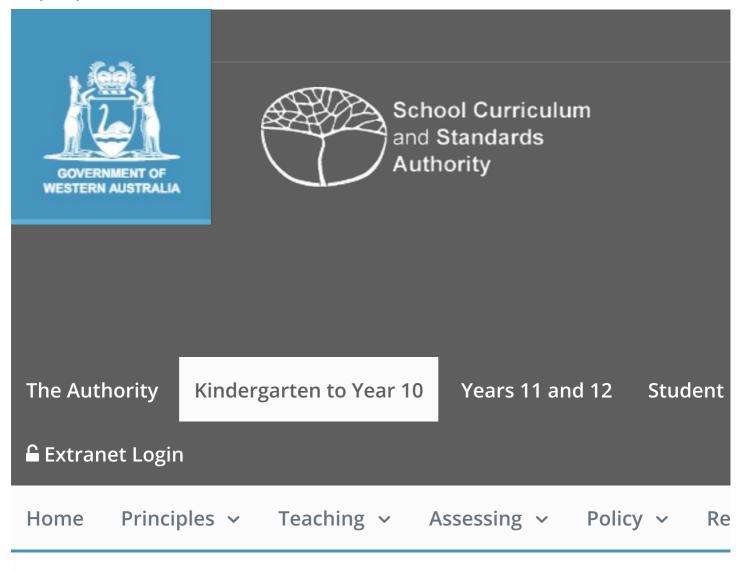
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## **General Capabilities**

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### 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 capabi dispositions that wi may find opportunit program for the Art identified within the

### Literacy

Students become li interpret and use la of school, and for p listening to, reading digital texts. Literac purposes in a range

In the Arts, student languages of the fix communicate their making and respon create, compose, d own, and others', a

Each Arts subject reincreasing complex that the terminolog ability to use languaccess knowledge, interact with, and c

### 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 provements; and mass and angles.

Through making an choreograph and podirect and edit med construct and display organise, analyse a others', artworks, s

# Information capability

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

environment.

In the Arts, ICT capatechnologies when use interactive mul virtual tools and en enhance their ICT capossibilities by explanation.

Students learn to a environment, partice intellectual property use digital technolic collaboratively; sha audiences.

### Critical and

Students develop c generate and evalu consider alternative activities that requi behaviours and disp innovation in all lea

In the Arts, critical artworks. In creating thinking skills to postechnologies. They and processes, and 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. The recognising and regunderstanding relate responsible decision constructively; and

In the Arts, personal and collaboratively, students with regul while developing are and concepts in the personal strengths, audience members such as self-discipliconfidence, resilien needs and situation understand and negothers, students de

effectively, work co leadership.

### Ethical unde

Students develop e of ethical concepts, assist ethical judgm personal and social conflict and uncertavalues and behavio

In the Arts, student or create artworks to controversial, involvexplore how ethical in issues and event imagination, and conspeculate on how like whether various po

Students develop the increasing range of practices. When interesting 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, interculworlds to explore n regional and global to explore the influpractices and think structures, use of n of concepts, ideas, understanding in m those of others, inteseeking to represer

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

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