

Creative Arts Curriculum Document

This document was last reviewed in 2002. It will be reviewed again later in 2007. Areas requiring attention include the School Exit Outcomes, Belief Statements, Teaching Implications and Across Curriculum Perspectives which have all evolved in more recent curriculum documents.

Scope and Sequences, Assessment, Reporting, Teaching and Learning Strategies and Resources all need to be addressed when the review occurs.

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Context

This document is based on the NSW Creative Arts Syllabus and was developed for trial by the staff in Semester 1 2002. The staff have examined each of the outcomes contained in each of the four stages and have written indicators to help in the assessment of the outcomes.

The document will be on a trial basis during 2002 and will be modified following curriculum review and staff feedback at the end of 2002. Many of the topics in this curriculum will be covered in an integrated curriculum across other KLA's.

Rationale

At St Thomas Aquinas, the Creative Arts provide opportunities for students to learn to work within and learn about the art forms of the visual arts, music, drama and dance. The relationships between learning to and learning about are central to the students' development of knowledge, skills and understanding and their development about the art forms. In the longer term, learning in the Creative Arts assists students in their lifelong learning in the visual arts, music, drama and dance. It also assists students to participate in and contribute to cultural life, to become informed consumers of the arts and culture.

Creative Arts Syllabus (NSW) p 6

Vision Statement

To encourage the growth of each person through friendship with Jesus.

Mission Statement

At St Thomas Aquinas we live out our Vision in four main ways, through Faith, People, Education and Innovation.

FAITH

- We live out our Gospel values in a Christ-centred community.
- We believe in an education in catholic faith where all members of the Parish/School community lead by example.

PEOPLE

- We value the uniqueness of all members of our community and encourage them to share their gifts.
- We respond to the needs of others.
- We build compassionate and forgiving relationships.

EDUCATION

- We believe achievement has its own intrinsic rewards.
- We provide an exciting and challenging environment in which each individual is encouraged.
- We celebrate the joy of discovery and appreciate that mistakes and risk taking are steps to learning.
- We develop each person's growth intellectually, emotionally, spiritually and socially in an atmosphere of love and respect.

INNOVATION

- We believe that our community will continue to grow and change and we must meet and welcome these challenges.
- We renew our mission through reflection and education.
- We search for new ways to proclaim the Gospel.

School Exit Outcomes

As a school community we will work towards children leaving Saint Thomas Aquinas with the following qualities that we believe are enhanced by involvement in Creative Arts education.

Spirituality

The Arts provides the opportunity for children to express their faith in different forms; through art, drama and music. There is the opportunity for dramatic presentations of Gospel stories and modern parables. The children are able to present prayers in a dramatic way during class and assembly time on Monday mornings. During sacramental preparation and special celebrations the children present a liturgical movement for reflection. Special times during the Church's year also provide the opportunity for artistic and dramatic expression.

Character

The Creative Arts provides the opportunity for character building as the children are encouraged to make honest comment about their own work and the work of others. This reflection needs to be done in a supportive way respecting the feelings of one another.

Thinking

The Creative Arts provides the opportunity for children to reflect on their learning and exercise thoughtful judgement whether looking at works of art or listening to music. Critical thinking is encouraged in the Arts as the children are asked to provide reasons why artists choose different themes or colours or instruments. Problem solving is encouraged as the children find ways to express various emotions through the Arts.

Citizenship

Through the Creative Arts children will gain an appreciation of their own culture through the eyes of music, dance and art. At the same time children can learn a great deal about the culture from other lands through exposure to the Creative Arts.

Communication

The Creative Arts provides a medium for communication that is available to all children regardless of their literacy skills. It is important for children to be able to discuss why they like or dislike particular works of art, drama or music.

Belief Statements

The staff at St Thomas Aquinas believe that the Creative Arts:

- Involves drama, visual arts, dance and music.
- Should be enjoyable for students and staff.
- Helps children to gain an appreciation of their environment and surroundings.
- Should enable children to find new and exciting ways to express themselves.
- Challenge and extend children as they engage in practical activities and appreciation lessons.
- Provides the opportunity for children to understand and appreciate other cultures.
- Contains skills that need to be taught to children.
- Includes the use of computer technology.
- Provides the opportunity for children to experience success.
- Is best covered when integrated into other KLAs.
- Involves exposing children to quality examples of music, dance drama and visual arts.
- Gives children the opportunity to appreciate the beauty in God's creation.

Teaching Implications

In teaching the creative arts the teachers at St Thomas Aquinas will:

- Integrate the arts into other KLAs.
- Cater for a wide range of abilities with activities that are age appropriate.
- Allow children the freedom to express themselves in an artistic manner.
- Arrange the opportunities for performances by students through school assemblies, concerts, Wakakirri dance eisteddfod, and liturgical celebrations.
- Display children's work in the classroom and school notice boards.
- Continually be open to new ideas and practices.
- Involve the creative arts in the celebration of sacraments.
- Arrange for quality school performances to visit the school.
- Invite parents with gifts to share them with the children.
- Monitor and purchase quality resource materials.
- Encourage all students to do their best work at all times.

Across Curriculum Perspectives

Catholic Ethos

At St Thomas Aquinas, we believe that our catholic Ethos should permeate all that we do. Teachers at St Thomas will reflect Gospel values in their work with children in the classroom. The teachers will use creative Arts to explore and proclaim the Gospel message. Children will demonstrate respect for the work of others. Children will express their thoughts, feelings and spirituality through different mediums and teachers will provide these opportunities.

Gender Equity

Teachers will work towards providing excellence in education for both boys and girls. In the Creative Arts teachers will establish and maintain non-competitive, cooperative learning environments that allow all children to experience success. Teachers will provide a range of activities that enable all children to express their thoughts and creativity while recognising the different interests, experiences and ways of viewing and knowing the world that boys and girls bring to their learning. Teachers will refuse to allow one individual or group to dominate class activities.

Special Needs Education

At St Thomas Aquinas we recognise that that children possess a wide range of abilities in Creative Arts. Teachers will plan lessons that cater for a range of abilities and vary lessons and assessment activities in recognition of individual differences. Teachers will enhance self-esteem by enabling students to explore and develop competencies based on prior learning. Teachers will use a wide range of supplementary resources that are available to support children with special needs.

Australian Education

Creative Arts provide a valuable opportunity to appreciate and value our Australian culture and identity. Teachers will provide opportunities for children to recognise the valuable contribution that Australian Creative Arts have made in the world. Children will be given the opportunity to study a wide range of Australian art and artists to capture and explore the diversity of Australian life – past and present. Teachers will provide opportunities for children to explore natural and cultural influences that have influenced the development of Australian dance, drama, media, music and visual arts.

Work Education

At St Thomas Aquinas we shall include discussions and opportunities for children to examine the occupations and training of people who work in the Arts. We will encourage visiting artists to discuss their work with children and their training.

We will encourage members of the community to visit the school and explain their methods of sale, preparation and training.

Non English Speaking Background

Studies in Creative Arts enable students to appreciate the importance of their culture in the contribution made by various artists in the world. Teachers will provide access to performers and artists from diverse cultural backgrounds and explore the relationship between artistic expression and communication. Creative Arts provide the opportunity for students to express themselves in a way that does not depend on the use of English.

Environment Education

The Creative Arts provide opportunities for children to deepen their understanding of the environment. At St Thomas Aquinas we will develop understandings about our environment and a positive attitude towards the earth and its life. We believe that the Creative Arts are a valuable way of communicating ideas and feelings about the environment and analysing values and beliefs about environmental issues and possible solutions to environmental problems.

Indigenous Education

We believe that Indigenous Art plays an important part within Australian society and its study will provide students with opportunities to gain an appreciation and respect for the uniqueness of Art within the Indigenous community. At St Thomas Aquinas we will provide children with the opportunities to gain an appreciation and respect for the importance of Indigenous Arts.

Information and Communication Technology

We shall provide opportunities for children to explore the use of computer Software packages to publish artwork and help in the presentation of written work. Access to the Internet will provide a valuable source of information and examples of music and artwork for children to appreciate.

Outcomes NSW Creative Arts Syllabus

Visual Arts			
Early Stage One	Stage One	Stage Two	Stage Three
Making			
<p>VAES 1.1 Makes simple pictures and other kinds of artworks about things and experiences</p> <ul style="list-style-type: none"> Investigates relationships in their art making eg. People, stories, animals. Explores characteristics of living things and significant features and events. 	<p>VAS 1.1 Makes artworks in a particular way about experiences of real and imaginary things.</p> <ul style="list-style-type: none"> Recognises the features of size, scale, proportion and colour in relation to their art works Expresses personal experiences and imagination through their art works 	<p>VAS 2.1 Represents the qualities and experiences and things that are interesting or beautiful by choosing among aspects of subject matter.</p> <ul style="list-style-type: none"> Chooses appropriate materials and techniques to produce a variety of artworks. Focuses on facial expressions, body angles, movement of animals, contrasts in streetscapes and the natural environment. Investigate traditions in art suited to different subject matter. 	<p>VAS 3.1 Investigates subject matter in an attempt to represent likeness of things in the world.</p> <ul style="list-style-type: none"> Uses various techniques such as proportion, perspective, composition and foreshortening. Uses different artistic concepts eg colour, tone, light and scale.
<p>VAES 1.2 Experiments with a range of media in selected forms.</p> <ul style="list-style-type: none"> Explores the qualities of different media eg painting, drawing printing, paper and construction skills. Uses scissors for cutting regular and irregular shapes. Explores computer generated graphics. 	<p>VAS 1.2 Uses the forms to make artworks according to varying requirements.</p> <ul style="list-style-type: none"> Investigates art techniques (eg. cutting, carving and modelling) and experiments with the properties of different media to make art works according to instructions 	<p>VAS 2.2 Uses forms to suggest the qualities of subject matter.</p> <ul style="list-style-type: none"> Experiments with techniques in painting and drawing to create particular effects. Attempts to enlarge and reduce scale. Investigates qualities and attempts to construct 3-D shapes. 	<p>VAS 3.2 Makes artworks for different audiences assembling materials in a variety of ways.</p> <ul style="list-style-type: none"> Examines the expressive use of colour in painting or drawing. Recognises how an audience influences the kinds of work they make.

Appreciating

<p>VAES 1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks</p> <ul style="list-style-type: none"> • Recognises basic elements of art in selected art works and environment. • Distinguishes between different types and materials used in art works. • Talks about pictures and other art works. 	<p>VAS 1.3 Realises what artists do, who they are and what they make.</p> <ul style="list-style-type: none"> • Talks about and writes about the artworks made by particular artists 	<p>VAS 2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p> <ul style="list-style-type: none"> • Appreciates different viewpoints about art. • Discusses reasons why artists make art works focusing on who, when, where and why. 	<p>VAS 3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</p> <ul style="list-style-type: none"> • Talks and writes about the meaning of art works recognising how art works can be valued in different ways. • Identifies some of the reasons why art works are made.
<p>VAES 1.4 Communicates their ideas about pictures and other kinds of artworks.</p> <ul style="list-style-type: none"> • Identifies features in art works and links to own experiences. • Talks about the artists expression of his/her experiences. 	<p>VAS 1.4 Begins to interpret meaning of artworks acknowledging the roles of artist and audience.</p> <ul style="list-style-type: none"> • Recognises that artist explore the world in particular ways 	<p>VAS 2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.</p> <ul style="list-style-type: none"> • Appreciates the skills involved in achieving effects in art works. • Attempts to interpret what the artist is representing in their art works. 	<p>VAS 3.4 Communicates about the ways in which subject matter is presented in artworks.</p> <ul style="list-style-type: none"> • Discusses the artists' intention and or the use of styles and techniques in selective works. • Suggests how subject matter can mean different things in art works and seeks to explain meanings by developing reasoned accounts that take into consideration such things as the art, work, world and audience.

Music			
Early Stage 1	Stage 1	Stage 2	Stage 3
Performing			
<p>MUES 1.1 Participates in simple speech, singing, playing and moving activities demonstrating an awareness of musical concepts.</p> <ul style="list-style-type: none"> • Performs simple rhymes speeches and songs • Moves to music performing body percussion using instruments and voices. • Explores simple aspects of musical concepts. 	<p>MUS 1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts</p> <ul style="list-style-type: none"> • Explores simple aspects of musical concepts in singing playing and musical activities (eg. beat, rhythm, body percussion) 	<p>MUS 2.1 sings, plays and moves to a range of music, demonstrating a knowledge of musical concepts.</p> <ul style="list-style-type: none"> • Sings songs and moves to music demonstrating an awareness of beat, pitch, tone colour and structure. • Can clap and move to a regular beat and use percussion instruments. 	<p>MUS 3.1 Sings, plays and moves to a range of music, individually and in groups demonstrating a knowledge of musical concepts.</p> <ul style="list-style-type: none"> • Sings a variety of songs, individually and in groups with accurate pitch, duration and expressive dynamics. • Plays a variety of music individually and in groups, using a range of vocal and instrumental sound resources.
<p>MUES 1.2 Creates own rhymes, games, songs and simple compositions.</p> <ul style="list-style-type: none"> • Creates simple songs, rhymes and games. • Uses musical instruments and voice to create a variety of sounds. • Organises own simple compositions. 	<p>MUS 1.2 Explores, creates, selects and organises sound in simple structures</p> <ul style="list-style-type: none"> • Explores ways of making different sounds on instruments or sound sources 	<p>MUS 2.2 Improvises, musical phrases, organises sounds and explains reasons for choices.</p> <ul style="list-style-type: none"> • Explores ways of varying music material eg. changing beat. • Recognises and discusses their own compositions. 	<p>MUS 3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.</p> <ul style="list-style-type: none"> • Explores musical ideas based on rhythmic and melodic patterns. • Explores ways of varying musical material eg. meter, rhythm and tempo changes.
	<p>MUS 1.3 Uses symbol systems to represent sound</p> <ul style="list-style-type: none"> • Devises symbols to represent sounds leading to the understanding of graphic notation 	<p>MUS 2.3 Uses commonly understood symbols to represent own work.</p> <ul style="list-style-type: none"> • Devises symbols to represent sounds and explores simple aspects of traditional musical notation. 	<p>MUS 3.3 Notates and discusses own work and the work of others.</p> <ul style="list-style-type: none"> • Devises graphic symbols to represent sound as a way of communicating ideas. • Discusses own compositions and the compositions of others.

Music			
Early Stage 1	Stage 1	Stage 2	Stage 3
Performing			
MUES 1.4 Listens to and responds to music. <ul style="list-style-type: none"> Identifies simple musical features. Moves and performs simple actions in response to music. 	MUS1.4 Responds to arrange of music, expressing likes and dislikes and the reasons for these choices <ul style="list-style-type: none"> Identifies and shows preference for particular pieces of music or styles of music (eg. tempo, pitch, rhythm and phrasing) 	MUS 2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire <ul style="list-style-type: none"> Identifies musical features eg rhythm, tempo, pitch, tone and colour. Listens to a range of music and discusses features. 	MUS 3.4 Identifies the use of musical concepts and symbols in a range of musical styles <ul style="list-style-type: none"> Listens to a wide range of styles and discusses features of music and the differences between different repertoire eg classical, rock, folk. Discusses the role of music in range of cultural contexts.

Drama			
Making			
Early Stage1	Stage 1	Stage 2	Stage 3
<p>DRAES 1.1 uses imagination and the elements of drama in imaginative play and dramatic situations.</p> <ul style="list-style-type: none"> • Participates in role play with self and others. • Experiences basic elements of drama. • Investigates human experiences in drama. 	<p>DRAS1.1 Takes on roles in drama to explore familiar and imagined situations</p> <ul style="list-style-type: none"> • Creates a range of roles and situations adapted from their imagination, literature and everyday experiences <p>Interprets a dramatic context by responding in a drama form (eg. improvisation, movement, mime, storytelling, readers theatre and puppetry)</p>	<p>DRAS 2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.</p> <ul style="list-style-type: none"> • Takes on individual and group roles. • Interprets a range of imagined situations through the use of drama. 	<p>DRAS 3.1 Develops a range of in depth and sustained roles.</p> <ul style="list-style-type: none"> • Adapts to a wide range of roles challenging character stereotypes. • Sustains roles and their relationships in shaping the action. • Responds abstractly to represent ideas, feelings, objects and situations.
	<p>DRAS 1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice</p> <ul style="list-style-type: none"> • Expresses dramatic meaning through movement and voice <p>Responds to the elements of drama (eg. tension, contrast, symbol, time, space, focus and mood)</p>	<p>DRAS 2.2 Builds the action of the drama by using the elements of drama movement and voice skills.</p> <ul style="list-style-type: none"> • Devises action through movement and voice to develop and explore characters of well-known stories. • Interprets everyday and imagined situations to make drama. 	<p>DRAS 3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</p> <ul style="list-style-type: none"> • Uses gesture, movement and voice skills to respond to scripts and other texts. • Uses a variety of dramatic forms eg improvisation, mime, puppetry, story telling and play building.
<p>DRAES 1.3. Dramatises personal experiences using movement, space and objects.</p> <ul style="list-style-type: none"> • Organises space and uses movements, objects and costumes in dramatic play. 	<p>DRAS1.3 Interacts collaboratively to communicate the action of drama with others</p> <ul style="list-style-type: none"> • Shares their drama making with others, incorporating props and costumes to communicate role, situation and place 	<p>DRAS 2.3 Sequences the action of the drama to create meaning for an audience.</p> <ul style="list-style-type: none"> • Demonstrates confidence in gesture movement and voice. • Can provide props, costumes and setting to produce a dramatic presentation in individual and group situations. 	<p>DRAS 3.3 Devises, acts and rehearses drama for performance to an audience.</p> <ul style="list-style-type: none"> • Plans and performs drama in collaboration with others using both scripted and unscripted materials. • Organises space, props, costumes, sound affects and movement sequences to help define role, place and situation.

Drama			
Making			
Early Stage1	Stage 1	Stage 2	Stage 3
<p>DRAES 1.4. Appreciates dramatic work during the making of their own drama and the drama of others.</p> <ul style="list-style-type: none"> • Responds in a personal way to their own drama. • Identifies characters and distinguishes between imagined and real life experiences. 	<p>DRAS 1.4 Appreciates dramatic work in the making of their own drama and the drama of others</p> <ul style="list-style-type: none"> • Responds to their own drama and that of others by describing their ideas and feelings 	<p>DRAS 2.4 Responds to, and interprets drama experiences and performances.</p> <ul style="list-style-type: none"> • Recognise that drama is used for different purposes in communities. • Appreciates live performances and can discuss opinions about the performance. 	<p>DRAS 3.4 Responds critically to a range of drama works and performance styles.</p> <ul style="list-style-type: none"> • Reflects and analyses dramatic traditions of communities and cultures in times and places. • Forms and communicates opinions about a range of drama works created by themselves and others.

Dance			
Performing			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>DAES 1.1 participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.</p> <ul style="list-style-type: none"> • Performs basic movements using a variety of body parts. • Travels around the general space maintaining personal space. 	<p>DAS 1.2 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement</p> <ul style="list-style-type: none"> • Explores the elements of time and space dynamics within movement sequences to a specified rhythm • Uses movement with control, confidence, awareness of skilful techniques and a range of expressive qualities 	<p>DAS 2.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movements.</p> <ul style="list-style-type: none"> • Demonstrates a willingness to participate in a range of dances and be aware of safe dance practices. • Uses expressive qualities and a range of actions to communicate ideas and feelings. 	<p>DAS 3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.</p> <ul style="list-style-type: none"> • Performs dances demonstrating clarity of intent through the use of the elements of dance. • Uses physical skills eg jumping, landing, rolling and rising in conjunction with interpretive skills relating to the intent of dance.
<p>DAES 1.2 Explores movement in response to a stimulus to express ideas, feelings or moods.</p> <ul style="list-style-type: none"> • Uses elements of dance to express ideas and moods. • Uses different body shapes to create an idea. • Creates a series of movement responses. 	<p>DAS1.2 Explores and selects movement uses the elements of dance to express ideas, feelings or moods</p> <ul style="list-style-type: none"> • Uses the elements of dance to explore movement ideas based on a theme 	<p>DAS 2.2 Explores, selects and combines movement using the elements of dance to communicate ideas feelings and moods.</p> <ul style="list-style-type: none"> • Creates movement in response to a stimulus. • Is willing to experiment and refine movement combinations in relation to an idea. • Can work individually or in groups. 	<p>DAS 3.2 Explores, selects, organises and refines movement using the elements of dance to communicate intent.</p> <ul style="list-style-type: none"> • Develops ideas by selecting elements of dance related to movement ideas. • Uses a wide range of expressive qualities to communicate intent.
<p>DAES 1.3 Responds to and communicates about the dances they view or experience.</p> <ul style="list-style-type: none"> • Describes the elements of dance. • Recognise the sequence in dance. • Identify that ideas can be expressed through movement. 	<p>DAS1.3 Gives personal opinions about the dances and their purpose that they view and/or experiences</p> <ul style="list-style-type: none"> • Participates as an audience member watching and responding to a dance performance 	<p>DAS 2.3 Sequences the action of the drama to create meaning for an audience.</p> <ul style="list-style-type: none"> • Can discuss main elements in a dance they see eg actions, space and dynamics. • Participates as an audience member observing and responding. 	<p>DAS 3.3 Discusses and interprets the relationship between content, meaning and contest of their own and others' dances.</p> <ul style="list-style-type: none"> • Reflects upon different types of dance works from the perspective of composing, performing and as a viewer. • Identifies the relationship between movement content and choreographic intent.

Assessment

At Saint Thomas Aquinas we believe that assessment is the process of collecting, analysing and recording information about student progress towards the achievement of syllabus outcomes.

Assessment should be related to the syllabus content and based on the syllabus outcomes and indicators. There should be no secrets for the students.

Assessment should be about what the students know, understand and are able to do in the art forms. The assessment of the procedures, should relate to the skills that are taught within the Creative Arts program. Assessment should take into account the diverse backgrounds and experiences of the students.

Assessment Strategies

Assessment data should indicate students' strengths wherever possible. The teachers will use assessment strategies and techniques that begin with, and build on, students' strengths.

Specific information related to assessment in Creative Arts is outlined on page 106 of *Creative Arts K-6 Syllabus*.

Additional information about assessment at St Thomas Aquinas is outlined in the Agreed Practice section of the Administration folder.

Reporting

Reporting to parents will be done as per the school agreed practice. The Creative arts reporting will be done on the school report form and the outcomes will be reported against without the full outcomes being written on the school report.