

Downloaded from

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/visual-arts2/arts-overview2/general-capabilities> on 03/07/2024 check website for latest version.



School Curriculum  
and Standards  
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

 Extranet Login

[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curriculum General Capabilities](#)

# General Capabilities

[Download Curriculum as PDF](#)

## Overview

Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary

 [The Arts Scope and Sequence](#)

 [The Arts Scope and Sequence](#) 

 [ABLEWA Arts Scope & Sequence](#)

[◀ Return to The Arts](#)

The general capabilities are the dispositions that will be developed through the program for the Arts identified within the

## Literacy

Students become literate in order to interpret and use language in a range of school, and for purposes such as listening to, reading and using digital texts. Literacy is used for a range of purposes in a range of contexts.

In the Arts, students use the languages of the five arts to communicate their own making and responses, to create, compose, design, and others', and to respond to others'.

Each Arts subject requires students to use language in increasingly complex ways that the terminology and concepts used require the ability to use language to access knowledge, to interact with, and to

## Numeracy

Students become n  
mathematics confic  
broadly. Numeracy  
mathematics in the  
mathematical know

In the Arts, student  
design, make, inter  
students can recog  
reasoning to solve |  
shapes; scale and p  
movements; and m  
mass and angles.

Through making an  
choreograph and p  
direct and edit mec  
construct and displ  
organise, analyse a  
others', artworks, s

## Information capability

Students develop IC  
appropriately to acc  
problems, and work  
beyond school. The  
digital technologies  
technologies evolve

environment.

In the Arts, ICT capabilities and technologies when used effectively can enhance and extend the use of interactive multimedia and virtual tools and environments. Students enhance their ICT capabilities and explore new possibilities by exploring digital technologies.

Students learn to apply digital technologies in a virtual environment, participate in digital environments, protect intellectual property, use digital technologies collaboratively; share and present to digital audiences.

## Critical and Creative Thinking

Students develop critical and creative thinking skills to generate and evaluate ideas, and to consider alternative perspectives. They engage in activities that require problem-solving, risk-taking, and innovation in all learning areas.

In the Arts, critical and creative thinking skills are used to analyse artworks. In creating artworks, students use critical thinking skills to problem-solve and evaluate technologies. They use critical thinking skills in the design and processes, and to evaluate and present their ideas, concepts, the

learn to analyse tra  
meanings and conn  
artists' motivations  
reflect critically and  
and design process  
feedback about pas  
share their thinking

## Personal and

Students develop p  
themselves and oth  
more effectively. Th  
recognising and req  
understanding relat  
responsible decisio  
constructively; and

In the Arts, persona  
and collaboratively,  
students with regul  
while developing ar  
and concepts in the  
personal strengths,  
audience members  
such as self-discipli  
confidence, resilien  
needs and situatio  
understand and neq  
others, students de

effectively, work co  
leadership.

## Ethical unde

Students develop e  
of ethical concepts,  
assist ethical judgr  
personal and social  
conflict and uncerta  
values and behavio

In the Arts, student  
or create artworks t  
controversial, invol  
explore how ethical  
in issues and event  
imagination, and cc  
speculate on how li  
whether various po

Students develop tl  
increasing range of  
practices. When int  
consider the intelle

## Intercultura

Students develop ir  
cultures, languages

personal, group and nature of culture. T with, diverse cultur connections with ot

In the Arts, intercultural worlds to explore n regional and global to explore the influence practices and think structures, use of n of concepts, ideas, understanding in m those of others, inte seeking to represer

Students are encour to perspectives tha and contexts in whi from diverse cultur images, objects, so

[Principles](#)

[Teaching](#)

[Assessing](#)

[Policy](#)

[Resources](#)

## Subscribe to our monthly K-10 Circular

[wa.gov.au](http://wa.gov.au) 