

# The Arts (2002)

## Years 1 to 10 Sourcebook Guidelines (Part 2 of 12)

*Note:* The PDF version of this document has been split into sections for easier download. This file is Part 2 of 12.

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## Nature of the key learning area

The Arts key learning area focuses on active engagement in and reflection on arts making within the five strands of Dance, Drama, Media, Music and Visual Arts. This emphasis acknowledges the value of providing opportunities for students to acquire knowledge, practices and dispositions that can be used to develop self-awareness, aesthetic awareness and the ability to solve problems, make decisions and communicate effectively.

### Dance

Through participating in dance activities students are provided with opportunities to develop:

- the ability to use dance as an aesthetic means of ordering movement and structuring gesture
- an understanding that dance is a universal means of expression and communication
- confidence in personal physicality and a positive self-image
- an understanding that dance is a popular form of social interaction and a living expression of culture, spirituality and history
- the ability to rehearse, rework and refine movement sequences
- knowledge and understanding of the contribution dance has made in various cultural, social and historical contexts.

### Drama

Through participating in drama activities students are provided with opportunities to develop:

- skills that can be used to present themselves, both personally and in role, in a range of public contexts
- an understanding of the elements and conventions of drama and the ability to apply these to the creation and shaping of their own dramatic work
- an awareness of the aesthetic domain and its relation to dramatic works
- an appreciation of a range of dramatic forms, styles and contexts
- knowledge and understanding of the contribution drama has made in various cultural, social and historical contexts
- the ability to critically reflect on their own and others' dramatic work
- the ability to rehearse, rework, refine material and understand, manage and communicate ideas, feelings and experiences that are part of the human condition.

### Media

Through participating in media activities students are provided with opportunities to develop:

- the ability to use the languages and technologies of the media
- knowledge of the processes involved in producing for, and delivering to, audiences
- the ability to manipulate media languages and technologies and manage the processes used to communicate ideas and feelings
- the analysis skills needed to become discerning audiences and consumers
- a critical understanding of who produces the media and for what purposes
- an appreciation of the aesthetics of media and how media constructs perceptions of reality
- an understanding of the relationship between media and the cultural, social and historical contexts within which it is produced and received
- the ability to actively participate in a society that relies on visual images and technology to communicate.

## Music

Through participating in music activities students are provided with opportunities to develop:

- an ability to think and communicate in sound
- an ability to rehearse, rework and refine musical ideas and performances
- an awareness of the aesthetic domain and its relation to music
- the ability to critically reflect on their own and others' musical performances
- music literacy and musicianship
- personal satisfaction and enjoyment through experiencing music as a social activity
- the skills and understandings needed to express themselves effectively when performing, improvising and composing
- an understanding of music from various cultural, social and historical contexts.

## Visual Arts

Through participating in visual arts activities students are provided with opportunities to develop:

- visual perception, visual language and visual problem-making and problem-solving skills
- the ability to use visual literacy and communication to express ideas, feelings, experiences and observations
- knowledge of the elements, concepts, forms, materials and processes of visual arts and an ability to use them as a means of personal expression
- an awareness of the aesthetic domain and its relation to the visual arts
- an ability to rework and refine visual arts ideas and concepts
- knowledge and understanding of the visual arts in various cultural, social and historical contexts.

## Contribution of the key learning area to lifelong learning

The key learning area contributes to a general education by providing students with opportunities to learn in, through and about The Arts. Students engage in activities through which they may develop the valued attributes of lifelong learners identified in the syllabus.

A lifelong learner is described as:

- a knowledgeable person with deep understanding
- a complex thinker
- an active investigator
- a responsive creator
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner.

The sourcebook modules support the development of the valued attributes of a lifelong learner by actively engaging students in learning that cultivates perception, cognition and aesthetic awareness. The activities in the modules assist students to become makers and consumers by developing a critical understanding of the knowledge, processes, skills and dispositions required to think and work in The Arts.

## Cross-curricular priorities

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The Arts key learning area incorporates the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective.

### Literacy

Literacy practices include reading and writing, speaking and listening, viewing and shaping, often in combination in multimodal texts, within a range of contexts. The Arts provides opportunities for students to express and communicate ideas and feelings that extend beyond the written and spoken word, by:

- using the human body as the means of communication in dance
- creating meaning in the enactive mode in drama
- using sound and still and moving images in media
- using patterns of sound and notational systems in music
- making images and objects in visual arts.

Students are also provided with opportunities to become literate in the various symbol systems of each of The Arts strands. The symbol systems of each strand are used to construct and express meaning in the following ways:

- Dance uses actions performed by the body in space and time, with particular focus on the dynamic qualities and relationships that occur as a result of the spatial and temporal organisations.
- Drama uses the elements of drama shaped by dramatic conventions and conveyed by individuals in the enactive mode.
- Media uses the media languages of still and moving images, sounds and words constructed through media techniques and processes.
- Music uses structured patterns of sound that combine musical concepts and elements as well as a written language that incorporates notation signs and markings.
- Visual Arts uses combinations of visual language such as line, shape, texture and colour to convey concepts such as contrast, abstraction and composition to structure and to create images and objects.

Through engagement and reflection in arts activities, students can develop literacy competencies by having opportunities to:

- understand that literacy is a means of shaping how people view themselves, their identities and their environments
- interpret, create and respond to the marks, notations, images and symbols used in The Arts strands
- negotiate, construct, communicate, express and interpret meaning by using and understanding the various symbols of The Arts strands
- question the cultural, social, historical and political practices embedded in spoken, written, visual, auditory, kinaesthetic and multimodal texts
- read multimodal texts from a variety of perspectives and to interpret the relationship between the context and the audiences of those texts
- transfer their understanding of literacy to contexts that may not be seen as overtly literacy based.

Teachers provide opportunities for the acquisition of these skills by:

- encouraging students to make informed interpretations and judgments
- encouraging students to structure ideas and communicate meaning in, through and about The Arts
- modelling and teaching aspects of literacy used in arts activities, such as reading and writing scripts, creating artists' statements and writing choreographic outlines and performance notes
- planning activities that develop knowledge, processes, skills and dispositions in each of The Arts strands
- promoting understanding of the cultural, social and historical contexts in which arts works are made.

## Numeracy

Numeracy in The Arts involves the use of auditory, visual and physical concepts of space and numerical patterns when representing and interpreting real-life and imaginary situations and objects. This includes understanding and applying number, space, measurement and data.

Through engagement and reflection in arts activities, students can develop numeracy competencies by having opportunities to:

- acquire and apply spatial concepts and numerical patterns
- apply mathematical skills and concepts to practical experiences by planning, counting, measuring, designing, graphing, mapping and calculating
- identify and use patterns and statistics
- transfer their understanding of numeracy to contexts that may not be seen as overtly numeracy based.

Teachers provide opportunities for the acquisition of these skills by:

- choosing appropriate numeracy practices for specific arts purposes
- consciously creating opportunities to teach and use numeracy concepts and vocabulary
- developing students' abilities to communicate with others using appropriate numerical symbols
- helping students to recognise when numeracy practices and dispositions can be applied
- planning learning experiences that develop short- and long-term memory for pattern recognition and manipulation.

## Lifeskills

Lifeskills is a term used to describe the mix of knowledge, processes, skills and attitudes that are considered necessary for people to function adequately in their contemporary and changing life roles and situations.

The syllabus describes four sets of lifeskills that enable students to participate in life roles. These lifeskills, and related life roles, are:

- personal development skills – growing and developing as an individual
- social skills – living with and relating to other people
- self-management skills – managing resources
- citizenship skills – receiving from and contributing to local, state, national and global communities.

### Personal development skills

Students have opportunities to:

- develop a sense of self in relation to cultural and social contexts
- develop aesthetic awareness
- develop and apply knowledge, skills and processes
- develop self-confidence
- identify and develop talents and interests
- realise ideas and images and give expression to feelings
- recognise individual strengths and weaknesses, personal bias, attitudes, beliefs and values, and how these are constructed
- develop these skills through interactions in lifelike and real-life situations.

Teachers provide opportunities for the acquisition of these skills by:

- creating an aesthetically stimulating environment
- employing open-ended questions and encouraging a variety of responses and probing them
- encouraging students to critically reflect on arts works made by peers as well as practitioners

- encouraging students to learn about themselves through critically reflecting on interactions with others
- encouraging students to make choices in activities and to work metaphorically, abstractly and conceptually
- promoting a safe, supportive and inclusive environment within which students can take risks
- promoting exposure to a broad range of arts experiences
- encouraging students to identify and reflect on viewpoints that differ from their own
- scaffolding learning so that students experience success.

### **Social skills**

Students have opportunities to:

- communicate effectively with others
- develop and confidently apply social skills in lifelike and real-life situations
- develop creative and divergent thinking
- share resources
- use appropriate cultural protocols in a range of contexts
- use conflict management strategies
- work as part of a team towards negotiated goals
- work cooperatively in diverse groups.

Teachers provide opportunities for the acquisition of these skills by:

- enabling students to explore and appreciate a range of historical and cultural approaches to various situations and challenges
- encouraging groups to share perspectives and consider a range of problem-solving strategies
- encouraging real-life problem-solving and conflict resolution practices
- encouraging students to use technology when communicating
- modelling social skills appropriate to particular contexts and roles
- organising group work to consider issues and identify multiple solutions
- providing a safe and supportive environment in which students can develop and practise social skills using lifelike and real-life situations
- providing opportunities for students to identify and explore differing perspectives.

### **Self-management skills**

Students have opportunities to:

- apply problem-solving strategies
- construct and implement plans
- develop metacognitive skills
- develop time management skills
- generate, manipulate, store, present and access information.

Teachers provide opportunities for the acquisition of these skills by:

- discussing and exploring appropriate ways of using resources and technologies
- fostering effective communication and collaboration
- planning, monitoring and evaluating activities that require flexibility, perseverance and risk-taking
- promoting perseverance and critical reflection when rehearsing and reworking ideas to achieve goals and refine practices.

### **Citizenship skills**

Students have opportunities to:

- acknowledge the cultural practices of people from diverse communities in their interactions with others
- advocate on a personal and collective level
- make decisions that reflect an appreciation and valuing of cultural and linguistic diversity, social justice and ethics.

Teachers provide opportunities for the acquisition of these skills by encouraging students to:

- explore contexts that highlight issues of social justice and ethics
- explore the cultural, social and historical contexts of arts works
- create arts works that promote an awareness of social issues within the public arena
- consider the appropriateness, consequences and likely impact of their choices and actions and to consider alternatives.

### **Futures perspective**

A futures perspective is one that involves practices and dispositions that lead to the identification of possible, probable and preferred individual and shared futures. A futures perspective leads to insights and understandings about thinking ahead and the roles of individuals and groups in envisioning, contributing to and enacting preferred futures.

In The Arts key learning area, students have opportunities to:

- become involved in decision-making processes
- develop aesthetic awareness and conceptual and perceptual abilities
- develop a sense of social justice
- develop skills in lateral thinking that can be used to identify and meet challenges
- envision and enact preferred futures
- explore issues from various perspectives
- explore the range of technologies that impact on and have consequences for individuals, local and global communities and the environment
- understand how arts works influence and are influenced by their environment or context and their purpose
- understand the processes of change.

Teachers provide opportunities for the acquisition of these skills by encouraging students to:

- ask challenging questions
- use technologies to explore problems or issues and devise possible solutions
- explore ethical issues relating to current practices, processes of change and preferred futures
- explore options for preferred futures and multiple pathways to those futures
- make decisions and predict their likely effects
- seek alternative ways of operating.