The Arts: Scope and sequence ABLE*WA* Stages A–D

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| **The Arts: Stage A** |
|  | **Dance** | **Drama** | **Media Arts** | **Music** | **Visual Arts** |
| **Explore and represent ideas** | Experience dance, safe movement possibilities and move their body parts intentionally in response to stimulus | Experience elements of dramatic play with support | Experience characters and settings through stories in images, sounds and multimodal texts | Exposure to sound and silence and ways of using voice, movement and/or instruments | Experience creation of visual artworks |
| **Arts practices** | Show general awareness of body position and own body when being moved by others during fundamental movement and dance sequences | Use facial expression to communicate a feeling or reaction | Experience media technologies to capture images and sounds for a story | Experience the use of voice and/or instruments through chants, songs and rhymes | Exposure to different materials and techniques to make artworks |
| **Present and perform** | Be involved in making and sharing dance that communicates ideas | Be involved in sharing ideas through drama | Experience the presentation of media artworks | Be involved in music performances | Experience the display of artworks |
| **Respond and interpret** | React to dance | React to drama | React to stimuli in media artworks | React to music | React to visual artworks |
| **Achievement standard** | By the end of Stage A, students participate in dance activities. They move body parts safely and react to aspects of dance they make, perform and view.  | By the end of Stage A, students participate in dramatic play. They react to aspects of drama they make, perform and view.  | By the end of Stage A, students react to media artworks being made and viewed. Students assist to make and share media artworks representing their life and preferences. | By the end of Stage A, students improvise and perform music. They explore, as appropriate, the sound and feel of their voices and instruments.Students react to music they listen to, make and perform. | By the end of Stage A, students communicate about artworks they make and view by reacting to sensory elements within artwork. Students assist in the making of artworks in different forms using different techniques. |
| **The Arts: Stage B** |
|  | **Dance** | **Drama** | **Media Arts** | **Music** | **Visual Arts** |
| **Explore and represent ideas** | Move body parts and experience safe movement possibilities when learning fundamental dance movements | Use structured dramatic play to explore ideas | Respond to characters and settings through images, sounds and multimodal texts | Explore qualities of sounds and pitch and rhythm patterns using voice, movement, body percussion and/or instruments | Explore materials to create visual artworks |
| **Arts practices** | Explore ways of moving in response to stimulus | Use voice, facial expression, and/or movement to imitate role and situation | Use media technologies to select images and sounds for a story | Use voice and/or instruments to copy a chant, song and/or rhyme | Experience some materials and techniques to make artworks |
| **Present and perform** | Share dance to communicate a given idea | Participate in drama performances to communicate a feeling and/or events | Share media artworks that communicate a given idea or familiar story | Perform music to express a given idea | Create artworks in response to an idea or observation |
| **Respond and interpret** | Respond to own and others’ dance | Respond to own and others’ drama | Respond to media artworks  | Respond to own and others’ music | Respond to visual artworks |
| **Achievement standard** | By the end of Stage B, students follow safe practice when moving body parts and performing dance sequences. Students communicate responses to dances they make, perform and view. | By the end Stage B, students make and share drama through dramatic play and improvisation. Students communicate likes and dislikes in response to elements of drama they make, perform and view. | By the end of Stage B, students indicate what they like and dislike about media artworks they make and view.Students assist to make and share media artworks using technologies and by selecting images and sounds to represent an idea or familiar story. | By the end Stage B, students make and perform music using voice and/or instruments. Students communicate responses to music they listen to, create and perform. | By the end of Stage B, students indicate what they like about artworks they make and view.Students make artworks using different techniques and processes and make simple choices on the use of materials. |

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| **The Arts: Stage C** |
|  | **Dance** | **Drama** | **Media Arts** | **Music** | **Visual Arts** |
| **Explore and represent ideas** | Explore dance ideas that use safe fundamental movement patterns | Explore ideas for characters in dramatic play | Explore different ways of representing characters and settings through images, sounds and multimodal texts | Explore and imitate sounds and patterns using voice, movement, body percussion and/or instruments | Explore experiences and observations to create visual artworks |
| **Arts practices** | Explore dance movements to communicate ideas | Use voice, facial expression and/or movement to imagine a role and situation | Assist in the use of media technologies to capture images and sounds for a story | Sing, use body percussion and/or play instruments to practise chants, songs and rhymes | Use different materials and techniques to make artworks |
| **Present and perform** | Perform movement sequences to express ideas, feelings and/or observations | Present drama that communicates ideas, feelings and/or experiences | Present media artworks that communicate an idea or concept | Perform a short piece of music they have learnt | Create artworks to communicate ideas or observation |
| **Respond and interpret** | Respond to own and others’ dance and explore where and why people dance | Share responses to drama by answering yes/no questions and explore where and why people make drama | Respond to media artworks by answering questions using one word responses or images | Respond to music and explore why people make and listen to music | Respond to visual artworks by indicating subject matter |
| **Achievement standard** | By the end of Stage C, students follow safe dance practice to make and share dance sequences and movement patterns.Students communicate ideas and feelings about aspects of their own and others’ dance. | By the end of Stage C, students make and share simple drama that communicates an idea, feeling and/or experience. Students communicate ideas about drama and reasons why people share drama by answering yes/no questions. | By the end of Stage C, students communicate about media artworks they make and view.Students make media artworks that communicate an idea or concept. | By the end of Stage C, students make and perform music. Students communicate ideas and feelings about aspects of music they create and perform and reasons why people make and listen to music. | By the end of Stage C, students communicate about artworks they make and view.Students make artworks in different forms to express their ideas and observations, using different techniques and processes. |

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| **The Arts: Stage D** |
|  | **Dance** | **Drama** | **Media Arts** | **Music** | **Visual Arts** |
| **Explore and represent ideas** | Develop safe fundamental movements and technical skills when exploring dance ideas | Explore how characters express ideas in dramatic play | Explore ideas, characters and settings through stories in images, sounds and multimodal texts | Explore and imitate sounds, pitch and rhythm patterns using voice, movement, body percussion and/or instruments | Explore ideas, experiences and observations to create visual artworks |
| **Arts practices** | Improvise and sequence dance movements to communicate moods and feelings | Use voice, facial expression, movement and/or space to express ideas and feelings about their world | Develop skills to use media technology to capture images, sounds and text for a story | Sing, use body percussion and/or play instruments to improvise patterns and practise chants, songs and rhymes | Explore different materials and techniques to make artworks |
| **Present and perform** | Perform dance that communicates ideas, feelings, observations and/or experiences to an audience | Present drama that communicates major elements of stories and/or experiences | Present media artworks that communicate a simple idea or story | Perform a piece of music they have learnt or perform a piece of music to communicate an idea | Create and display artworks to communicate an idea, concept or observation |
| **Respond and interpret** | Respond to dance and describe some of the characteristics they observe | Respond to drama and describe some of the characteristics they observe | Respond to media artworks and describe some of the characteristics they observe | Respond to music and describe features they observe, including likes and dislikes | Respond to visual artworks expressing what they like and dislike |
| **Achievement standard** | By the end of Stage D, students make and share a simple dance sequence and demonstrate safe dance practice. Students provide a simple explanation about the features and purpose of their own dance. | By the end of Stage D, students make and share drama that communicates major elements of stories or experiences. Students provide a simple explanation about the characteristics of drama they make, perform and view. | By the end of Stage D, students describe the characteristics of media artworks they make and view. Students make and share media artworks representing a significant idea, event or story.  | By the end of Stage D, students compose and perform music to communicate ideas.Students explore sounds through singing. They demonstrate rhythm skills by listening to and imitating simple musical beat and patterns. They describe the music they like and dislike. | By the end of Stage D, students describe artworks they make and view.Students make artworks in different forms to express their ideas, observations and imagination, using different materials, techniques and processes. |

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