



## 1. POLICY STATEMENT

- 1.1 Visual arts, music, drama and dance offer students and people of all ages opportunities for personal expression, enjoyment, creative action, imagination, emotional response, aesthetic pleasure and the creation of shared meanings.

Students are provided with opportunities to explore social and cultural values about spiritual and worldly beliefs in Australia and in other regions and cultures, and to celebrate, share and negotiate values and beliefs. (Creative Arts, K-6 Syllabus, NSW Education Standards Authority)

*Creative Arts in K-6 is designed to enable students to gain increasing understanding and accomplishment in the visual arts, music, drama and dance and for students to appreciate the meanings and values that each of the art forms offer personally, culturally and as forms of communication.* (Creative Arts, K-6 Syllabus, NSW Education Standards Authority)

- 1.2 Planning for Creative Arts teaching and learning and assessment meet NSW Department of Education Policy Standards.

- 1.3 Assessment and evaluation are integral components of all Creative Arts programs.

Students are:

- provided with opportunities to demonstrate the achievement of outcomes for their relevant stage of learning.
- engaged in relevant and reliable assessment strategies.
- assessed using valid data.
- provided with tasks that are time efficient and manageable.
- participate in a variety of activities to determine student achievement.
- engaged in work that is based on data which guides ongoing teaching and learning.
- monitored and evaluated as they progress through the syllabus.
- provided with reports in accord with school requirements and departmental and government policy.

- 1.4 Reports to parents on student achievement are provided in teacher and parent interviews and formal written reports at the end of semester one and semester two.

Outcomes and intended assessment strategies are outlined in all programs K – 6.

All students are provided with access to the Creative Arts syllabus.

## 2. AUDIENCE and APPLICABILITY

- 2.1 This policy applies to all Dalmeny Public School staff, students and parents.

## 3. CONTEXT

- 3.1 The Creative Arts Policy provides greater clarity in response to the delivery of a key learning area syllabus, assessment and reporting to parents.

## RESPONSIBILITIES and DELEGATIONS

- 4.1 Dalmeny Public School Principal and School Executive will:

- ensure the currency of the Creative Arts policy and support material
- provide oversight of the policy and implementation including advice and assistance to staff
- notify staff of changes to the policy.

## 5. MONITORING, EVALUATION and REPORTING

- 5.1 The principal, school executive and delegated teachers will:

- supervise policy implementation and report evaluations to the Director of Educational Learning NSW Public School

**5.2 Director of Educational Learning for the Blue Mountains', Public Schools NSW will:**

- monitor and support the implementation of the policy at Dalmeny Public School and report to Metropolitan North executive director.

**5.3. Executive Directors will:**

- collect information to inform the Directors, Early Learning and Primary Education and Secondary Education and for evaluation of the policy.

**5.4. The Directors, Early Learning and Primary Education, and Secondary Education will:**

- monitor the implementation of this policy and will report annually, or as required, to the Executive Director, Learning and Teaching.

Policy Date: 9<sup>th</sup> September 2019

Date for review: May 2021 or as required.

DRAFT

**CREATIVE ARTS  
VISUAL ARTS**

**OUTCOMES**

EARLY STAGE 1 Kinder	STAGE 1 Years 1 & 2	STAGE 2 Years 3 & 4	STAGE 3 Years 5 & 6
<b>MAKING</b>			
<p><b>VAES1.1</b> Makes simple pictures and other kinds of artworks about things and experiences.</p> <p><b>VAES1.2</b> Experiments with a range of media in selected forms.</p>	<p><b>VAS1.1</b> Makes artworks in a particular way about experiences of real and imaginary things.</p> <p><b>VAS1.2</b> Uses the forms to make artworks according to varying requirements.</p>	<p><b>VAS2.1</b> Represents the qualities of experiences and things that are interesting or beautiful* by choosing among aspects of subject matter.</p> <p><b>VAS2.2</b> Uses the forms to suggest the qualities of subject matter.</p>	<p><b>VAS3.1</b> Investigates subject matter in an attempt to represent likenesses of things in the world.</p> <p><b>VAS3.2</b> Makes artworks for different audiences assembling materials in a variety of ways.</p>
<b>APPRECIATING</b>			
<p><b>VAES1.3</b> Recognises some of the qualities of different artworks and begins to realise that artists make artworks.</p> <p><b>VAES1.4</b> Communicates their ideas about pictures and other kinds of artworks.</p>	<p><b>VAS1.3</b> Realises what artists do, who they are and what they make.</p> <p><b>VAS1.4</b> Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.</p>	<p><b>VAS2.3</b> Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p> <p><b>VAS2.4</b> Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.</p>	<p><b>VAS3.3</b> Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</p> <p><b>VAS3.4</b> Communicates about the ways in which subject matter is represented in artworks.</p>
<b>MUSIC</b>			
EARLY STAGE 1 Kinder	STAGE 1 Years 1 & 2	STAGE 2 Years 3 & 4	STAGE 3 Years 5 & 6
<b>PERFORMING</b>			
<p><b>MUES1.1</b> Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.</p>	<p><b>MUS1.1</b> Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</p>	<p><b>MUS2.1</b> Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.</p>	<p><b>MUS3.1</b> Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.</p>
<b>ORGANISING SOUND</b>			
<p><b>MUES1.2</b> Creates own rhymes, games, songs and simple compositions.</p>	<p><b>MUS1.2</b> Explores, creates, selects and organises sound in simple structures.</p> <p><b>MUS1.3</b> Uses symbol systems to represent sounds.</p>	<p><b>MUS2.2</b> Improvises musical phrases, organises sounds and explains reasons for choices.</p> <p><b>MUS2.3</b> Uses commonly understood symbols to represent own work.</p>	<p><b>MUS3.2</b> Improvises, experiments, selects, combines and orders sound using musical concepts.</p> <p><b>MUS3.3</b> Notates and discusses own work and the work of others.</p>
<b>LISTENING</b>			
<p><b>MUES1.4</b> Listens to and responds to music.</p>	<p><b>MUS1.4</b> Responds to a range of music, expressing likes and dislikes and the reasons for these choices.</p>	<p><b>MUS2.4</b> Identifies the use of musical concepts and musical symbols in a range of repertoire.</p>	<p><b>MUS3.4</b> Identifies the use of musical concepts and symbols in a range of musical styles.</p>

## DRAMA

EARLY STAGE 1 Kinder	STAGE 1 Years 1 & 2	STAGE 2 Years 3 & 4	STAGE 3 Years 5 & 6
<b>MAKING</b>			
<b>DRAES1.1</b> Uses imagination and the elements of drama in imaginative play and dramatic situations.	<b>DRAS1.1</b> Takes on roles in drama to explore familiar and imagined situations.  <b>DRAS1.2</b> Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.	<b>DRAS2.1</b> Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.  <b>DRAS2.2</b> Builds the action of the drama by using the elements of drama, movement and voice skills.	<b>DRAS3.1</b> Develops a range of in-depth and sustained roles.  <b>DRAS3.2</b> 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.
<b>PERFORMING</b>			
<b>DRAES1.3</b> Dramatises personal experiences using movement, space and objects.	<b>DRAS1.3</b> Interacts collaboratively to communicate the action of the drama with others.	<b>DRAS2.3</b> Sequences the action of the drama to create meaning for an audience.	<b>DRAS3.3</b> Devises, acts and rehearses drama for performance to an audience.
<b>APPRECIATING</b>			
<b>DRAES1.4</b> Responds to dramatic experiences.	<b>DRAS1.4</b> Appreciates dramatic work during the making of their own drama and the drama of others reasons for these choices.	<b>DRAS2.4</b> Responds to, and interprets drama experiences and performances range of repertoire.	<b>DRAS3.4</b> Responds critically to a range of drama works and performance styles musical styles.
<b>DANCE</b>			
EARLY STAGE 1 Kinder	STAGE 1 Years 1 & 2	STAGE 2 Years 3 & 4	STAGE 3 Years 5 & 6
<b>PERFORMING</b>			
<b>DAES1.1</b> Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.	<b>DAS1.1</b> Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.	<b>DAS2.1</b> Performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance.	<b>DAS3.1</b> Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.
<b>COMPOSING</b>			
<b>DAES1.2</b> Explores movement in response to a stimulus to express ideas, feelings or moods	<b>DAS1.2</b> Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods	<b>DAS2.2</b> Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods	<b>DAS3.2</b> Explores, selects, organises and refines movement using the elements of dance to communicate intent
<b>APPRECIATING</b>			
<b>DAES1.3</b> Responds to and communicates about the dances they view and/or experience	<b>DAS1.3</b> Gives personal opinions about the dances and their purpose that they view and/or experience	<b>DAS2.3</b> Gives personal opinions about the use of elements and meaning in their own and others' dances	<b>DAS3.3</b> Discusses and interprets the relationship between content, meaning and context in their own and others' dances.

## SCOPE and SEQUENCE

Units of work chosen for each stage and strand of Creative Arts is up to the discretions of teachers and stage supervisors.

EARLY STAGE 1		CREATIVE ARTS		SCOPE and SEQUENCE	
<b>VISUAL ARTS</b>					
Outcomes	Elements	Art Making	Artists	Assessment	
VAES1.1 VAES1.2 VAES1.3 VAES1.4	Colour (Primary) 2D Shape Texture	Drawing line/shapes using different media Painting, print making, stamping Sculpture, Digital	Wassily Kandinsky Jackson Pollock Henri Matisse Paul Klee Dr David Daymiringu	Work Samples Observation Exhibition	
<b>Sample Units</b>					
<b>About Me</b> <b>Duration: 4 – 6 Lessons</b>					
Students explore their uniqueness and individuality in their making of artworks and recognise that other artists think about the uniqueness of people when they make portraits of them. Students will make self-portraits developing their observational skills and considering the qualities and relationships between features and how these are represented in their picture making. Students will experiment with a range of media and make individual and group works based on their experiences. Students will also develop some imaginative works as they collectively use their hands as a stimulus for pattern making.					
<b>Fireworks</b> <b>Duration: 3 - 4 Lessons</b>					
The enjoyment of watching the fireworks: the colour, noise, lines and patterns — are used as the experience for students' making of imaginative artworks. Students are encouraged to experiment with a range of media using paint, drawing and sculpture in order to respond to this event. The unit offers opportunities for students to think about how photographers/artists can represent experiences such as celebratory events in artworks. It also provides the opportunity for students to consider that artists make sculptures as well as paintings and that sculptures are viewed differently from paintings.					
<b>MUSIC</b>					
Outcomes	Elements	Performing	Assessment		
MUES1.1 MUES1.4	Pitch Duration Tone Colour Dynamics Structure	Singing Playing Moving Organising Sounds Listening	Observation Performance		
<b>Sample Units</b>					
<b>Sing and Move</b> <b>Duration: 3 – 4 Lessons</b>					
Sequenced learning opportunities linked to known songs that use a verse/chorus structure as well as the Israeli folk song 'Zum Gali Gali' are provided. Students have the opportunity for students to create and perform a dance that they can do while singing the song that reinforces the structure of verse/chorus.					
<b>Sounds in the Environment</b> <b>Duration: 6 – 8 Lessons</b>					
Sequenced learning opportunities for students to listen and respond to sounds around them in a variety of ways are provided. Listening to environmental sounds allows students to discriminate between sounds that are familiar to them and gives them accessible musical materials to work with in their organising-sound activities. The unit focuses on sounds around us, and the sounds that insects make, through listening and organising sound.					
<b>DRAMA</b>					
Outcomes	Elements	Performing	Assessment		
DRES1.1 DRES1.2 DRES1.3	Dramatic Tension Contrast Symbol Time and Space Focus Mood	Improvisation Movement Mime Story Telling Reader's Theatre Puppetry Mask Video Drama Play Building	Observation Performance		
<b>Sample Units</b>					
<b>Dinosaurs - Duration: 1 – 2 Lessons</b>					
Students draw on their knowledge of, and interest in, the topic, working with the teacher to develop a story about a dinosaur in trouble. The format is that of a 'whodunit', but students are active participants rather than an audience observing the action of the drama. The conventional narrative patterns (orientation, rising action and complication, climax and resolution) are incorporated in the developing story. Students and teacher work together in role to develop the action of the drama, using dialogue, movement and improvisation to advance its course.					

**Working with Animals Duration: 6 – 8 Lessons**

Students are provided with learning opportunities linked to the overarching topic of working with animals. Roles and situations are developed within dramatic contexts and expressed through the drama forms of movement and improvisation. The action of the drama is the prime focus; role and narrative are subsidiary concerns. The elements of drama enable students to create and shape the action and its meaning.

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**DANCE**

Outcomes	Elements	Performing	Assessment
DAES1.1 DAES1.2 DAES1.3	Action Space Time Dynamics Relationships Structure	Improvisation Movement	Observation Performance

**Sample Units****Rain - Duration: 4 Lessons**

Sequenced learning opportunities are provided where students make a class dance based on the idea of rain, developing their understanding of the natural environment as a source for dance ideas.

**I Can Dance Duration: 4 Lessons**

Lessons focus on the elements of action, time, space and relationships. Students make short movement phrases in response to ideas, moods and kinaesthetic stimuli, which they may share with their peers. Students learn to respond in movement to a variety of accompaniment (sounds, voice, music and percussion). They learn to respond spontaneously (improvise) with maturity, and reflect and refine movement at their particular stage of development.

<b>STAGE 1</b>	<b>CREATIVE ARTS</b>	<b>SCOPE and SEQUENCE</b>
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**VISUAL ARTS**

Outcomes	Elements	Art Making	Artists	Assessment
VAS1.1 VAS1.2 VAS1.3 VAS1.4	Colour (Primary/ Secondary) 2D / 3D Shape Line / Tone	Drawing proportions/shapes, realistically Painting(proportions/shapes, realistically) Sculpture Photography Digital Videos <b>Focus</b> – distortion, exaggeration, changes in colour and scale	Piet Mondrian Franz Marc Joan Miro' Claude Monet Bronwyn Bancroft	Work Samples Observation Exhibition

<b>STAGE 1</b>	<b>CREATIVE ARTS</b>	<b>SCOPE and SEQUENCE</b>
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**VISUAL ARTS****Sample Units****Year 1 / Year A Fish and Sea Creatures Duration: 5 – 6 Lessons**

This unit provides a sequence of learning opportunities which are designed to heighten students' awareness of the sea and its remarkable inhabitants. Students explore, observe, investigate, imagine, and experiment in their own art making. They respond to the artworks of other artists who have explored similar subject matter in their explorations of the world, and think about the reasons the artists may have made these artworks. The unit encourages group work and collective decision making about the kind of artwork that is to be made as a mural. The unit also encourages experimentation with a printmaking technique that may be unfamiliar to students, and extends the ways in which they may think about art making.

**Year 2 / Year B The Vase of Flowers Duration: 4 – 5 Lessons**

Students investigate the unique qualities and details of a vase of flowers as a still life arrangement in this unit as the initial investigations for their art making in drawing, printmaking and collage. By considering this arrangement students develop understandings of the importance of balance, harmony and contrast in shapes and colours and how these concepts can be used in the making of artworks. The unit also offers opportunities for students to look at, in some detail, artworks made by artists such as Vincent Van Gogh and Margaret Preston who interpreted similar kinds of subject matter in their artworks.

**MUSIC**

Outcomes	Elements	Performing	Assessment
MUS1.1 MUS1.2 MUS1.3 MUS1.4	Pitch Duration Tone Colour Dynamics Structure	Singing Playing Moving Organising Sounds Listening	Observation Performance





kinds of artworks as linear sculptures using wire. Students are encouraged to think about their own intentions as they produce these works and investigate and make use of different forms, techniques and media. The unit also offers opportunities for students to view artworks including paintings, sculptures and photographs made by artists and photographers, and to consider how the artists/photographers have achieved certain effects. They can also consider what effects the works have on them as they view them.

## MUSIC

Outcomes	Elements	Performing	Assessment
MUS2.1 MUS2.2 MUS2.3 MUS2.4	Pitch Duration Tone Colour Dynamics Structure	Singing Playing Moving Organising Sounds Listening	Observation Performance

### Sample Unit

#### Year 3 / Year A **Bicycles** Duration: 4 - 6 Lessons

This unit provides a sequence of learning opportunities based around a chant. It uses this repertoire as a vehicle for developing students' ability to create and structure their own composition through a series of whole-group activities that lead to small group work. It assumes the children are familiar with the use of classroom instruments, organising sound activities and group work.

#### Year 4 / Year B **Night and Day** Duration: 4 - 6 Lessons

This unit provides a sequence of learning experiences linked to the speech rhyme 'Night and Day' and the song 'Sun Arise'. It offers students the opportunity to explore instrumental and environmental sound sources through listening and experimentation. The unit assumes the students have had some previous experience singing simple songs, experimenting with sound and organising their ideas into simple musical structures.

## DRAMA

Outcomes	Elements	Performing	Assessment
DRS2.1 DRS2.2 DRS2.3	Dramatic Tension Contrast Symbol Time Space Focus Mood	Improvisation Movement Mime Story Telling Reader's Theatre Puppetry Mask Video Drama Play Building	Observation Performance

### Sample Units

#### Year 3 / Year A **Danny in the Toybox** - Duration: 1 – 2 Lessons

This unit provides a sequence of learning experiences based on the book *Danny in the Toybox* by Richard Tulloch (Scholastic Australia, Sydney, 1990). The unit incorporates mime, improvisation and role-play, dialogue and narration. Students use vocal expression, silent pauses and a direct actor-audience relationship in a presentation of the book as a piece of reader's theatre.

#### Year 4 / Year B **Explorers** Duration: 1 - 2 Lessons

'Explorers' has been selected as a topic on which an almost endless series of drama lessons can be based. It can allow students to develop dramas in which they can construct and reflect on cultural values and, as the theatre has always done; such drama experiences can encourage them to learn more about the world in which they live and about the people and other living things that inhabit it with them. Students' interests, knowledge and understanding can be extended through the use of dramatic forms.

## DANCE

Outcomes	Elements	Performing	Assessment
DRS2.1 DRS2.2 DRS2.3	Dramatic Tension Contrast Symbol Time and Space Focus Mood	Improvisation Movement	Observation Performance

### Sample Units

#### Year 3 / Year A **Making Connections** - Duration: 4 - 6 Lessons

This unit provides students with a sequence of learning activities which will enhance their knowledge and understanding of two of the elements of dance — relationships and space. Through creative explorations, students investigate how the dancing body relates to other individuals, groups and an audience. Students learn to perform in unison with individual movements, and as part of a group.

#### Year 4 / Year B **Sports Carnival** Duration: 4 - 6 Lessons

This unit of work provides a sequence of learning experiences based upon the theme of a sports carnival and focuses on the element of dynamics. Students investigate and perform the dynamic qualities of light and strong movements and explore how dance can communicate a range of ideas and feelings.

STAGE 3 CREATIVE ARTS SCOPE and SEQUENCE				
VISUAL ARTS				
Outcomes	Elements	Art Making	Artists	Assessment
VAS3.1 VAS3.2 VAS3.3 VAS3.4	Tone Light Scale Volume	Drawing (portraits and perspectives) Painting Print making	Van Gogh (Portraits) Arthur Boyd /Sydney Nolan/ Russel Drysdale/ Tom Roberts Edvard Munch	Work Samples Observation Exhibition



Surface quality Composition (angle of view, depth, sequence, balance, repetition) Construction Techniques (3D)	Digital Photography Sculpture (3D)	Sally Morgan (My Place)  <b>Focus:</b> Expressionism, Impressionism, Abstraction, Realism
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### Sample Units

#### Year 5 / Year A **Shovels, Picks and Pans** Duration: 5 - 8 Lessons

This unit has a strong focus on appreciating activities and also offers students a range of experiences in art making. It considers how artists respond to events of significance in their own time and from other times. The main focus is the era of the gold rush with consideration of how selected artists, including Julian Ashton and Sidney Nolan, made artworks about the people, the landscape, the tools and the experiences that had — and continue to have — symbolic meanings for audiences today. The styles and concepts associated with these artworks are also considered in terms of their relevance to practices in art in Australia since the nineteenth century. Making activities focus on students' development of skills in a range of techniques, including observational drawings, and colour and tonal mixing, further extending their understanding of concepts that can be applied in art making. The unit also provides opportunities for students to engage in research about selected artists.

#### Year 6 / Year B **Making Music** Duration: 6 - 8 Lessons

The physical and auditory qualities of musical instruments and the experiences of playing them are the focuses of art making in this unit of work. Students respond to the musical objects through investigations in their art making, exploring details of their shape, size, form, texture and sound. Students also view a range of artworks made by artists including Chagall and Picasso. Students' understanding is further developed through their analysis of the compositional devices used by these artists to communicate to audiences. These devices are then employed in the students' own approaches to art making. The qualities of abstract works are considered in the unit; students are also required to write about and reflect on their own artworks and the works of the other artists noted.

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### MUSIC

Outcomes	Elements	Performing	Assessment
MUS3.1 MUS3.2 MUS3.3 MUS3.4	Pitch Duration Tone Colour Dynamics Structure	Singing Playing Moving Organising Sounds Listening	Observation Performance

### Sample Unit

#### Year 5 / Year A **Exploring Tone and Colour** Duration: 2 - 3 Lessons

This unit draws on environmental sounds and recordings of traditional and contemporary recordings of Aboriginal and Torres Strait Islander music to provide a sequence of activities based on the musical concept of tone colour, which is explored through listening, organising sound and performing, focusing on rhythmic activities.

#### Year 6 / Year B **Sounds in the Environment** Duration: 3 - 4 Lessons

This unit provides a sequence of learning based on the song 'Absolutely Everybody' performed by Vanessa Amorosi. It looks at ways of focusing on repertoire through examining musical concepts in listening, while still incorporating other learning experiences in performing and organising sound. The unit allows for students to listen with discrimination, to compare different pieces of music and to develop their own listening outlines. It allows students to focus on a piece of popular music well known to many of them, of which recordings are readily available. This unit uses a different approach to listening. Students learn most from listening when they are able to explore the music through performing and organising sounds activities. This series of activities approaches listening through activities in performing and organising sound stemming from the initial listening.

### DRAMA

Outcomes	Elements	Performing	Assessment
DRS3.1 DRS3.2 DRS3.3	Dramatic Tension Contrast Symbol Time and Space Focus Mood	Improvisation Movement Mime Story Telling Reader's Theatre Puppetry Mask Video Drama Play Building	Observation Performance

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### Sample Units

#### Year 5 / Year A **Rapunzel** - Duration: 6 – 8 Lessons

This unit provides students with opportunities to explore the nature of the story, its structure and the conventions associated with storytelling and readers theatre. The use of narrative encourages students to adopt roles and move into the imagined reality of the fairytale. The story is brought alive by the use of voice, gesture, facial expression, body position, pace and sound effects. Dramatic tension and mood are manipulated throughout the story to increase the impact. The ways in which the meaning and purpose of the story can change with cultural context is also investigated.

#### Year 6 / Year B **The Search** Duration: 6 – 8 Lessons

This unit provides students with the opportunity to engage in video drama within a dramatic context, manipulating role, situations and the drama elements of tension, focus and symbol to make meaning. The use of video in this unit promotes different ways of framing the drama. This would not necessarily be the first drama unit in which students use video techniques.

## DANCE

Outcomes	Elements	Performing	Assessment
DS3.1 DS3.2 DS3.3	Action Space Time Dynamics Relationships Structure	Improvisation Movement	Observation Performance

### Sample Units

#### Year 5 / Year A **The Living Landscape - Duration: 6 Lessons**

This focus of the unit is on students developing their own compositions based on contemporary Aboriginal music. These compositions might also incorporate traditional dance movements and styles if permission has been granted by members of the local Aboriginal or Torres Strait Islander community. As custodians of their culture, the Aboriginal and Torres Strait Islander communities must be consulted before this unit is attempted. Such consultation should address issues of ownership, sensitivity to the significance of dance movements, music and totems to all Aboriginal people, and the knowledge base of Aboriginal students in the class. All students should be exposed to traditional styles through local dance groups, and through local community knowledge and input.

#### Year 6 / Year B **Sculpture Duration: 4 - 6 Lessons**

This unit of work provides a sequence of learning experiences based on the theme of groups of people represented in sculpture. Awareness of body parts and the ways in which they can be shaped, coupled with an understanding of where the body can go and the movements it can make, will allow students to effectively use the elements of dance to create dance sequences.

### Meeting the Needs of all Students

#### Students with Special Needs

#### Gifted and Talented Students

Adjustments (measures or actions) in relation to teaching and learning and assessment are to be made to enable a student with special education needs to access syllabus outcomes and content and demonstrate the achievement of outcomes.

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

#### Dalmeny Public School will:

- provide continuing professional development in Creative Arts in order to develop teacher understandings as well as the knowledge and skills to provide appropriate strategies in the classroom.
- provide for consistency in learning through a planned whole school approach.
- acquire, renew and review resources regularly to ensure they are relevant, practical and in good condition.
- support incursions and excursions relevant to quality teaching/learning in Science and Technology.

#### Teachers will:

- implement the syllabus, providing opportunities in learning that develop research skills and inquiry processes in the support of student learning.
- identify individual student needs through ongoing assessment.
- provide in- class support for students experiencing learning difficulties.
- provide meaningful learning situations in which students acquire knowledge and understanding through inquiry processes, discussion and research.
- provide real time, positive and constructive feedback for students, affirming what they know and guiding where to next.

- conduct meaningful, relevant assessment of student learning, teaching practices and Creative Arts units taught.
- provide written reports to parents on student achievements at the end of Semester 1 and Semester 2.

### Assessment Guidelines

*Assessment for Learning*, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The Board of Studies Years K–10 syllabuses promote *Assessment for Learning* as an essential component of good teaching.

#### Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

#### Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

#### Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

### Reporting

Descriptions of student achievement in Creative Arts provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan future learning.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a semester of work.

#### Students will:

- participate constructively in teaching and learning activities.
- engage in planning for their future learning directions.
- take responsibility for their role in positive and active learning.

#### Parents can support student achievement by:

- demonstrating a positive interest in their child's / children's learning.
- helping their child / children set a time and place for homework.
- sharing concerns or difficulties experienced by their child with the class teacher
- encouraging their child / children.