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**THE ARTS: CORE LEARNING OUTCOMES for Years 1 to 10**

| **STRAND** | **ORGANISER** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** | **LEVEL 6** |
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| Dance | **Choreographing** | DA1.1 Students use dance components to explore communication through movement. | DA2.1 Students select dance components to create movement sequences that communicate feelings, relationships and narratives. | DA3.1 Students modify intended meanings of movement sequences, using dance components. | DA4.1 Students use improvisation to create new movement for a specific purpose. | DA5.1 Students adapt dance components to reflect the functions and purposes of dance in a range of cultural and historical contexts. | DA6.1 Students draw on ideas from current dance practice to create and adapt sequences. |
| **Performing** | DA1.2 Students demonstrate awareness of self and others when performing. | DA2.2 Students perform short sequences that communicate feelings, relationships and narratives | DA3.2 Students perform practised movement sequences with focus and accuracy. | DA4.2 Students perform movement sequences with improvised sections. | DA5.2 Students model genre-specific techniques when performing movement sequences. | DA6.2 Students perform in a range of genres, adapting their dance to suit various performance situations. |
| **Appreciating** | DA1.3 Students describe their personal responses to their own and others’ dance. | DA2.3 Students identify dance components when responding to their own and others’ dance. | DA3.3 Students interpret and evaluate when responding to their own and others’ dance. | DA4.3 Students analyse elements of dances from various cultural and historical contexts. | DA5.3 Students articulate how meanings of movements may change according to various cultural and historical contexts. | DA6.3 Students analyse current dance practice from various contexts, using an analysis model. |
| Drama | **Forming** | DR1.1 Students create and accept roles while participating in dramatic play. | DR2.1 Students make choices about and develop roles to build dramatic action. | DR3.1 Students negotiate, in and out of role, a range of situations and narratives. | DR4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and roleplays. | DR5.1 Students structure dramatic action, both individually and in groups, using elements and conventions appropriate to the selected dramatic form, style and purpose. | DR6.1 Students devise and refine scenarios and scripts, both individually and as part of an ensemble, using elements and conventions appropriate to selected forms, styles and purposes. |
| **Presenting** | DR1.2 Students share drama with others by participating, listening and watching. | DR2.2 Students share moments of dramatic action using voice and movement so that they can be seen, heard and understood. | DR3.2 Students rehearse and present dramatic action for a specific purpose. | DR4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences. | DR5.2 Students present selected roles using performance skills appropriate to the selected dramatic form, style and purpose. | DR6.2 Students present a rehearsed, polished performance applying performance skills appropriate to the selected form, style and performance space. |
| **Responding** | DR1.3 Students describe ideas and feelings experienced during the making and shaping of their dramatic play. | DR2.3 Students describe drama experiences and presentations, expressing opinions and exchanging viewpoints with others. | DR3.3 Students discuss and interpret the learnings and understandings developed through drama experiences. | DR4.3 Students make supported critical judgments about the application of dramatic elements, conventions and the context of their own work and that of others. | DR5.3 Students identify and evaluate the application of dramatic elements and conventions used in their own work and that of others, communicating an awareness of the selected form, style and purpose. | DR6.3 Students evaluate the forms, styles and processes used in dramatic action and performance, identifying the influence of purpose and context. |
| Media | **Constructing Media** | ME1.1 Students combine images, sounds and words to communicate. | ME2.1 Students select and combine images, sounds and words in sequences to create media texts for familiar audiences. | ME3.1 Students combine and manipulate media languages and technologies to construct intended meanings. | ME4.1 Students apply media languages and technologies through genre conventions to construct media texts. | ME5.1 Students construct and reconstruct meaning through the application of languages and technologies in the design and production of media texts. | ME6.1 Students apply an understanding of media languages and technologies to design and create media texts in a range of production contexts. |
| **Producing meaning** | ME1.2 Students communicate their personal responses to familiar media texts and experiences. | ME2.2 Students use display techniques to present media to a familiar audience. | ME3.2 Students present media texts to a specified audience using presentation techniques associated with particular media forms. | ME4.2 Students select media forms and apply technologies to construct and present media texts to target an audience. | ME5.2 Students emulate industry practices to promote, deliver and exhibit media texts in a range of contexts. | ME6.2 Students apply industry strategies to promote a specific media text to various audiences. |
| **Responding to meanings** | ME1.3 Students describe the differences between their own experiences and media representations of similar experiences. | ME2.3 Students identify ways in which representations are created in media forms. | ME3.3 Students examine and compare the particular languages used to construct various representations across media forms and genres for specific purposes. | ME4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions. | ME5.3a Students research and analyse various media representations within their cultural and historical contexts.  ME5.3b Students research and examine the media institutions that are involved in the production, distribution and exhibition of the media they consume as audiences. | ME6.3 a Students evaluate how contextual influences can contribute to personal interpretations of media.  ME6.3 b Students evaluate the range of social, political and economic influences operating on the production of public, commercial and independent media. |
| Music | Aurally and visually identifying and responding to music | MU1.1 Students aurally and visually recognise and respond to Level 1 core content in music they hear and perform. | MU2.1 Students aurally and visually recognise and respond to Level 2 core content in music they hear and perform. | MU3.1 Students aurally and visually recognise and respond to Level 3 core content in music they hear and perform. | MU4.1 Students aurally and visually analyse and respond to Level 4 core content in music they hear and perform. | MU5.1 Students aurally and visually analyse and respond to Level 5 core content in music they hear and perform. | MU6.1 Students aurally and visually analyse and respond to familiar and unfamiliar music containing Level 6 core content. |
| **Singing and playing** | MU1.2 Students sing a repertoire of songs of limited pitch range and play instruments, individually and with others, including simple rhythmic and melodic two-part music. | MU2.2 Students sing a varied repertoire of pentatonic songs and play instruments, individually and with others, in unison and in two parts. | MU3.2 Students sing and play a varied repertoire of extended pentatonic music, individually and with others in unison and in up to three parts, including some repertoire from memory. | MU4.2 Students sing and play, individually and with others, in unison and in up to four parts, including some repertoire from memory. | MU5.2 Students sing and play a varied repertoire, individually and with others, in up to four parts, including some repertoire from memory. | MU6.2 Students sing and play a varied repertoire individually, within a small group (one person per part) and in ensemble, including some repertoire from memory. |
| **Reading and writing music** | MU1.3 Students read and write short musical patterns containing Level 1core content. | MU2.3 Students read and write short musical patterns containing Level 2 core content. | MU3.3 Students read and write musical patterns and phrases containing Level 3 core content. | MU4.3 Students read and write short pieces of music containing Level 4 core content. | MU5.3 Students read and write music containing Level 5 core content. | MU6.3 Students read and write music containing Level 6 core content. |
| Visual Arts | **Making images and objects** | VA1.1 Students make images and objects by exploring elements and concepts. | VA2.1 Students make images and objects by selecting and manipulating elements and additional concepts. | VA3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings. | VA4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts. | VA5.1a Students make images and objects to express personal responses to researched ideas.  VA5.1b Students research and experiment with ideas to document sensory responses to developmental processes in making. | VA6.1a Students make images and objects to interpret a chosen social and cultural issues.  VA6.1b Students communicate a personal aesthetic by documenting sensory responses to developmental processes. |
| **Making and displaying** | VA1.2 Students visually represent and explain their experiences, feelings, ideas, and observations through making images and objects. | VA2.2 Students select and arrange images and objects for personal display. | VA3.2 Students make and display images and objects, understanding the functions of informal and formal display. | VA4.2 Students make and display images and objects, considering purposes and audiences. | VA5.2 Students research and analyse the images and objects of artists/ designers/ craftspeople to construct visual responses for display. | VA6.2 Students make and display images and objects to reflect an understanding of the functions and purposes of public and community art. |
| **Appraising images and objects** | VA1.3 Students describe elements and concepts in a variety of images and objects. | VA2.3 Students identify elements and additional concepts to interpret images and objects from a variety of cultural and historical contexts. | VA3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts. | VA4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts. | VA5.3 Students research and evaluate images and objects of Australian artists/ designers/ craftspeople from a variety of historical and contemporary contexts. | VA6.3 Students justify responses to synthesised research from a variety of historical and cultural contexts. |