions in their own community and in other cultures and times. They identify aspects of media in contemporary life, such as in advertising or merchandising and the impact on target audiences. Students identify the similarities and differences between media products from the past and today. They relate their knowledge of media from other times and cultures to their own media productions and activities.

Economic considerations: Students are aware of the economic role of the media in society. They identify the various roles people can play in the production and presentation of media works and recognise the vocational choices available. They understand that media works may involve economic choices and they identify some of the costs of their own media experiences.

MUSIC

Valuing the arts: Students identify the purposes and functions of music in contemporary life, such as entertainment, advertising and marketing, musical theatre and relaxation. They identify aspects of music in contemporary life, such as the use of music in electronic games and film soundtracks.

Australian arts: Students identify examples of music in Australia and recognise the range of cultures that is represented in the contemporary Australian context. They recognise the music works of some Australian composers and performers.

Contexts: Students identify and discuss specific features of music works in their own community and in other cultures and times. They move beyond familiar musical experiences to discuss a broader range of music. Students identify a range of music elements that can be used to reflect music of different cultures times and places. They identify the musical characteristics of songs they have sung and associate them with particular times or cultures.

Economic considerations: Students identify the various roles in the production and presentation of music and recognise the vocational choices that are available. They are aware of the economic role of the music in society. They understand that music may involve economic choices and they identify some of the costs of their own music experiences.

VISUAL ARTS

Valuing the arts: Students identify the purposes and functions of visual art in contemporary life, such as entertainment, advertising and marketing, music theatre and relaxation. They identify aspects of visual art in contemporary life, such as the use of computer-generated images in 3D animation or the design of new public facilities.

Australian arts: Students identify examples of visual art in Australia and recognise the range of cultures that is represented in the contemporary Australian context. They recognise the art work of some Australian artists or designers.

Contexts: Students recognise and identify that visual art works have features that place them in a particular time, art movement or culture. They identify aspects of visual art in contemporary society, such as the design of clothing, furniture or jewellery. Students relate their understanding of the art works of particular cultures to their own art works. They discuss and compare visual art styles in contemporary and traditional cultures. Students identify and discuss the roles of visual art in their own communities, such as public art works, and the choices people make about being involved in creating art.

Economic considerations: Students identify the various roles in the production of art works and recognise the vocational choices that are available. They are aware of the economic role of art in society. They understand that visual art may involve economic choices and they identify some of the costs of their own art experiences.

4

The student understands the contributions that the arts and artists make to societies, cultures and times and uses this understanding in own arts works.

At this level

Students identify arts works from a range of cultures, times and places, recognising traditions of form and style and making comparisons and connections between arts works within and across particular arts forms. They consider the contributions of the arts in Australian society and recognise the ways in which the arts represent human experience.

DANCE

Valuing the arts: Students recognise ways in which dance celebrates and represents human experience and use dance to explore and communicate their own experiences. They identify categories of dance, such as social, ritual or artistic. They understand that there are cultural and social factors that affect the ways dance is valued in society.

Australian arts: Students identify the features and stylistic dance traditions of Australia, including contemporary dance groups and Aboriginal and Islander dance, and recognise aspects that make them specifically Australian.

Contexts: Students identify, discuss and compare distinguishing features of dance works that locate them in a particular time, place or culture in terms of function, form and gender differences. They recognise that different movements give different meanings in dance and discuss the specific gestures, rhythms and movements that appear in particular times, places and cultures.

Economic considerations: Students identify a range of performance, managerial and technical jobs in dance and understand the contribution of dance in contemporary Australian society to economic growth.

DRAMA

Valuing the arts: Students understand how drama enriches the life of people in societies and recognise ways in which drama represents human experience. They use drama to explore and communicate their own experiences. They identify the widespread use of drama elements in non-theatrical activities and recognise their application: for example, spectacle and audience interaction in sporting events.

Australian arts: Students identify features of Aboriginal and other drama traditions in Australia and recognise aspects that make them specifically Australian.

Contexts: Students identify features and traditions of drama from another times and cultures, such as the Aboriginal storytelling tradition or the Wayang Kulit (shadow puppets) of Indonesia. They understand the role of drama in those cultures.

Economic considerations: Students identify a range of performance, managerial and technical jobs in drama. They identify the contribution of drama to economic growth and development in contemporary Australian society: for example, they recognise production roles and processes as part of the costs associated with drama and their contribution to the economy.

MEDIA

Valuing the arts: Students understand how media enriches the life of people in societies and recognise ways in which media represent human experience. They use media to explore and communicate their own experiences. They understand that there are cultural and social factors that affect the ways media are valued in society.

Australian arts: Students identify features of Australian media and recognise aspects that make them specifically Australian. They identify trends in Australian media.

Contexts: Students identify, discuss and compare media across different cultures, places and times and make comparisons and connections between them. Students consider how production conditions of different times and societies are reflected in media productions and texts, by, for instance, viewing and discussing a comedy from the silent film era. They recognise that media works are constructed for particular audiences and purposes.

Economic considerations: Students recognise the economic contributions made to society by the media over time and in particular to contemporary society. They identify a range of production, managerial and technical jobs in media.

MUSIC

Valuing the arts: Students understand how music enriches the life of people in societies and recognise ways in which music represents human experience. They use music to explore and communicate their own experiences: for example, different points of view in music, such as protest songs. They understand that there are cultural and social factors that affect the ways music is valued in society.

Australian arts: Students identify features of Australian music and recognise aspects that make them specifically Australian.

Contexts: Students identify, discuss and compare distinguishing features that locates music in particular times, places or cultures, such as form, structure or period. They identify music from different cultures and times through their own music experiences. They explore music from a wide range of cultures and times, such as renaissance, classical or contemporary. They identify conventions associated with a particular style of music, such as improvisation in jazz.

Economic considerations: Students identify a range of performance, managerial and technical jobs in music. They identify the contribution of music to economic growth and development in contemporary Australian society: for example, they recognise production roles and processes as part of the costs associated with music and their contribution to the economy.

VISUAL ARTS

Valuing the arts: Students understand how art enriches the life of people in societies and recognise ways in which visual art represents human experience. They use art to explore and communicate their own experiences. They understand that there are cultural and social factors that affect the ways visual art is valued in society.

Australian arts: Students identify features of Australian visual art and recognise aspects that make them specifically Australian.

Contexts: Students identify, discuss and compare art across different cultures, places and times and make comparisons and connections between them. They understand the changes to art traditions over time and identify stylistic traditions associated with different visual arts disciplines. They compare and identify the influence of other cultures on the design of art works: for example, European influences on early Australian landscapes or Japanese influences on crafts and textile design.

Economic considerations: Students identify a range of artistic, management, marketing, curatorial and technical jobs in visual art. They identify the contribution of visual art and artists to economic growth and development in contemporary Australian society.

5

The student understands key features of arts works which locate them in particular societies, cultures and times and applies this understanding in own arts works.

At this level

Students show an in-depth understanding of the role of the arts in society and recognise the distinguishing features of arts works that make them identifiably local, national or international. They identify ways in which the arts of other cultures have influenced the development of Australian arts, recognising that the arts have historical, political and economic significance and that the arts help to shape values in Australian society.

DANCE

Valuing the arts: Students respond positively to the making and viewing of dance works and recognise achievements in dance locally, nationally and internationally. They understand some of the ways that dance works may shape values, reinforcing or challenging ideas: for example, the ways that some dance is associated exclusively with men.

Australian arts: Students identify the ways that the dance of other cultures has influenced the development of Australian dance. They understand the role of dance in Australian society and use it to enhance their understanding of Australian culture.

Contexts: Students recognise the features of dance from different cultures and times, and the beliefs, values and traditions on which such dance is founded. They identify some ways in which dance works can change in different performance contexts.

Economic considerations: Students recognise some of the factors that make one kind of dance more valued than another in economic terms: for example, the greater economic viability of musical theatre than classical ballet.

DRAMA

Valuing the arts: Students respond positively to the making and viewing of drama works and recognise achievements in drama locally, nationally and internationally. They understand some of the ways that drama may shape values, reinforcing or challenging ideas: for example, protest drama or satirical comedies about politically- sensitive issues.

Australian arts: Students identify the ways that the drama of other cultures has influenced the development of Australian drama. They understand the role of drama in Australian society and use it to enhance their understanding of Australian culture.

Contexts: Students recognise the features of drama from different cultures and times, and the beliefs, values and traditions on which such drama is founded. They identify some ways in which drama works can change in different performance contexts.

Economic considerations: Students recognise some of the factors that make one kind of drama more valued than another in economic terms: for example, the greater economic viability of drama productions featuring celebrity or star actors.

MEDIA

Valuing the arts: Students respond positively to the making and experiencing of media works and recognise achievements locally, nationally and internationally. They recognise how the media reinforce and challenge stereotypes and values: for example, a documentary work about an environmental issue.

Australian arts: Students identify the ways that the media of other cultures, such as those of America or Japan, have influenced the development of Australian media. They understand the role of media in Australian society and use it to enhance their understanding of that society.

Contexts: Students recognise the features of media from different cultures and times, and the beliefs, values and traditions on which such media product is founded: for example, the plot conventions of 'Bollywood' film musicals from India. They recognise that media form, transmission and controls affect how the media are used in different cultures. They understand the influence of industrial, technological and social conditions on the media production process.

Economic considerations: Students recognise some of the factors that make one kind of media product more valued than another in economic terms: for example, the greater economic viability of productions featuring celebrity or star performers. They analyse the impact of marketing on audiences and their expectations.

MUSIC

Valuing the arts: Students respond positively to the making and experiencing of music works and recognise achievements in music locally, nationally and internationally. They understand some of the ways that music may shape values, reinforcing or challenging ideas: for example, contemporary youth music using protest themes.

Australian arts: Students identify the ways that the music of other cultures, such those of as America or Europe, has influenced the development of Australian music. They understand the role of music in Australian society and use it to enhance their understanding of Australian culture.

Contexts: Students recognise the features of music from different cultures and times, and the beliefs, values and traditions on which such music is founded. They identify some ways in which music works can change in different performance contexts, such as an opera performed at Uluru (Ayers Rock).

Economic Considerations: Students recognise some of the factors that make one kind of music more valued than another in economic terms: for example, the greater viability of pop music than classical string quartets. They understand the importance of stars and celebrities to the music industry.

VISUAL ARTS

Valuing the arts: Students respond positively to the making and experiencing of art works and recognise achievements in visual art locally, nationally and internationally. They understand some of the ways that art may shape values, reinforcing or challenging ideas.

Australian arts: Students identify the ways that the art of different cultures (for example, Aboriginal, American or Japanese) has influenced the development of Australian art. They understand the role of visual art in Australian society and use it to enhance their understanding of that society. They understand the ways in which visual art has made contributions to the Australian historical, political, social and cultural heritage, such as the narrative paintings about the story of Ned Kelly by Sidney Nolan.

Contexts: Students recognise the features of visual art from different cultures and times, and the beliefs, values and traditions on which such art is founded: for example, comparing the textile traditions of the Indonesian Archipelago and understanding the influences of Islamic, Chinese, Javanese and Hindu culture on the development of Indonesian batik. They identify some ways in which art works can change in different viewing contexts.

Economic considerations: Students recognise some of the factors that make one kind of art more valued than another in economic terms: for example, the way that some artists become 'collectable' and others do not. They understand the importance of celebrity and infamy to the art investment industry.

6

The student understands how the arts and arts works change and what influences those changes; and applies this understanding in own arts works.

At this level

Students use their broad understanding of what influences change in the arts and apply this understanding to their own arts processes. They show an understanding of continuity and change, describing, analysing, interpreting and evaluating social, historical, political and economic contexts, and generalise about the way that these contexts influence the shaping of arts works. Students recognise ethical issues in the arts and identify the creative, collaborative and interdependent roles of individuals in the development and production of arts works.

DANCE

Valuing the arts: Students participate actively in the making and viewing of dance works and use the process to present and extend their own viewpoints on issues that are important to them.

Australian arts: Students recognise the diversity of Australian dance and identify issues, central themes and significant features of its genres and styles. They deal ethically with culturally-sensitive issues that arise in the course of preparing and presenting their own dance works.

Contexts: Students describe, analyse, interpret and evaluate social, historical, political and economic contexts, and are able to generalise about the way that these contexts influence the shaping of dance.

Economic considerations: Students identify the resources available for their own dance works, establish realistic priorities for their use and identify the creative, collaborative and interdependent roles of individuals in the development and production of dance. They recognise that the costs of production are met from a range of sources and include marketing considerations in their preparation for dance performances.

DRAMA

Valuing the arts: Students participate actively in the making and viewing of drama works, and use the process to present and extend their own viewpoints on issues that are important to them.

Australian arts: Students recognise the diversity of Australian drama, and identify issues, central themes and significant features of its texts and forms. They deal ethically with culturally-sensitive issues that arise in the course of preparing and presenting their own drama works.

Contexts: Students describe, analyse, interpret and evaluate social, historical, political and economic contexts, and are able to generalise about the way that these contexts influence the shaping of drama.

Economic Considerations: Students identify the resources available for their own productions, establish realistic priorities for their use and identify the creative, collaborative and interdependent roles of individuals in the development and production of drama. They recognise that the costs of production are met from a range of sources and include marketing in their preparation for production.

MEDIA

Valuing the arts: Students participate actively in the making and viewing of media productions, and use the process to present and extend their own viewpoints on issues that are important to them.

Australian arts: Students recognise the diversity of Australian media, and identify issues, central themes and significant features of its texts and forms. They deal ethically with culturally-sensitive issues that arise in the course of preparing and presenting their own media works.

Contexts: Students describe, analyse, interpret and evaluate social, historical, political and economic contexts, and are able to generalise about the way that these contexts influence the shaping of media.

Economic considerations: Students identify the resources available for their own productions, establish realistic priorities for their use and identify the creative, collaborative and interdependent roles of individuals in the development and production of media. They recognise that the costs of production are met from a range of sources and include marketing in their preparation for production.

MUSIC

Valuing the arts: Students participate actively in the making and viewing of music works, and use the process to present and extend their own viewpoints on issues that are important to them.

Australian arts: Students recognise the diversity of Australian music, and identify issues, central themes and significant features of its forms and styles. They deal ethically with culturally-sensitive issues that arise in the course of preparing and presenting their own music works.

Contexts: Students describe, analyse, interpret and evaluate social, historical, political and economic contexts, and are able to generalise about the way that these contexts influence the shaping of music.

Economic considerations: Students identify the resources available for their own productions, establish realistic priorities for their use and identify the creative, collaborative and interdependent roles of individuals in the development and production of music. They recognise that the costs of production are met from a range of sources and include marketing in their preparation for production.

VISUAL ARTS

Valuing the arts: Students participate actively in the making and viewing of art works, and use the process to present and extend their own viewpoints on issues that are important to them.

Australian arts: Students recognise the diversity of Australian visual art, and identify issues, central themes and significant features of forms and styles. They deal ethically with culturally-sensitive issues that arise in the course of preparing and presenting their own art works.

Contexts: Students describe, analyse, interpret and evaluate social, historical, political and economic contexts, and are able to generalise about the way that these contexts influence the shaping of visual art.

Economic considerations: Students identify the resources available for their own artworks, establish realistic priorities for their use and identify the creative, collaborative and interdependent roles of individuals in the development and production of visual art. They recognise that the costs of production are met from a range of sources and include these considerations in their preparation and planning.

7

The student understands the roles and values of the arts in society and how they influence change according to the contexts of societies, cultures and times; and uses this understanding in own arts works.

At this level

Students apply knowledge of the relationship between social and cultural issues and arts practice to describe, analyse, interpret and evaluate social historical, political and economic contexts; what causes these contexts to change over time; and how their own arts works are affected. They recognise the ongoing economic significance of the arts in Australian society, the ways in which resources are allocated by society for the arts and the relevance of arts skills, knowledge and processes in other areas of endeavour.

DANCE

Valuing the arts: Students understand that different forms of dance are valued differently and use this understanding in the creation of their own dance and in critical responses to the dance of others. They recognise the ways in which dance is used to communicate and critique values and social issues.

Australian arts: Students respect the cultural diversity of Australian dance works and recognise the ways in which this diversity contributes to the construction of their own dance. They identify the way in which cultural identity is shaped through dance and analyse contemporary Australian dance critically in the light of this.

Contexts: Students recognise and use a range of performance forms and styles from diverse contexts in appropriate ways. They identify the influences that have helped to shape dance in these contexts and understand the ways in which contexts change over time.

Economic considerations: Students identify a range of dance-related vocations, and consider the ways in which they can use dance in the future. They consider the costs involved and identify priorities when undertaking production roles and processes. They understand the ways in which dance is funded and the significance of public and private sources of income. They identify specific economic considerations in the production of contemporary Australian dance works.

DRAMA

Valuing the arts: Students understand that different forms of drama are valued differently and use this understanding in the creation of their own drama and in critical responses to the drama of others. They recognise the ways in which drama is used to communicate and critique values and social issues.

Australian arts: Students respect the cultural diversity of Australian drama works and recognise the ways in which this diversity contributes to the construction of their own drama. They identify the way in which cultural identity is shaped through drama and analyse contemporary Australian drama critically in the light of this.

Contexts: Students recognise and use a range of performance forms and styles from diverse contexts in appropriate ways. They identify the influences that have helped to shape drama in these contexts and understand the ways in which contexts change over time. They show how histories are constructed through drama and the factors that shape the telling of those histories.

Economic considerations: Students identify a range of drama-related vocations, and consider the ways in which they can use drama in the future. They consider the costs involved and identify priorities when undertaking production roles and processes. They understand the ways in which drama is funded and the significance of public and private sources of income.

MEDIA

Valuing the arts: Students understand that different media productions are valued differently and use this understanding in the creation of their own media and in critical responses to the media of others. They recognise the ways in which media are used to communicate and critique values and social issues.

Australian arts: Students respect the cultural diversity of Australian media works and recognise the ways in which this diversity contributes to the construction of their own media. They identify the way in which cultural identity is shaped through media and analyse contemporary Australian media critically in the light of this.

Contexts: Students recognise and use media forms, genres and styles from diverse contexts in appropriate ways. They identify the influences that have helped to shape media in these contexts and understand the ways in which contexts change over time. They show how histories are constructed through media and the factors that shape the telling of those histories.

Economic considerations: Students identify a range of media-related vocations, and consider the ways in which they can use media in the future. They consider the costs involved and identify priorities when undertaking production roles and processes. They understand the ways in which media are funded and the significance of public and private sources of income.

MUSIC

Valuing the arts: Students understand that different forms of music are valued differently and use this understanding in the creation of their own music and in critical responses to the music of others. They recognise the ways in which music is used to communicate and critique values and social issues.

Australian arts: Students respect the cultural diversity of Australian music works and recognise the ways in which this diversity contributes to the construction of their own music. They identify the way in which cultural identity is shaped through music and analyse contemporary Australian music critically in the light of this.

Contexts: Students recognise and use a range of performance forms and styles from diverse contexts in appropriate ways. They identify the influences that have helped to shape music in these contexts and understand the ways in which contexts change over time. They show how histories are constructed through music and the factors that shape the telling of those histories.

Economic considerations: Students identify a range of music-related vocations, and consider the ways in which they can use music in the future. They consider the costs involved and identify priorities when undertaking production roles and processes. They understand the ways in which music is funded and the significance of public and private sources of income.

VISUAL ARTS

Valuing the arts: Students understand that different forms of visual art are valued differently and use this understanding in the creation of their own visual art and in critical responses to the visual art of others. They recognise the ways in which visual art is used to communicate and critique values and social issues.

Australian arts: Students respect the cultural diversity of Australian visual art works and recognise the ways in which this diversity contributes to the construction of their own visual art. They identify the way in which cultural identity is shaped through visual art and analyse contemporary Australian visual art critically in the light of this.

Contexts: Students recognise and use a range of performance forms and styles from diverse contexts in appropriate ways. They identify the influences that have helped to shape visual art in these contexts and understand the ways in which contexts change over time. They show how histories are constructed through visual art and the factors that shape the telling of those histories.

Economic considerations: Students identify a range of visual art-related vocations, and consider the ways in which they can use visual art in the future. They consider the costs involved and identify priorities when undertaking art projects. They understand the ways in which visual arts is funded and the significance of public and private sources of income.

8

The student researches arts works from a variety of contexts; understands how histories are constructed in the arts; examines critically the ways the arts challenge and shape values; and uses these understandings in own arts works.

At this level

Students recognise and discuss the ways in which the arts both challenge and confirm prevailing values in society and generalise about trends and developments in the arts, identifying the ways in which different artists convey values in relation to their social, cultural and historical contexts. They analyse the role of the arts in influencing public opinion on political and social matters, understand issues of status and control in the arts and participate as both critical practitioners and critical consumers.

DANCE

Valuing the arts: Students show a commitment to dance through active contribution to its practice in a range of forms and contexts as both practitioner and audience. They recognise its power to both support and challenge the status quo and its value in a range of contexts and for a range of purposes.

Australian arts: Students recognise that Australian dance contains a range of texts and forms, represents a range of contexts and reflects a range of sometimes-conflicting values. They identify these texts, forms, contexts and values for the purposes of criticism and in the construction of their own dance works.

Contexts: Students establish connections between a wide range of performance forms and styles and their historical and cultural contexts. They identify the influences that have helped to shape dance in these contexts and analyse the impact that dance in turn has had on the society in which it is presented. They use this understanding to inform their own dance works.

Economic considerations: Students understand that the historical and cultural contexts of dance affect its economic status and the ways in which it is resourced. They apply this understanding to their analysis of the dance of others and use it in preparing their own dance.

DRAMA

Valuing the arts: Students show a commitment to drama through active contribution to its practice in a range of forms and contexts as both practitioner and audience. They recognise its power to both support and challenge the status quo and its value in a range of contexts and for a range of purposes.

Australian arts: Students recognise that Australian drama contains a range of texts and forms, represents a range of contexts and reflects a range of sometimes-conflicting values. They identify these texts, forms, contexts and values for the purposes of criticism and in the construction of their own drama works.

Contexts: Students establish connections between a wide range of performance forms and styles and their historical and cultural contexts. They identify the influences that have helped to shape drama in these contexts and analyse the impact that drama in turn has had on the society in which it is presented. They use this understanding to inform their own drama works.

Economic considerations: Students understand that the historical and cultural contexts of drama affect its economic status and the ways in which it is resourced. They apply this understanding to their analysis of the drama of others and use it in preparing their own drama.

MEDIA

Valuing the arts: Students show a commitment to media through active contribution to its practice in a range of forms and contexts as both practitioner and audience. They recognise its power to both support and challenge the status quo and its value in a range of contexts and for a range of purposes.

Australian arts: Students recognise that Australian media contain a range of texts and forms, represent a range of contexts and reflect a range of sometimes-conflicting values. They identify these texts, forms, contexts and values for the purposes of criticism and in the construction of their own media works.

Contexts: Students establish connections between a wide range of performance forms and styles and their historical and cultural contexts. They identify the influences that have helped to shape media in these contexts and analyse the impact that the media in turn has had on the society in which it is presented. They use this understanding to inform their own media works.

Economic considerations: Students understand that the historical and cultural contexts of media affect their economic status and the ways in which they are resourced. They apply this understanding to their analysis of the media of others and use it in preparing their own media works.

MUSIC

Valuing the arts: Students show a commitment to music through active contribution to its practice in a range of forms and contexts as both practitioner and audience. They recognise its power to both support and challenge the status quo and its value in a range of contexts and for a range of purposes.

Australian arts: Students recognise that Australian music contains a range of texts and forms, represents a range of contexts and reflects a range of sometimes-conflicting values. They identify these texts, forms, contexts and values for the purposes of criticism and in the construction of their own music works.

Contexts: Students establish connections between a wide range of performance forms and styles and their historical and cultural contexts. They identify the influences that have helped to shape music in these contexts and analyse the impact that the music in turn has had on the society in which it is presented. They use this understanding to inform their own music works.

Economic considerations: Students understand that the historical and cultural contexts of music affect its economic status and the ways in which it is resourced. They apply this understanding to their analysis of the music of others and use it in preparing their own music.

VISUAL ARTS

Valuing the arts: Students show a commitment to visual art through active contribution to its practice in a range of forms and contexts as both practitioner and audience. They recognise its power to both support and challenge the status quo and its value in a range of contexts and for a range of purposes.

Australian arts: Students recognise that Australian visual art contains a range of texts and forms, represents a range of contexts and reflects a range of sometimes-conflicting values. They identify these texts, forms, contexts and values for the purposes of criticism and in the construction of their own art works.

Contexts: Students establish connections between a wide range of art forms and styles and their historical and cultural contexts. They identify the influences that have helped to shape the visual art in these contexts and analyse the impact that the art in turn has had on the society in which it is made. They use this understanding to inform their own artworks.

Economic considerations: Students understand that the historical and cultural contexts of visual art affect its economic status and the ways in which it is resourced. They apply this understanding to their analysis of the art of others and use it in creating their own.



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