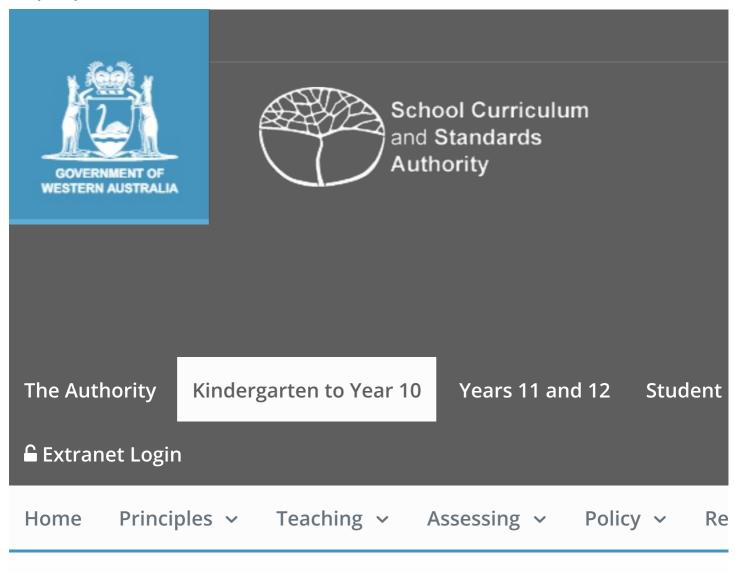
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# Rationale

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#### Overview

Rationale

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**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 Arts have the c imagination and en The term 'creativity Australian Curricult

[There are involve the imagination objective. Fourth, the therefore produce of National Affectives: (

The Arts learning an and Visual Arts. Too create, design, reprideas, emotions, ob world.

The Arts entertain, knowledge of self, of the development of active and informed and sensory/kinaes complex content, slithrough the years of the Arts entertain, knowledge of self, of the development of active and informed and sensory/kinaes complex content, slithrough the years of the Arts entertain, knowledge of self, of the development of the development of active and informed active and informed active and informed active and informed active a

### **Dance**

Dance is expressive represent, question medium for personate

Active participation and social inclusion and understanding social and cultural i

#### Drama

Drama is the expre worlds, through role Students create me engage with and ar

In making and stag resourceful, collabo Students develop a drama in the conte

## **Media Arts**

Media Arts enables emerging technolog Students participate styles, and differen

Students learn to b

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 meatimes, places, cultu

# **Visual Arts**

Visual Arts incorpor visual representation others' ideas, both conceptual underst and expanding their

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

appreciation of visuand responding to a

**Principles** 

**Teaching** 

<u>Assessing</u>

**Policy** 

Resources

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