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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

Aims

Organisation

Student Diversity

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Ways of Teaching Video

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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 as they learn 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 many 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 increasing complexity of language that the terminology and vocabulary to use language to access knowledge, interact with, and communicate

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 creatively can enhance and use interactive multimedia and virtual tools and enhance their ICT capabilities by exploring possibilities by exploring

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

Critical and Creative Thinking

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

In the Arts, critical and creative thinking skills are used to create artworks. In creating artworks, students use thinking skills to problem-solve with digital technologies. They evaluate ideas and processes, and communicate 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, resilienc
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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