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Kindergarten to Year 10

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# Rationale

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## Overview



Rationale

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The Arts have the capacity to engage the imagination and encourage creativity. The term 'creativity' is defined in the Australian Curriculum: The Arts as the

*[There are many ways in which the Arts involve the imagination and creativity. The first objective is to develop the imagination. Fourth, the Arts are therefore a means to produce a National Curriculum for the Future: C*

The Arts learning area includes Design 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 the Arts is an active and informed process that involves 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 of social and cultural issues.

## Drama

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

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

## Media Arts

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

Students learn to be creative and to use media to express their ideas and to communicate with others.

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 representatio 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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