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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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General Capabilities

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Overview



Rationale

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Organisation

Student Diversity

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General Capabilities

Cross-Curriculum Priorities

Glossary

 The Arts Scope and Sequence

 The Arts Scope and Sequence 

 ABLEWA Arts Scope & Sequence

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The general capabilities are the dispositions that will enable students to find opportunities for learning and growth in the program for the Arts identified within the

Literacy

Students become literate in order to interpret and use language in a range of contexts of school, and for purposes of listening to, reading and writing digital texts. Literacy has a range of purposes in a range of contexts.

In the Arts, students use the languages of the five arts to communicate their ideas, make and respond to art, create, compose, design, and others', and

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

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 ac
problems, and work
beyond school. The
digital technologies
technologies evolve

environment.

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

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

Critical and Creative Thinking

Students develop critical and creative thinking skills to generate and evaluate ideas, consider alternative perspectives, and engage in activities that require problem-solving, decision-making, and innovation in all learning contexts.

In the Arts, critical and creative thinking skills are used to create artworks. In creating artworks, students use critical thinking skills to problem-solve and evaluate technologies. They use creative thinking skills to generate ideas and processes, and to evaluate 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 co
speculate on how li
whether various po

Students develop th
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, intercul worlds to explore n regional and global to explore the influ practices and think structures, use of n of concepts, ideas, understanding in m those of others, inte seeking to represer

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

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