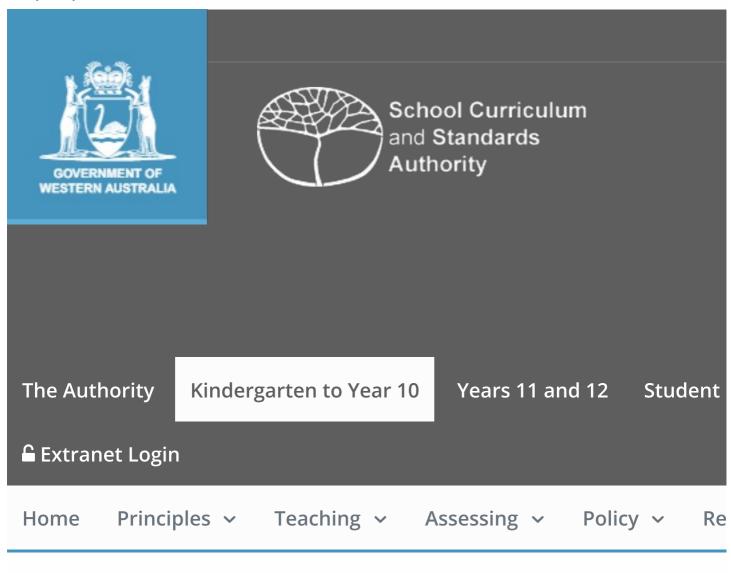
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# Organisation

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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

#### Content Stru

The Arts learning and Visual Arts.

The Arts curriculum Arts subjects from I study a performanc

In Years 9 and 10 th

In the Arts, it is des engage with all five

Each of the five Art Responding.

### Making

Making in each Arts emotions in concep critically and creating present, design and Students work from impulse, or an external each Arts emotions in concept critically and creating present, design and students work from impulse, or an external each Arts emotions in concept critically and creating present, design and creating present pre

Part of making invo points of view, inclu and completion of r

### Responding

Responding in each and evaluating in the through contextual dependent upon, recresponding to the naccording to differe

Students consider t experiences as aud ideas through expre rituals. Students the meanings of the Art

### Relationship

Making and Respon with knowledge and develop students' s Arts, they actively r students respond to through their exper

### Year level de

Year level description with core content be interrelated nature integration of contents.

For the five Arts sul contexts, materials

informs approaches

#### Content des

Content description are expected to tea approaches to teac is appropriately ord concept or skill intrextended at later years.

Additional content ( teaching programs. into account learning

The additional cont

#### Achievemen

From Pre-primary to that students shoul An achievement sta conceptual underst student is well-plac achievement.

### Glossary

A glossary is provid concepts included i

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