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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Rationale

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Overview

Rationale

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Ways of Teaching

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Cross-Curriculum Priorities

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 [The Arts Scope and Sequence](#) 

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The Arts have the capacity to engage the imagination and emotions. The term 'creativity' is used in the Australian Curriculum

[There are... involve the... imaginati... objective. Fourth, th... therefore... produce c... National A... Futures: C

The Arts learning area includes Music and Visual Arts. Together they encourage students to create, design, represent ideas, emotions, objects and the world.

The Arts entertain, educate and provide knowledge of self, others and the world. The development of creative and active and informed citizens and the development of complex content, skills and knowledge through the years of schooling.

Dance

Dance is expressive, represent, question, and a medium for personal and social expression.

Active participation and social inclusion and understanding social and cultural issues.

Drama

Drama is the expression of human worlds, through role-play. Students create meaning and engage with and analyze social and cultural issues.

In making and staging drama, students are resourceful, collaborative, and creative. Students develop a critical eye for drama in the context of social and cultural issues.

Media Arts

Media Arts enables students to explore emerging technologies and digital media. Students participate in digital media creation, styles, and different digital media.

Students learn to be critical consumers of digital media.

negotiated, and are and themselves. Th through their exper collaborate and tak artworks.

Music

Music has the capa students. Studying thinking and aesthe creative and expres

Music exists distinc experience. Studen draws on their own appreciate and mea times, places, cultu

Visual Arts

Visual Arts incorpor visual representatic others' ideas, both conceptual underst and expanding thei

Visual Arts engages problem-solving rel undertake this jouri processes. Visual A

appreciation of visu
and responding to a

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