

THE ARTS

Learning Area Statement



In The Arts learning area students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in dance, drama, media, music, visual arts and combinations of arts forms. The Arts develop students' sense of personal and cultural identity and equips them for lifelong involvement in and the appreciation of the arts.

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Definition & Rationale

The Arts Learning Area Statement focuses student learning on aesthetic understanding and arts practice developed through the art forms of dance, drama, media, music and visual arts, experienced singly or in combinations. Although these five forms may be used in interrelated ways, each has unique language, techniques and conventions. Students develop creative ways of expressing themselves and develop a critical appreciation of their own works and those of others. They use their senses, perceptions, feelings, values and knowledge to communicate through the arts.

Aesthetic understanding helps students to appreciate and critically respond to various arts experiences with enjoyment. Through their arts experiences, students come to understand broader questions about the values and attitudes held by individuals and communities.

Arts practice involves the exploration and development of ideas and feelings through the use of a range of skills and knowledge of art techniques and processes. The arts provide a powerful means of expression and communication of life experiences and imagination.

The arts contribute to the development of an understanding of the physical, emotional, intellectual, aesthetic, social, moral and spiritual dimensions of human experience. They also assist the expression and identity of individuals and groups through the recording and sharing of experiences and imagination.

The arts and the life of the community

The arts play an important role in the life of the community. While some works of the arts are presented in formal settings, such as galleries and theatres, the arts also permeate everyday life. Their influence is evident, for example, in the design of the clothes we wear, the buildings in which we live and work, and many of the objects we use every day. The arts are important for the expression of the life and culture of communities, and contribute to the transmission of values and ideas from generation to generation. They play a major role in the forms of communication and entertainment we experience on a daily basis. They also have major industrial and economic significance and arts industries form a significant part of the modern Australian economy. All students will experience the arts in various forms through their personal and working lives beyond school. For some, the arts will provide an avenue to a specific artistic career. For others, their learnings in the arts will be applied in other occupations, be part of their leisure or feature in other parts of their daily lives.



The arts and communication

The arts are a major form of human communication and expression. Individuals and groups use them to explore, express and communicate ideas, feelings and experiences. Each arts form is a language in its own right, being a major way of symbolically knowing and communicating experience. Through the arts individuals and groups express, convey and invoke meaning. Like other language forms, arts languages have their own conventions, codes, practices and meaning structures. They also communicate cultural contexts. Students benefit from understanding and using these ways of knowing and expressing feelings and experiences.

The arts and values

Artistic works can inform, teach, persuade and provoke thought. They can reproduce and reinforce existing ideas and values, challenge them, or offer new ways of thinking and feeling. They can confirm existing values and practices, and they can bring about change. As a result, the arts play an important role in shaping our understanding of ourselves as individuals and members of society and our understanding of the world in which we live. The Arts Learning Area contributes to the development of core shared values in students, in particular, helping them to critically reflect, make personal meaning and show enterprise and initiative.

The arts, creativity and satisfaction

The arts provide a major means of personal creativity, satisfaction and pleasure. They allow the opportunity for creative problem solving, self-expression and the use of the imagination in a range of different forms. The study of the arts can provide students with immediate satisfaction as well as providing the basis for lifelong enjoyment. The opportunity for creativity in the arts develops students' abilities to plan, visualise consequences, experiment, try different approaches, solve problems and make decisions in situations in which there may be no standard answers.

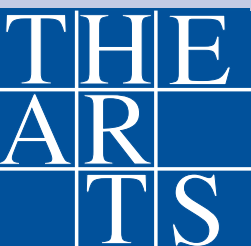
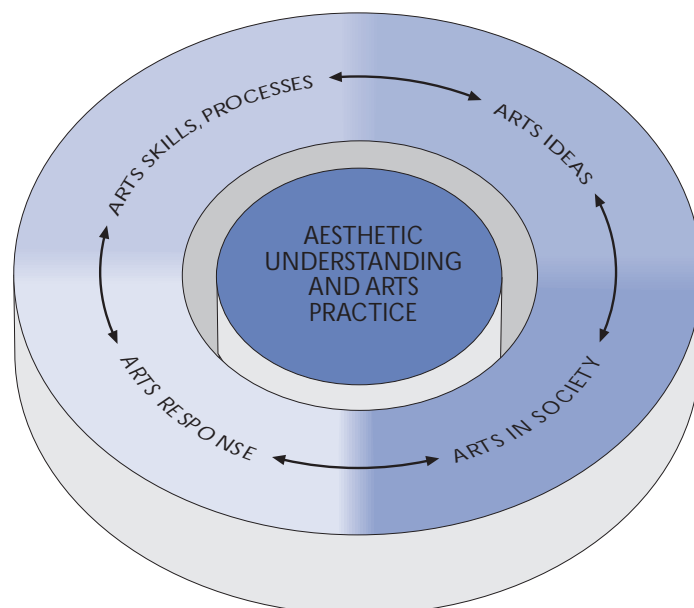
The arts and life skills

Working in the Arts Learning Area involves the development of students' skills across a wide range of human activities. Learning in the arts promotes the integration of skills from different areas of human potential, promoting 'multi-sensory' learning and the development of 'multiple intelligences'. The arts develop verbal and physical skills, logical and intuitive thinking, interpersonal skills and spatial, rhythmic, visual and kinaesthetic awareness. They promote emotional intelligence, a way of understanding, using and making responses through the emotions and students' intrapersonal qualities and experiences. Through the arts, students learn to use and experiment with a range of traditional and emerging technologies.



The Arts Learning Outcomes

<p>ARTS IDEAS</p> <p>1. Students generate arts works that communicate ideas.</p>	<p>ARTS SKILLS AND PROCESSES</p> <p>2. Students use the skills, techniques, processes, conventions and technologies of the arts.</p>
<p>ARTS RESPONSES</p> <p>3. Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.</p>	<p>ARTS IN SOCIETY</p> <p>4. Students understand the role of the arts in society.</p>



INTRODUCTION

This section describes the four outcomes that provide a framework for kindergarten to year 12 curriculum in The Arts. The paragraphs beneath each outcome provide, with examples, further detail of the knowledge, understandings, skills, values and attitudes that students should exhibit in order to demonstrate achievement of the outcomes.

The outcomes and associated concepts are interrelated and interconnected. All are equally important and should be developed concurrently. As students progress, they demonstrate the outcomes in increasingly complex ways. The outcomes can be achieved through the arts forms of dance, drama, media, music and visual arts and through combinations of arts forms.

ARTS IDEAS

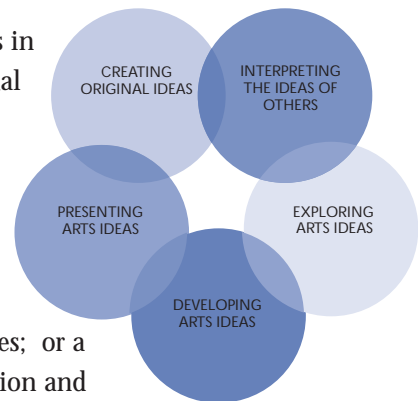
1 Students generate arts works that communicate ideas.

Students create, interpret, develop, explore and communicate ideas in and through the arts forms of dance, drama, media, music, and visual arts and combinations of these forms.

Students create arts works that communicate ideas. They understand how the arts communicate ideas, that are original, independent of others and unique to the individual. They make personal meaning and express their own ideas: for example, they might make a song or improvise a play about playground experiences; or a painting that communicates their ideas about pressures of competition and identity.

Students interpret arts works: they take known ideas and transform them by exploration and experimentation. They work with other people's ideas and use their understanding of the arts in other times and places to communicate ideas for contemporary audiences. They interpret a range of arts works that explore personal meaning and identity, human experiences and struggle, as well as moral and spiritual dimensions. They might rehearse and perform a published script, use known forms or genres (such as rondo form or situation comedy), or work within conventions (such as perspective or narrative film).

Students explore ideas in the arts by using direct experience, observation, curiosity, research, imagination and emotions. They understand that there are many different starting points and ways of exploring ideas in the arts. Direct experience and observation are based on their explorations of the physical world around them. They might observe human and animal movement to create a sculpture or make a dance.





Curiosity and research use students' capacities to investigate, communicate and apply their arts ideas. Imagination and emotions allow students to use their imagined worlds and to explore their emotions. They understand how, in drama, they enter into imagined roles or in presenting an advertisement they use emotional responses. Through the arts, students recognise divergent views and the importance of cultural values. They respect their own ideas as well as those of others. They work ethically and responsibly in the arts.

Students develop their arts ideas to satisfying conclusions using a range of creative processes. They use critical thinking, creative imagination, interpersonal and vocational skills and disciplined inquiry to develop their arts ideas. They use creative arts processes, such as improvising, interpreting, designing, constructing, choreographing, arranging, editing and directing. They use collaborative, group and individual problem-solving processes, such as working as a music ensemble or production team or completing a studio assignment. They work through processes involving connected steps, such as structuring, refining, rehearsing and reflecting; for example, making a Web site on endangered bushland near their school, using the processes of research, investigative reporting and editing.

Students communicate their arts ideas by presenting or performing them for a variety of purposes and a range of audiences. When communicating ideas, they show concern and care for others, respect and understanding of individual differences. Students might use recycled materials to make costumes and props to tell a Christmas or festival story, arrange a display of their paintings and clay models. Later in their schooling, students utilise a broader understanding of the techniques, conventions and traditions of communicating with audiences. They look for ways to use available resources, such as adding lighting and audio to increase the impact of their film or play or preparing catalogues and organising exhibitions. They communicate for a variety of vocational purposes beyond the world of school, such as producing demonstration recordings, making promotional videos, preparing folios and auditioning.

ARTS SKILLS AND PROCESSES

2 Students use the skills, techniques, processes, conventions and technologies of the arts.

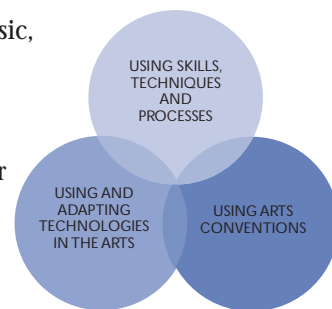
Students use a repertoire of appropriate arts skills, techniques and processes to participate in and understand the arts. They use their visual, aural and other senses as the basis of skills in manipulating and controlling the arts. They might use movement and emotion as dancers; computer technology as media artists; or make an installation using sound, movement and paint as visual artists. These skills are based on understanding the visual, aural, kinaesthetic and tactile ways of making and communicating meaning.



Students understand and use arts languages: how each of the arts forms of dance, drama, media, music and visual arts communicates experience in different ways through using specific elements, conventions, structures and contexts.

Students combine skills into techniques. They use processes-related steps done over time and requiring sustained effort and understand the relationship among skills, techniques and processes. The skills of clowning include juggling, tumbling and delivering comic monologue: combining comic patter with juggling is a technique. Putting such skills and techniques together with ideas, music, lighting and props to make a comic routine is a process.

Students understand that the arts are more than skills, techniques and processes. They match skills, techniques and processes to the task: for example, students use bright colours and bold shapes to make a picture appear lively; and they choose suitable forms, styles or genres: for example, they use satirical songs and sketches to make a political point. Students apply safety knowledge to arts practice.



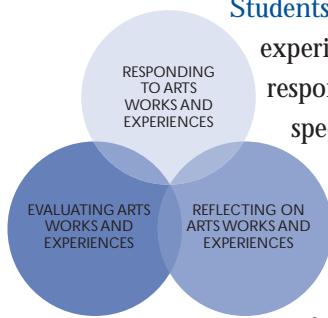
Students use the conventions of the arts appropriately. They understand how particular combinations of skills, techniques or processes become accepted practice and are regarded as conventions or 'rules': for example, that most plays and films manipulate time and have a beginning, development and climax.

They recognise the cultural heritage of Australia, value systems and world views. They recognise that arts conventions develop and change over time and within particular cultures: for example, they know that showing appreciation by clapping is part of our culture but in other places people call 'Bravo!'

Students use and adapt traditional and emerging technologies to create, interpret, explore, develop and communicate the arts. They use traditional technologies such as batik wax resist and dyeing to make a T-shirt design and understand the impact of technologies in the development of their own arts works and the impact of these technologies on the arts. Students exercise social, civic and environmental responsibility in using technologies in the arts: for example, they handle chemicals in photography with care and dispose of paints or solvents appropriately.

ARTS RESPONSES

3 Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.



Students respond to arts experiences using processes of inquiry. They experience authentic arts works, observe, categorise and make initial responses. They refine these initial responses by examining the use of specific elements used to create the work and the unique relationships developed within the arts work itself. They explore the connections between particular arts works and others, considering aspects such as style, form, genre, context and culture. They exercise their capacity to express their preferences about arts works, use values and make informed evaluations about them.

Students understand and use the specific terminology and language of the arts. They respond to their arts experiences in a variety of ways: for example, by keeping a process journal during the making of a television program; by identifying in a group discussion how their music ensemble worked as a team; or by keeping a sketch pad that records daily observations and both visual and verbal responses.

When students respond to the arts, they recognise other points of view and more objective frames of reference as well as subjective responses: for example, they put arts works in the context of their times, places of origin and prevailing values.

Students reflect on the creative and thinking processes of their arts experiences.

They describe and analyse how they developed and realised their arts work. They identify and discuss their thinking and creative processes. They interpret and evaluate the effectiveness of their arts processes and products: for example, students use a journal or visual diary to explore their observations and visual inquiry processes and comment on the effectiveness of their workshops or studio work. They recognise that meaning in the arts is not laid down and final but emerges as an arts work is developed. They use critical thinking and reflection to renegotiate meaning and understand the dynamic nature of creativity. They also reflect on the effectiveness of their arts works, the products of their arts processes.

They understand how their own arts works have an impact on audiences and how the arts are rarely neutral, stirring emotional, cognitive and physical responses; they see that they can make others laugh or cry or feel other emotions through their arts works. They consider the responses of others and decide whether to use these to modify their work.

Students evaluate arts works using critical reflection and cultural values to make informed judgments about them. In evaluating arts works, students address three fundamental questions about any work of art: 'What does it try to do?' 'Is it well done?' 'Is it worth doing?'. They connect how a work of art is done with why the artist chose to communicate in these particular ways.

In evaluating the arts, students consider a range of arts works including their own and those of others from a variety of different cultures and sources. They recognise and value the diversity of cultures within Australian arts. Students recognise the importance of the contributions made by Aboriginal artists. They consider popular, traditional and contemporary arts, including those from other times and places.

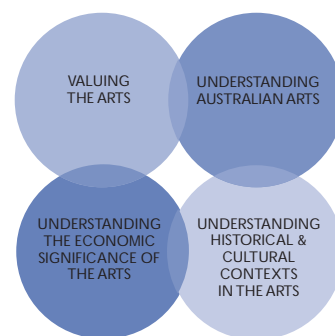
Students use the tools of criticism, sometimes called 'critical frameworks', to make judgments about the effectiveness and impact of arts works. These critical tools include both subjective and objective considerations and can range from informal discussion or notes to more formal approaches, such as writing reviews and analyses or making reports. Students' judgments about arts works reflect their personal responses and interpretations. Their judgements also use the ideas of other critics or theories: for example, students use the theories of post-modernism in making critical comments on contemporary arts works.



ARTS IN SOCIETY

4 Students understand the role of the arts in society.

Students value the arts and show positive attitudes to their own continued involvement in learning and using the arts to create, express, understand and communicate. They recognise that many people respond positively to the arts and participate in them in their everyday lives. They understand the many roles of the arts in society: to engage, entertain, transmit culture and values; to provide opportunities for creativity and reflection; to sell; to mourn or celebrate; and to provide ceremony and ritual. Students might take part in an Anzac commemoration ceremony, organise school assemblies and concerts, design posters or advertisements, or create a dance to promote healthy eating habits. They understand how the arts have the potential to both confirm values and bring about social change. As they become aware of the writings of critics, historians, philosophers and artists, they also undertake aspects of these roles. They see and value themselves as artists.



Students understand their own arts heritage and recognise the diverse traditions that contribute to Australian arts. Students recognise that contemporary Australian arts reflect a diversity of cultures. They discover how they contribute to and belong to the traditions of the arts. They understand how the arts have developed in societies and cultures in response to practical and aesthetic needs: for example, students understand that dance has been used in many places and times to explain the natural phenomenon of the changing seasons.

Through the arts, students gain a sense of personal identity and of their own place in society. In particular, they gain a sense of Australian society and values. They might make a play about gold and the pipeline to Kalgoorlie to understand distance and isolation; enter the Young Composers competition with a work exploring contemporary Australian sounds and images; produce a visual essay exploring Australian advertising icons; or shoot a video on how landscape affects character.



Students understand how Aboriginal arts contribute to the arts in Australian society: for example, they recognise how the imagery and importance of the land is represented by a Kimberley artist who uses traditional Aboriginal elements in contemporary paintings or dances.

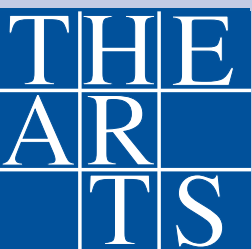
Students understand how the arts vary according to time and place and apply this historical and cultural understanding in creating and responding to arts works. They understand the features of arts activities and arts works that locate them in particular times, places or cultures: for example, students understand the features of popular music, film and pop art in the 1960's or, the use of language and wit in drawing-room comedies of the seventeenth century.

They recognise how the arts change and how they stay the same: for example, how multi-media has been added to the repertoire of the artist or how still life or landscape is used in different ways in many places and times. They apply their understanding of the arts of particular times, places or cultures: for example, while making papier mache masks, students investigate the use of traditional Balinese masks in rituals, ceremonies, celebrations and performances.

They understand how the range of arts works and experiences includes both particular experiences and broad human themes which have continuity across time and place; these themes include life cycles; symbols; social bonding; connectedness to the ecology of the planet; and a search for meaning and purpose.

Students recognise the contribution of the arts to the Australian economy and how economic considerations influence arts activities. Students understand that their work in the arts is underpinned by economic considerations: for example, they recognise that to put on a performance or exhibition requires resources, planning and budgeting. They identify career opportunities in the arts as an artist, as a member of a production team, as a part of the business of the arts and as part of the academic world.

They recognise that there is a range of ways of applying arts learning in other occupations, such as architecture or advertising or in leisure activities.



The Scope of the Curriculum

This section is structured in two parts. The first describes the elements, processes and skills of dance, drama, media, music and visual arts which students will use to achieve the outcomes of The Arts Learning Area Statement. It also describes the scope of combinations of art forms.

The second describes the learning which students might typically experience at four overlapping phases of development as a result of the implementation of The Arts Learning Area Statement.



SCOPE OF THE ARTS FORMS

The scope of the arts forms describes the essential activities, elements, skills, processes and contexts of dance, drama, media, music and visual arts that are considered necessary to demonstrate achievement of the outcomes of The Arts Learning Area Statement. It also describes the scope of combinations of arts forms. This essential content will be covered in different ways from kindergarten to year 12. During schooling, students' learning will depend on their physical and emotional maturity, their experiences and abilities. As learning is cumulative, students should have opportunities to learn through an arts curriculum that is forward looking so that earlier learning experiences provide a foundation for later learning.

In planning and implementing arts programs, teachers need to take account of a progression from simple to the complex. Key activities are revisited. There is a progressively more complex exploration of the arts, even though the fundamental activities remain consistent. Students work with communicating increasingly complex arts ideas, more refined arts skills and processes, more complex responses and wider social contexts. This spiral curriculum model focuses on curriculum continuity and developmental learning. It emphasises the links made between arts experiences and significant cross curriculum links.



SCOPE OF THE ARTS FORMS

Dance Expressive movements using body, space, time and energy.	Drama Taking on role and acting out situation.	Media Communicating with print, film and electronic media.
<p>Students achieve outcomes through participating in the key activities of choreography, performance and reflection.</p> <p>In choreography, students manipulate the elements of dance to create movement that communicates ideas and emotions.</p> <p>In performance, students use physical and expressive skills and understand and apply the principles of human movement. They take into account the dynamic relationship between dancers and audience.</p> <p>In reflection, students describe, analyse, interpret and evaluate their own dance and the dance of others.</p>	<p>Students achieve outcomes through the key activities of playmaking, performance and critical reflection.</p> <p>In playmaking, students create and shape new dramatic texts based on their own ideas and on existing drama. They improvise, act, interpret texts, write scripts, direct, rehearse and design.</p> <p>In performance, students use physical movement, vocal and interpretive skills. They integrate technical elements and the conventions of drama to engage audiences, communicate and perform dramatic texts.</p> <p>In critical reflection, students describe, analyse, interpret and evaluate their own drama and the drama of others.</p>	<p>Students achieve outcomes through participating in the key activities of creation, production and analysis.</p> <p>In creation, students generate ideas, conduct research, write scripts and plans, organise resources and select appropriate codes and conventions to create media works that communicate ideas and emotions.</p> <p>In production, students create media works using a range of technologies. They reflect upon, evaluate, modify and present their media works.</p> <p>Through analysis, students describe, interpret and evaluate meanings created in their own media works and those of others.</p>
<p>Students use the elements of dance (body, space, time and energy) to develop an awareness of movement possibilities. Body as an element of dance includes the ways we use body parts and shapes and ways of travelling through space. Space includes the ways we use different levels, directions of movement and groupings of shapes and bodies. Time includes the use of rhythmic patterns, accent and tempo. Energy combines aspects of body, space and time to draw attention to the qualitative aspects of movement.</p>	<p>Students use the elements of drama: role and character, situation and human interaction, voice, movement, space and time, language and texts, symbol and metaphor, audience, dramatic tension, and dramatic forms, genres, styles and conventions.</p>	<p>Students use the elements of media: media forms; media codes and conventions; narrative; and genre.</p>
<p>In working with these elements, students use expressive skills, focus, concentration, discipline and commitment to communicate meaning through dance. They understand the processes of choreographing, rehearsing, designing, producing and using new technologies. They respond to and evaluate dance.</p> <p>Students come to understand and use different genres and styles of ritual, social and artistic dance and experience dance forms from a variety of cultures and historical periods. This experience is reflected in their own choreography.</p>	<p>In working with these elements, students use skills of movement and voice. They learn to communicate meaning through the processes of improvising and interpreting scripted drama. They learn how drama is rehearsed, managed, directed, designed and produced. They take into account the relationship between drama and audiences. They respond to and evaluate drama.</p> <p>Students make and critically reflect on drama through exposure to a wide range of dramatic forms, styles and genres from a variety of cultures and historical periods. These contexts are reflected in their own playmaking and performance.</p>	<p>In working with these elements, students use communication, organisational and technological skills. They recognise selection processes, structures and constraints. They take into account the relationship between the media and audiences. They learn to respond to and evaluate the media</p> <p>Students experience a wide range of media forms. They come to understand and use different styles and genres which reflect a variety of cultural and historical influences. They experience media produced in Australia as well as the media works of other students. These contexts are reflected in their own media production.</p>
<p>Students experience a wide range of dance, drama, media, musical and visual arts genres, forms and styles. They experience repertoire and arts works from a variety of cultures and historical periods, including Australian dance, drama, media, music, and visual arts as well as combinations of these arts forms.</p>		

SCOPE OF THE ARTS FORMS

SCOPE

Music Sounds and silences making music through body, voice, acoustic and	Visual Arts Visual and tactile experiences in two and three-dimensional forms.	Combinations Arts works using dance, drama, media, music and/or visual arts.
<p>Students achieve outcomes through the key activities of creation, performance and reflection.</p> <p>In creation, students manipulate elements of music to create works that communicate ideas and emotions.</p> <p>In performance, students use aural and interpretive skills and vocal and instrumental techniques. They take into account the dynamic relationship between musician and audience.</p> <p>In reflection, students describe, analyse, interpret and evaluate their own music and that of others.</p>	<p>Students achieve outcomes through the interrelated key activities of visual inquiry, studio practice, exhibition and reflection.</p> <p>Through the process of visual inquiry, students develop an understanding of the elements of the visual arts language. This is applied in the creation of arts works that explore ideas and feelings.</p> <p>In studio practice, students use skills, processes and techniques to create arts works using their understanding of visual language. Through exhibition and display, they present and describe their arts works to others.</p> <p>In their reflections, students describe, analyse, interpret and evaluate their own arts works and those of others.</p>	<p>Students can achieve outcomes in combinations of some or all of the arts forms of dance, drama, media, music and visual arts through key activities of creating, making, presenting and reflecting.</p> <p>They use the elements of the arts forms of dance, drama, media, music and visual arts, as well as those of emerging technologies (such as multi-media) and new arts practices, such as incorporating media images in dance or location-specific installations.</p>
<p>Students use the elements of music: duration, pitch, texture, timbre, dynamics, tempo and form.</p>	<p>Students use elements of the visual arts: line, colour, texture, shape, space, light, form, and value; and design principles which include: balance, unity, contrast, pattern, emphasis, time, production, scale, movement and rhythm.</p>	<p>They use the skills and processes of the arts forms being combined and learn to integrate and balance arts forms. They respond to and evaluate these experiences.</p>
<p>Working with these elements requires students to use skills in listening, moving, singing, playing, improvising, composing, interpreting, arranging and using new technologies. They take into account the dynamic relationship between music and audiences. They respond to and evaluate music.</p> <p>Students experience a wide range of musical forms and styles. They experience repertoire from a variety of cultures and historical periods, including Australian music and the music of other students. These contexts are reflected in their own creative work.</p>	<p>In working with these elements and principles, students use skills in painting, print-making, sculpture, ceramics, jewellery, graphics and textiles, and apply traditional and new technologies such as computer imaging programs. They use these skills separately and in combination when designing and creating visual arts works. They respond to, discover meanings, recognise symbols and evaluate visual arts works.</p> <p>Students experience a wide range of visual arts forms from a variety of cultures and historical periods, including Australian visual arts and the visual arts of other students. This experience is reflected in their studio practice.</p>	<p>Students experience a range of arts works that use combinations of arts forms from a variety of cultures and historical periods, including those produced by Australian artists and other students. These contexts are reflected in their own creative work.</p>

They experience the dance, drama, media, music and visual arts of other students. These contexts are reflected in their own creative work.



PHASES OF DEVELOPMENT

The phases of development describe the learning which students might typically experience at four overlapping phases from kindergarten to year 12. The selection of learning experiences is not prescriptive. Students progress at different rates. Opportunities for both arts form-specific learning and integrated arts learning across the curriculum should be provided.

EARLY CHILDHOOD (typically kindergarten to year 3)

In early childhood, students are introduced to many foundation activities in the arts forms of dance, drama, media, music and visual arts through practical activities. They are also introduced to some combinations of arts forms.

Arts programs are usually taught by classroom teachers, although they are sometimes supported by teachers with specialist training, parents with an arts background or visiting artists. Teachers are encouraged to plan and work collaboratively to ensure that, over time. Students are provided with opportunities for balanced, arts learning programs focusing on connecting the four learning outcomes of the arts as well as cross-curriculum outcomes.

Arts Ideas

Young children are inherently creative and play is their natural way of learning in the arts. Many children bring to school considerable informal prior learning about the arts. Students are helped to use their natural inclinations to make believe, make marks and shape materials, move, make music and tell stories. Students use directed and focused play to create and interpret their ideas in the arts.

Students explore and develop their arts ideas. They often delight in sensory experiences, in making and doing things. They enjoy experimenting with elements of the arts such as sounds, movements and colours. Teachers should provide direction and encourage creativity. Students should be rewarded for trying out different solutions and persisting in arts tasks. Students build their arts ideas on their personal experiences, using their senses, emotions and observations. They need time to explore and experiment with their experiences.

They learn through observation, modelling, repetition and imitation. They also develop their arts ideas through working both individually and collaboratively.

Students are provided with opportunities for presenting arts works to familiar audiences. They understand some of the purposes of communicating in the arts, such as enjoyment, advertising or ritual. Students learn to value their arts works by sharing them with others.

Arts Skills and Processes

Young children are introduced to foundation arts skills and are beginning to refine and control the gross and fine motor skills they apply in the arts. To help students develop these skills, teachers model them and children draw on their own observations of their immediate world.

Students use skills, techniques and processes to make and communicate meaning to suit their interests and development. They might use a skill such as cutting and apply it as a technique to cutting paper shapes that are then used in the process of making a collage. Children in this phase can be increasingly affected by pressures to conform and teachers need to support openness and participation.

Students use simple conventions, such as presenting their arts works for others by performing or informally displaying them. Students are helped to use both traditional and emerging technologies in the arts; for example, in music they use traditional percussion instruments as well as electronic keyboards.

Arts Responses

Young children are helped to describe their experiences, to express their preferences and to begin to give reasons for their responses.

Students are actively encouraged to share responses, while respecting the rights and feelings of others. They use suitable audience behaviours and simple arts terminology, identifying basic elements and conventions: for example, in viewing media programs, students talk about characters and they recognise patterns and simple structures.

Through modelling appropriate examples, students are helped to be critically reflective about the arts by talking about how they made their own arts works, the choices they made and the reasons for them.

Students are guided towards making informed evaluations of arts experiences.

Arts in Society

Young children are guided to value the arts through the modelling of positive dispositions towards the arts in society.

Students identify arts experiences in their immediate world and begin to learn about the role of the arts in Australian society.

They are introduced to a range of significant Australian arts works, including those of contemporary and Aboriginal artists. They recognise and begin to understand the arts in their families and local communities. Students are encouraged to consider the social significance and cultural importance of familiar arts ideas, such as the symbolism of eggs at Easter.

Students begin to learn about the history of the arts, by making timelines of their lives showing their own arts experiences. They also start to develop a sense of the arts of other times and places. They also begin to understand that some arts experiences, such as paying to go to films or plays, have economic significance and that some people make the arts their life's work.

MIDDLE CHILDHOOD (typically years 3 to 7)

In middle childhood, students continue to make meaning and establish a sense of both personal and group identity through the arts.

Students in this phase need to receive a balanced arts program that covers all the arts forms.

Arts Ideas

Students create arts ideas and invent new answers to challenging arts problems that are relevant to their expanding understanding of the world. Play continues to be an important source for arts ideas, stimulating creativity and imagination. Their ideas continue to be concrete and practical but they begin to show signs of moving beyond literal representation of objects or experiences, using more symbolic ways of representing ideas. While many students initiate their own arts activities, they need the support of a well-planned, developmental arts program.

Students interpret arts ideas, form concepts, draw inferences, see consequences and reach conclusions for themselves. They need planned arts activities that encourage them to contribute their own ideas and experiences, draw on their observations and use their emotions: for example, students design a dream cubby house and make a series of photographs to advertise and sell it.



Teachers continue to assist students to develop and explore their arts ideas. Students use creative and critical problem-solving processes to initiate and progress arts ideas. They make conscious choices about how to express their ideas in the arts.

Students present their arts ideas showing an increasing understanding of the conventions of presentations and performances, such as structure, genre and form. They are able to use presentation skills such as voice and movement to make sure they are heard and seen. Students understand an increasing range of different purposes for communicating through the arts.

Arts Skills and Processes

Students now begin to show proficiency in using more complex arts skills, techniques and processes, such as sustaining rhythmic patterns in dance or music or working on more detailed projects in drama, media or visual arts. Their skills are more specific: for example, in dance they focus on particular body parts and use contrasting movements. Students are guided to recognise that skills, techniques and processes are increasingly challenging and require more coordination and persistence. They begin to delight in detail and complexity and show a capacity for improvisation.

Students recognise and use technical conventions such as genre and form.

Students begin to use technical equipment such as lighting and amplifiers to enhance their arts works; they understand how to use kilns to fire clay or the internet to research the arts. Students are guided to use technologies appropriately and safely and they begin to display and understand values about the use of technology, such as environmental responsibility.

Arts Responses

Students are helped to develop their responses by being provided with experiences of a wide range of relevant, authentic arts works. For example they listen to and watch different kinds of music ensembles; see visiting actors, dancers and performers; go to galleries; and pay critical attention to the media. Students' critical responses use simple but accurate terms.

Students need to learn to accept that others may not share their opinions about the arts and to respect the responses of others.

Students benefit from frequent opportunities to reflect on their arts ideas and the choices they make about the skills, techniques, processes and conventions of the arts. They evaluate their own arts works through, for example, discussion or keeping a portfolio or reflective journal that describes and comments on their arts processes and the development of their ideas.

Students make critical evaluations of their arts experiences by analysing them for patterns and structures. They relate the contexts of particular arts works to their form, style or interpretations of meaning. They make written and oral commentaries that use critical frameworks modelled by the teacher.

Arts in Society

Students continue to value the arts through the modelling of positive values and dispositions towards the arts and the encouragement of success in the arts. They show an increasing disposition to use arts processes for problem solving.

Students are guided towards an expanding awareness of the arts in Australian society by being encouraged to move beyond familiar arts experiences and explore arts from a wider range of cultures and points of view: for example, their dance studies

might include Aboriginal dance; ballet, line dancing and square dancing; and visits by dance troupes. Students connect their own dance-making with these wider contexts. They develop an awareness that tolerance and acceptance of diversity are central to understanding the broad significance of the arts in our society.

Students also need to develop a sense of time, continuity and change in the arts, recognising how the arts of particular times and places have characteristic identifying features.

Students now have developed stronger understanding of the economic significance of the arts in society. They identify some of the roles and choices people make about the arts, including vocational options. They begin to make choices and express preferences about working in particular arts forms and applying that understanding to the choices of units that they make in school courses.

EARLY ADOLESCENCE (typically years 7 to 10)

During the early adolescent phase of schooling, teachers of the arts need to be aware of significant physical and emotional changes in students. Students arts works will increasingly reflect the influences of the media, popular culture and peers.

At this phase students need to connect and inter-relate the four learning outcomes as well as cross curriculum perspectives. They have opportunities to take part in programs that are collaboratively planned. Students engage with broader arts perspectives both in the community and at school.

Arts Ideas

Students continue to need help to create arts works through the provision of a supportive environment for purposeful and well-planned arts curriculum that provides increasing opportunities for them to work independently and find their personal voices. Students generally enjoy the unusual and original, but often need to be encouraged to take risks in their own arts works.

The complexity and challenge of their arts ideas increase, as do the ways in which they structure them. Their ideas often challenge authority and question social values, and guidance is needed about the consequences. Although they often still work within the parameters of given tasks, genres, forms or styles, students enjoy being able to bring their own ideas to these tasks and to make choices that put a stamp of originality on them.

Students need to be encouraged to make a range of interpretations and not to rely on simplistic approaches. Students continue to respond to open-ended tasks in which their capacity for lateral thinking and creativity is challenged.

Students continue to present their arts ideas for a range of audiences and purposes. They need the support of careful time and resource management while also being provided with opportunities to take responsibility for their own completion of arts activities. Students show they understand an increasing range of different purposes for communicating through the arts.



Arts Skills and Processes

Students continue to develop an increasing understanding and control of skills, techniques and processes. They are guided to cope with the impact of changing physical development on their skills development. Teachers need to approach these changes with sensitivity and tact.

Students in early adolescence show increasing capacity for arts activities organised as a series of related and sustained processes: for example, they undertake projects such as a three-colour lino print that involves a design phase followed by the application of skills such as cutting, shaping and printing. Students also envisage the outcomes of their creative processes, seeing in the mind's eye how a finished print will look.

They have an increasing understanding of the specific conventions of particular arts forms: for example, playing Baroque ornamentation on their own instruments. Students increasingly show confidence in using technology and make choices about the appropriate use of technology.

Arts Responses

Students make effective responses to arts works by being encouraged to talk and write about their arts experiences individually, in groups and in class discussions. They might, for example, debate cases for and against particular interpretations of a song or characterisation, or points of view in a photograph or painting.

Students continue to reflect on their own arts works and experiences. They talk about their processes, consider alternative approaches and identify key decisions. They need opportunities to keep process journals and visual diaries, and to confidently use the specialised vocabulary of the arts forms. They begin to extend their

understanding of metacognitive processes in making arts works: for example, they compare different versions or drafts of their improvisations or developmental drawings.

In making critical responses, students are often definite although sometimes they overstate their opinions. Here the role of the teacher in providing frameworks for critical evaluation is vital.

These frameworks need to be structured without being rigid and include key processes of description, analysis, interpretation and evaluation. Students must take into account historical, social, economic and cultural factors. They need to consider a range of approaches to evaluating the arts, including the work of other critics and writers. Students need to be supported to take time to reflect and to suspend immediate judgment in favour of more reasoned and objective responses.

Arts in Society

Students continue to be guided to value enjoyment and satisfaction of their arts experiences. They are guided to understand, for example, that a focus on sub-cultures such as rock music, or teenage magazines can be balanced by being made aware of the broader opportunities in the arts.

Students further their understanding of the arts in Australian society by having opportunities to explore a wider diversity of arts works and experiences in their community.

Aboriginal and Torres Strait Islander arts are explored. Students need opportunities to understand the arts of different cultural groups and the arts of other times and places. Students come to recognise ethical issues in the arts, such as respecting the ritual aspects of Aboriginal arts or the intellectual property rights of others.

Students are encouraged to have a broad and tolerant understanding of the diversity of arts.

Students respond to and use their historical knowledge of the arts. They realise how the arts question power structures or raise moral issues and they consider what makes the arts of our times identifiable.

Students understand the economic role of the arts. They make connections between creative artistic endeavour and commercial uses of the arts and identify some job choices in the arts.

LATE ADOLESCENCE/ YOUNG ADULTHOOD (typically years 10 to 12)

Students show greater awareness of their own capacities and limits. Teachers should plan and teach arts programs that recognise students' increasing confidence and independence. They can work with more complex ideas, choose projects that involve more sustained and refined skills and technical elements and use more difficult and complex processes.

They also integrate their understanding of the arts in society in their own arts works. Students show a capacity to synthesise and interrelate the major learning outcomes and cross-curriculum approaches.

Teachers with specialist training teach arts programs, although they are often supported by visiting artists and a wide range of arts experiences in the broader community. Students often specialise in particular arts forms and may have an increasing vocational focus. They continue to need opportunities for developing an understanding of the links between arts forms.

Arts Ideas

Students are supported to continue building on earlier arts experiences in their search for a personal voice. They create and interpret more challenging arts ideas. Their works are often raw, exciting, innovative and energetic. They need opportunities to explore controversial ideas such as alienation in society, youth suicide, conservation or drug dependence. Personal issues, such as relationships, ambition and identity, are often explored.

The arts projects of young adults should require them to use sustained approaches to exploring and developing their arts ideas. Rather than completing single arts works, students usually undertake extended arts works such as using playbuilding processes that structure contrasting improvisations and interpretations. These extended arts works include a synthesis of exploring and developing ideas, solving problems and presenting satisfying works of art for a range of audiences and purposes.

Students are encouraged to take advantage of a range of opportunities for performance and presentation.

Arts Skills and Processes

Young adults should be encouraged to control skills, techniques and processes to enhance ideas. Their arts projects require sustained work, commitment and challenge.

They need to be encouraged to explore and use a wide diversity of conventions, forms and styles. They make choices about matching these conventions, forms and styles to their arts ideas.

Young adults should be encouraged to explore emerging technologies such as multi-media, recognising the ways that different arts forms are combined. An interest in the technological aspects of the arts, such as lighting or using computer designs, should be fostered without letting technical considerations dominate.

Arts Responses

Young adults' aesthetic responses reflect a greater knowledge and experience of standards in the arts. Students need to use broader frames of reference and more elaborate frameworks for making critical judgements. Art works are evaluated against clear criteria and students set out their formal responses in written reviews, critical essays or extended discussions. They use an extensive specialised vocabulary of the arts accurately and appropriately.

Young adults recognise and value reflection and consider their responses in order to improve their interpretation and performance. Students should be encouraged to set goals and reflect on their progress. They should be assisted to articulate their metacognitive processes and to evaluate them.

Young adults make more complex qualitative judgments and evaluations about their own arts works and those of others.

Arts in Society

Young adults engage in and value a diversity of arts experiences. Through participating in arts programs in schools, they come to value the arts and look forward to their continued involvement with them. They show a capacity for enjoyment and personal satisfaction as well as for making informed choices and judgments about the arts.

Young adults show an independent interest in the arts in the wider Australian community. To create and understand the rich diversity of the arts, students need opportunities to connect with the arts of other times and places. Their programs should promote understanding of exemplary arts from many cultures. Students should learn how the arts in Australia draw on a range of traditions, influences and cultures, including Aboriginal arts. Students need also to use their historical and cultural knowledge in generating their own arts works.

Students are guided to understand that young adults are major consumers of arts through their purchase of videos, CDs, films, and youth-oriented magazines. Arts programs for young adults include the full range of the arts and address the popular contemporary forms of arts culture.

Arts programs for young adults also provide them with an understanding of the ongoing economic significance of the arts in Australian society. They recognise that there are opportunities for employment, vocational training and ongoing tertiary study, as well as lifelong enjoyment, in the arts.

Learning, Teaching & Assessment

This section provides an arts perspective on learning, teaching and assessment. It is structured to follow the same principles as those in the Overarching Statement. It should be used in conjunction with the Scope of the Curriculum section to assist with the development of learning and teaching programs that will best support students to achieve the learning outcomes.

LEARNING AND TEACHING

The Arts Learning Area Statement encompasses a range of distinctive arts forms – dance, drama, media, music and visual arts – which are not simply curriculum constructs but authentic ways of seeing the arts in the wider community.

While there is no single best approach to teaching and students are likely to benefit from a variety of approaches, there needs to be a shared, consistent commitment to the principles below.

■ **Opportunity to learn**

Learning experiences should enable students to observe and practise the actual processes, skills, products and values which are expected of them.

Students should have the opportunity to participate in, and be expected to actually make, arts works in all the different arts forms. They should engage in arts form-specific learning using the languages, conventions, techniques, values and heritages of particular arts forms. Students need to engage in arts activities that focus on the use of arts form specific skills and understandings and apply them in meaningful contexts.

Students should witness others using the arts and experience exemplary arts works from a diverse range of sources. They should experience the authentic arts forms as they are experienced in our community. Learning programs need to include a range of approaches in which teachers act as guide, mentor, supportive critic and facilitator of learning as well as providing direct instruction about specific skills or understandings.

Students should be encouraged to draw on play, story and symbol; to think laterally; and to use problem-solving strategies, speculation, exploration and experimentation. They need to be encouraged to question existing practices and conventions and to value innovation.

■ **Connection and challenge**

Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.

Effective teaching and learning build on students' existing experiences and prior learning, including their experiences in their family and community and their arts form-specific skills and processes. Learning occurs more effectively when students connect



their learning through critically examining existing approaches and finding ways to accommodate new perspectives.

Students need programs that challenge them to move on: to use more challenging arts ideas, work in a new genre, style or form; develop control of a new skills, technique or process; or respond to an arts work that uses unfamiliar conventions. They need the challenge of exploring a broader diversity of arts works from different times and places, comparing them, analysing and categorising them, seeing relationships and evaluating them. They are more likely to learn if existing understandings are questioned and reflected on in supportive and creative ways.

■ **Action and reflection**

Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.

Arts programs need to balance process and product-based approaches. Learning is an active process through which students make sense of their experiences and construct a framework of the concepts of aesthetic understanding and arts practice. Students need opportunities for using the arts as a tool for learning through activities such as small-group discussion and reflective writing to explore new experiences or concepts: for example, trying a new technique such as collage or developing a new sequence of dance movements. They recognise that working in the arts requires time, practice, concentration, persistence and commitment in order to achieve satisfying results.

Learning in the arts is also a metacognitive process. Teachers should help students to reflect on their arts experiences and on the ways they think about them. Sometimes reflection involves practical questions such as 'Is this the best choice of colour, sound or word?' or ethical or values questions such as 'Should I use these images of violence?' Students are guided to reflect in a range of ways: for example, through formal processes such as keeping journals or collaborative activities such as group discussions.

■ **Motivation and purpose**

Learning experiences should be motivating and their purpose clear to the student.

Students are motivated when their arts activities have personal connection, relevance and purpose: for example, when the music they compose reflects and connects with different music forms and styles in the wider community. It is important that students move from the familiar and comfortable and use more challenging and complex arts ideas.

Students are assisted to see the whole picture of an arts activity as well as the parts. They need authentic audiences for their arts works and need to recognise the prime purpose of communication that underpins all arts works. An important means of motivating students is through the provision of an open and positive arts-rich learning environment. Students have ready access to arts equipment such as paints, computers, dress-up boxes, puppets, masks, tuned and untuned percussion instruments and cameras. Students are offered a diverse range of arts opportunities, such as visiting galleries or local artists in the community, experiencing live music or going to dance performances,



films or plays. They include traditional, community and popular arts forms as well as arts from different cultures, times and places.

■ ***Inclusivity and difference***

Learning experiences should respect and accommodate differences between learners.

Teachers planning arts programs need to ensure that the range of activities takes into account the diversity of Australia's population and students' predispositions about the arts: for example, some bring with them a predisposition, which is part of their culture, to using stories or symbols to metaphorically represent their experiences.

Students with disabilities should be provided with appropriate alternative ways of demonstrating the outcomes of arts programs: for example, they may need computers with appropriate software, raised-line drawing kits or communication aids.

Some students have preferred learning styles and ways of constructing knowledge, such as using visual language, emotional dimensions or physical enactment, rather than narrative or logical methods. Learning and teaching programs need to identify students' current understandings, personal strengths, interests and preferred learning styles.

■ ***Autonomy and collaboration***

Learning experiences should encourage students to learn both independently from and with others.

All arts activities are interactive and social, involving communication with audiences, whether students are working alone or in groups. They need opportunities to learn both as individuals and through working collaboratively. Some activities, such as studio projects in visual arts, are intrinsically individual while other activities, such as playing in a music ensemble, are collaborative. Teachers need to help students recognise when it is appropriate to work independently and when it is beneficial to work collaboratively.

Students need opportunities to develop initiative, self-discipline, focus, commitment and organisational skills that help them work with autonomy. Students also need to develop collaborative skills, such as managing group dynamics, negotiation, leadership and delegation.

Students learn not only from their teachers but also from family and community and people from other parts of the world, including those accessible through technology.

■ ***Supportive environment***

The school and the classroom setting should be psychologically and physically safe and conducive to effective learning.

A supportive learning environment allows students to be sensitive to issues such as race, gender and culture. In this environment the central role of creativity is recognised. Students should be encouraged, within safe limits, to take risks without fear of making mistakes. They are encouraged to achieve their personal best.

Learning in the arts is supported by an environment in which the emotional health and physical safety of students is protected and nurtured through safe practice.



ASSESSMENT

Assessment is based on clearly-stated standards and criteria appropriate to the age and development of the students. Assessment is also demonstrably fair, valid, reliable and equitable.

■ Valid

Assessment should provide valid information on the actual ideas, processes, products and values that are expected of students.

Assessment should recognise the breadth of the Arts Learning Area. Assessment needs to be contextualised in terms of each of the arts forms and related to the learning area outcomes. It needs to provide useful information about the learning and teaching program to students, teachers and parents. In assessing experiential learning, teachers monitor and evaluate students' processes such as participation, use of artistic skills, techniques and processes, critical responses and understanding of historical, cultural and economic knowledge about the arts, as well as their making of end products, such as performances or exhibitions. In assessing learning in the arts, both closed and open-ended tasks are used, providing scope for students to demonstrate their understanding and skills on a developmental continuum.

■ Educative

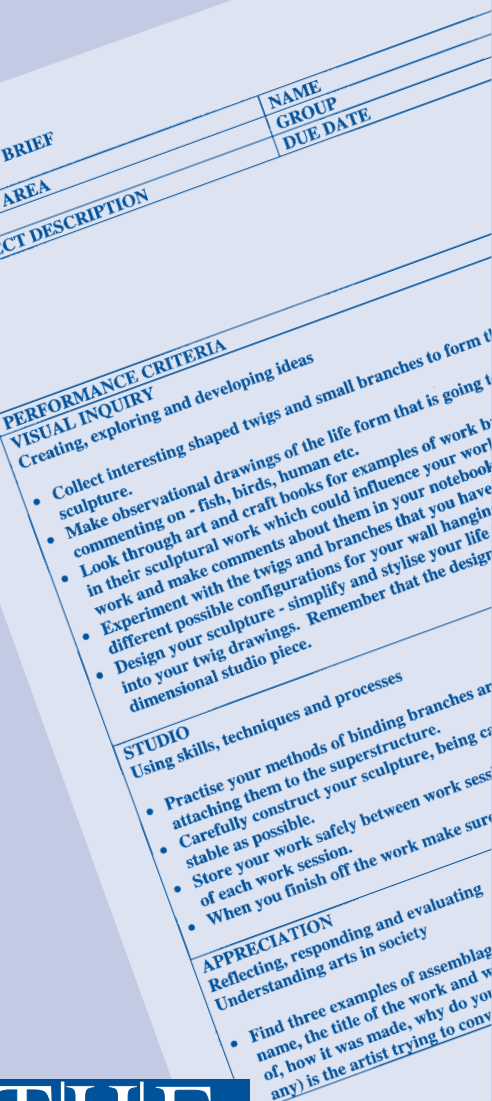
Assessment practices should make a positive contribution to students' learning.

Assessment in the arts is both formative and summative. It provides students with feedback on their learning progress that is particularly important in the creative processes intrinsic to the arts. Assessment nurtures and enhances the personal and social understanding of each student. Assessment should recognise and encourage creative problem solving and personal response: for example, a studio project provides opportunities for self-directed learning in which students have opportunities for self-evaluation and peer assessment.

■ Explicit

Assessment criteria should be based on explicit criteria so that the basis for judgements is clear and public.

The learning area outcomes provide a framework for developing explicit criteria for students and teachers to reflect on learning and provide a basis for feedback on student progress: for example, teachers provide students with clear criteria for reflecting on the effectiveness of their portfolios or performances that will assist them in setting goals and directions for future learning.



■ Fair

Assessment should be demonstrably fair to all students and not discriminate on grounds which are irrelevant to the achievement of the outcome.

In assessing student learning, teachers need to be sensitive and responsive to differences among students, including gender, ethnicity, language, race, geographic location and socioeconomic circumstances: for example, an open-ended task, such as an improvisation on a theme, will allow students to draw on their different experiences. There is a need to recognise the individual personalities, talents and abilities of students while making judgements that clearly reflect the same outcomes to the same standards.

■ Comprehensive

Judgements about student progress should be based on multiple sources of evidence.

Effective assessment integrates a range of strategies collected over a period of time and in various situations. In the arts, this range includes performances, displays, exhibitions, examinations or standardised tests, projects, portfolios, student journals, visual diaries, anecdotes, informal and formal records, audio and video recordings, interviews, peer assessments and teachers' reflective journals. Teachers select from these strategies to provide a comprehensive indication of whether students can consistently and autonomously demonstrate the outcomes: for example, over a semester a media teacher might comprehensively assess the arts in society outcome, observing and assessing students in three major activities: comparing contemporary and historical product catalogues, discussing in small groups the economic reasons for advertising, and writing about the use of advertising in Australian society.



STUDENT ASSESSMENT RECORD SHEET

NAME	
STUDIO AREA	
PROJECT	
PERFORMANCE CRITERIA	
Creating, exploring and developing ideas	
Using skills, techniques and processes	
Reflecting, responding and evaluating	
Understanding arts in society	
COMMENT	

Links across the Curriculum

There are two parts to this section. The first part identifies the links of learning in The Arts to the Outcomes in the Overarching Statement. The second part identifies specific opportunities for linking learning in The Arts to other learning areas.

LINKS TO THE OUTCOMES IN THE OVERARCHING STATEMENT

In this section, the Overarching outcomes are listed in order. Under each outcome there is a paragraph(s) which illustrates how the achievement of The Arts Learning Area Statement outcomes contributes to the achievement of Overarching outcomes. The relevant Arts Learning Area Statement outcomes are indicated in the brackets at the end of the paragraph(s).

1
Students use language to understand, develop and convey ideas and information, and to interact with others

■ In the processes of developing arts works, students communicate through language, matching it with different social and cultural conventions and interpretations. They use language in responding to arts experiences and in making critical evaluations of arts works. Students understand and use a range of visual, symbolic, spatial and tactile forms as well as the verbal arts languages. They use musical notation, make drawings and sketches to convey ideas. They understand body language and gesture. (Outcomes: direct 1, 3, 4; indirect 2)

2
Students select, integrate and apply numerical and spatial concepts and techniques.

■ Students use number and space in arts contexts, such as choreographing a dance, planning and building a set for a play or counting beats in a dance or song. (Outcome: direct 2)

3
Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.

■ In understanding the role of the arts in society, students recognise the need for information. They are able, for example, to locate information about medieval guilds and music and use it in their own staging of the York mystery plays. Their criticism of arts works is informed by a knowledge of the society and times in which a work originated.

They have the necessary skills to use technology to analyse and interpret information. This involves them actively exploring innovations such as the Internet, not only as a source of information but also as an opportunity for creative expression; they could, for example, add a virtual gallery of videos and images to the school's Web site. (Outcomes: direct 4; indirect 1, 2, 3)

■ Students become familiar with traditional forms of technology, such as brushes or musical instruments; they also use technologies such as computers, multi-media, desktop publishing, digital imaging and graphics. Through actively engaging with a range of technologies, they not only develop their creative potential but also develop an openness and a capacity to adapt to future technological change. They confidently choose tools appropriate to specific arts forms. They critically appreciate the consequences of technological innovation. (Outcomes: direct 2; indirect 1, 3, 4)

■ In making and appreciating the arts, students recognise and analyse similarities and differences in, for example, the use of stock characters in television situation comedies. They classify and organise their thinking about their arts experiences, they make generalisations and they describe and analyse features of forms or genres such as the symphony, twelve-bar blues, slapstick comedy, tragedy and impressionism. (Outcomes: direct 2, 3; indirect 1, 4)

■ Students understand how the arts are an active process of lateral thinking, of developing and extending ideas, of considering a wide range of possibilities and of making choices about them: for example, in working on portrait or character study, they make choices about the points of view to be used; test different lighting effects; make choices about the medium to be used; and they make decisions about style. They visualise the final image or outcome of the artistic process and recognise the conceptual steps to reach that point. (Outcomes: direct 1, 2, 3)

■ Learning in the arts is experiential. Students learn through their sensory perceptions and observations. Through their expression they come to understand better their physical world and make appropriate choices about it. (Outcomes: indirect 1, 2, 3)

■ Through their engagement in the arts, students recognise that they have a significant role to play in society and understand the contributions the arts make to our community. They understand that individuals and groups in society make and communicate meaning through the arts and this meaning affects the well-being of our society.

Students use historical, social and economic knowledge to analyse and interpret local, national and international arts. They understand how the arts change. They recognise how, in contemporary society, the arts of other times are reinterpreted and re-evaluated.

4
Students select, use and adapt technologies.

5
Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.

6
Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.

7
Students understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it.

8
Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values for active participation in life in Australia.

9
Students interact with people and cultures other than their own and are equipped to contribute to the global community.

They make links between their own arts works and the long traditions of creativity that are the hallmarks of societies. Students are able to place their own experiences and those they study in social and cultural contexts. (Outcomes: direct 4; indirect 3)

■ In understanding contemporary Australian life, students identify a range of Australian artists as role models and appreciate the contributions the arts have made, and continue to make, in the shaping of Australian identity. They understand Aboriginal and Torres Strait Islander arts and their unique contributions to Australian culture. They recognise that the arts are an effective way of accessing and understanding other cultures and interacting with people from other cultures. (Outcomes: direct 4; indirect 2, 3)

10
Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.

■ Working with ideas in the arts plays a significant role in enabling students to participate in creative activity of their own and to understand and engage with the artistic, cultural and intellectual work of others. Students actively participate in the arts and understand how creativity contributes to a personally satisfying life. They see themselves as creators and contributors to the artistic life of their community. (Outcomes: direct 1, 2, 3, 4)

11
Students internalise and implement practices that promote personal growth and well-being.

■ Students understand how creative expression provides opportunities for understanding their development and changes in their lives. They recognise that through the symbolic representation of experience they can safely explore ideas that may, in reality, be frightening or damaging: for example, drama or a film can be an emotionally cathartic yet distanced exploration of feeling frightened or sad.

They recognise how participation in the arts promotes confidence and personal worth and supports healthy attitudes, physical health and emotional and spiritual well-being. (Outcomes: direct 3; indirect 1, 2, 4)

12
Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.

■ Students develop self-discipline, goal setting and a capacity to complete given tasks within deadlines. The arts therefore promote a sense of self-confidence and personal satisfaction. Through them, students develop a sense of themselves as individuals with something to share with others. They also work collaboratively through, for example, music or dance ensembles, or the crew in a media production. (Outcomes: direct 1, 2, 3, 4)

■ Students develop a sense of self worth and are aware of the impact of their opinions and values on others when they make critical evaluations of arts works. They take into consideration legal, ethical and social justice issues, such as ownership of arts works, copyright, intellectual property rights, plagiarism and forgery. Students use safe practices and procedures when using materials, tools and equipment. They work in ways which prevent physical strain and injury. They protect and nurture their emotional health and well-being. (Outcomes: direct 1, 2, 3, 4)

LINKS WITH OTHER LEARNING AREAS

Links between The Arts and other learning areas are made when students and teachers:

- integrate the concepts and content of other learning areas into arts works and activities: for example, they use their understanding of Balinese culture in making a textile hanging; and
- use arts languages in learning and expressing ideas and content of other learning areas: for example, in explaining a scientific principle such as ‘opposites attract’, they do so by making a dance.

■ The Arts learning area links to the English learning area by providing opportunities for developing literacy skills and effective communication. Links are made when, for example, students:

- use language in making critical responses to arts works and experiences;
- understand texts – such as plays, films or speaking and listening – that use language; and
- use language in writing, scripting, improvisation, text interpretation and setting words to music.

■ The Arts develops a range of physical self-management and interpersonal skills. Dance and movement provide a context for achieving Health and Physical Education and Arts outcomes. The Arts also has a fundamental focus on human interactions.

Links are made when, for example, students:

- use drama and role-play to explore human relationships and the consequences of lifestyle choices;
- develop aerobic fitness through movement and dance;
- understand the role of the media in shaping lifestyle and values; and
- understand and use aspects of the physiology of movement in singing.

13

Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

English

**Health and
Physical Education**

Languages other than English

- The Arts learning are contributes to student learning in the Languages other than English learning area. Links are made when, for example, students:
 - sing songs or perform plays in a language other than English;
 - make and use masks or puppets based on an understanding of another culture, e.g. Punchinello from Italian culture and the Commedia tradition; and
 - compare and analyse media texts, such as television comedy programs, from different languages and cultures.

Mathematics

- Through The Arts, students recognise and use patterns and space and develop the ability to solve problems. Links are made to Mathematics when, for example, students:
 - use repetition, rhythm, time and beat in music, film editing and verse drama;
 - use pattern in design processes;
 - use space to make a dance or move a scene from a play; and
 - use mathematics in practical situations such as making a costume or set, focusing a camera or calculating an exposure time for a photograph.

Science

- The Science learning area focuses on understanding and valuing the natural world and observing, describing and explaining the physical and biological aspects of it. Links are made when, for example, students:
 - make and test hypotheses, such as experimenting with different shoes and dance surfaces to determine which gives the effect of sliding;
 - understand and use the properties of sound in making a piece of music or the soundtrack for a video or film;
 - use the physics of movement; and
 - understand the biological properties of moving bodies and make dances that use them.

■ The Arts learning area links to the Society and Environment learning area by making a major contribution to the social and cultural world of students. Links are made when, for example, students:

- recognise the shaping role of arts in their immediate family and environment;
- understand how different cultures and groups use arts;
- understand how the diversity of arts reinforces social diversity;
- understand how arts confirm and change values;
- recognise the economic significance of arts; and
- recognise the environmental impact that some arts forms can have, and behave responsibly in the use of sustainable resources.

■ The Arts share a similar focus to Technology & Enterprise in the processes of designing, making and evaluating. The Arts also uses information and materials to achieve these purposes. Links are made when, for example, students:

- use the process of 'design, make, appraise' in the development of arts works;
- use the Internet to research arts;
- design web sites and arts works using desktop publishing and computers; and
- design and construct costumes and sets.



