

# The Arts (2002)

## Years 1 to 10 Sourcebook Guidelines (Part 4 of 12)

*Note:* The PDF version of this document has been split into sections for easier download. This file is Part 4 of 12.

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# Scope and sequence of learning outcomes

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## Outcomes approach

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An outcomes approach to education defines the end product of education in terms of what students know and can do with what they know. It is based on a belief that there are certain things that all students should learn and that these things, expressed as learning outcomes, should be made explicit to all concerned. This approach accepts that learning is progressive and that stages along a continuum leading to the desired outcome can be identified. It emphasises the provision of developmentally appropriate activities that give students opportunities to learn and to demonstrate this learning. This approach places a high importance on relevant, real-life, student-centred contexts, as well as on how and what students learn. These contexts are used to develop the knowledge, processes, skills and attitudes they need for now and for the future, as lifelong learners.

In an outcomes approach to education, the emphasis is on what students learn, rather than on what they have been taught. Progressive monitoring of students' demonstrations of learning outcomes is vital to ensure that curriculum programs can be individualised to meet the particular needs of students.

### Principles of an outcomes approach

The principles of an outcomes approach include:

- a clear focus on learning outcomes
- high expectations for all students
- a focus on development
- planning curriculum with students and outcomes in mind
- expanded opportunities to learn.

### Clear focus on learning outcomes

This involves:

- focusing on demonstrations of learning outcomes, rather than on the content being used in the activity
- students, teachers, parents, carers and members of the community knowing the learning outcomes that students are working towards
- students understanding the reasons for learning what they are learning.

### High expectations for all students

This involves:

- recognising that all students can succeed
- challenging students to achieve high standards by providing experiences that promote learning
- giving students time to produce work of a high standard
- establishing clear expectations of student performance, including criteria, and referring to these when monitoring the progress of student learning.

## Focus on development

This involves:

- a knowledge of students' progression along the outcomes continuum
- providing opportunities for self-assessment so that students can monitor their own progress
- a knowledge of the preferred learning styles of students
- the use of a wide range of strategies to cater for developmental differences and the prior knowledge and skills of students
- building comprehensive and cumulative developmental assessment using the techniques of observation, consultation, focused analysis and peer- or self-assessment to monitor student progress and to facilitate further learning.

## Planning curriculum with students and outcomes in mind

This involves:

- planning assessment at the same time as planning experiences that promote learning
- using assessment to inform future planning and to provide opportunities for students to learn
- planning activities for students that provide them with opportunities to progress and be assessed in their demonstrations of learning outcomes
- valuing students' backgrounds, interests, prior understandings, experiences and learning styles and considering these when planning activities
- recognising the different ways and settings in which learning and assessment take place
- identifying and overcoming barriers that might limit students or groups of students in their demonstrations of learning outcomes
- maintaining a learner-centred approach to learning and teaching.

## Expanded opportunities to learn

This involves:

- giving students opportunities to progress and demonstrate learning outcomes in more than one context
- developing activities, units and programs that are sufficiently flexible to cater for the different characteristics and learning needs of students
- involving students in planning, assessment and evaluation processes.

## Learning outcomes

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### Key learning area outcomes

The key learning area outcomes highlight the uniqueness of The Arts key learning area and its particular contribution to lifelong learning. During the compulsory years of schooling, students engage in and reflect on their experiences in each of the arts to develop the knowledge, skills, techniques, processes and dispositions necessary to:

- create, present and reflect on arts works with confidence, skill, enjoyment and aesthetic awareness
- express ideas, feelings and experiences through the symbol systems, techniques, technologies and processes appropriate to each of the arts
- communicate with an intended audience through the forms and processes of the arts
- understand, critically evaluate and appreciate the impact of the cultural, social, spiritual, historical, political and economic contexts of arts works in the construction of meaning

- respect and value cultural diversity, address equity issues and establish supportive environments to promote their own and others' involvement in the arts as discerning consumers and practitioners
- understand the unique contribution of each of the arts as well as the collaborative nature of many arts practices
- understand that learning in the arts is transferable to their personal and working lives.

## Strands

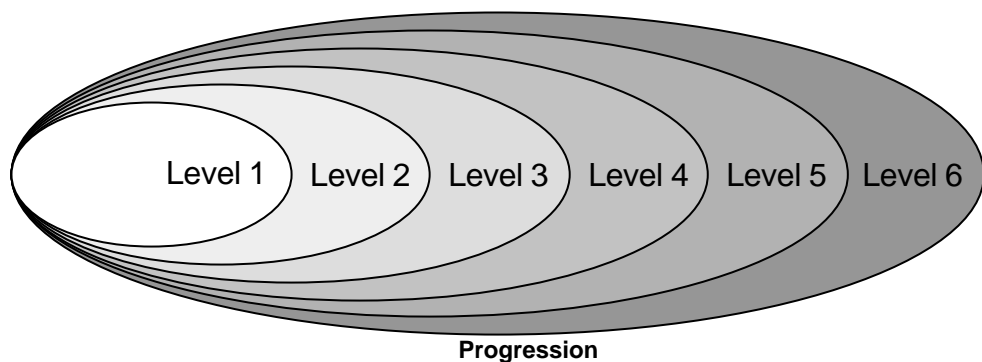
There are five strands in The Arts key learning area: Dance, Drama, Media, Music and Visual Arts. In each of these strands, learning outcomes are organised to describe the knowledge, skills, techniques, technologies and processes specific to that discipline. In all strands, the learning outcomes are interrelated, complementary and interactive. The order is not hierarchical and they should be considered together when planning for learning and assessment.

- **Dance** learning outcomes are organised in terms of choreographing, performing and appreciating.
- **Drama** learning outcomes are organised in terms of forming, presenting and responding.
- **Media** learning outcomes are organised in terms of constructing, producing and responding to meanings.
- **Music** learning outcomes are organised in terms of aurally and visually identifying and responding to, singing and playing, reading and writing music.
- **Visual Arts** learning outcomes are organised in terms of making, displaying and appraising images and objects.

Up to the end of Year 7 (typically Level 4) it is expected that students will be provided with opportunities to demonstrate the core learning outcomes in all five strands. For Levels 5 and 6, core learning outcomes indicate what is achievable in one Arts strand in a minimum of 180 hours. Schools may choose to offer opportunities for students to study more than one Arts strand in depth at Levels 5 and 6. The types of opportunities provided will be dependent on local contexts and available resources.

## Levels

Six progressive levels define the sequence of learning outcomes in the syllabus. The level statements summarise the core learning outcomes within that level. Learning outcomes for successive levels are conceptually linked to each other, forming a continuum rather than a number of discrete entities. This continuum is represented in the following diagram.



**Progression of conceptual development of outcomes**

Within the scope of the learning outcomes, there is a sense of progression from:

- novice to expert
- immediate and familiar to distant and unfamiliar
- consideration of a single aspect to consideration of multiple aspects
- concrete to abstract
- simple to complex concepts
- simple to complex processes
- recognition and description to in-depth analysis.

Although there is continuity and progression in learning outcomes across levels, each outcome is qualitatively different from the outcomes at the levels before and after. This sequencing across levels assists teachers to plan activities that cater for students' abilities. The core learning outcomes within these levels represent the essential learnings for students during the compulsory years of schooling.

### **Core learning outcomes**

Core learning outcomes describe what students know and can do with what they know. They provide a framework for developing a rich and diverse range of activities that meet the needs, interests and development of students.

The syllabus indicates that students can be expected to demonstrate core learning outcomes at particular year levels. For example, by the end of Year 5 students are typically demonstrating Level 3 core learning outcomes. As students will typically take one or two years to progress from a learning outcome at one level to the corresponding learning outcome at the next level, there is considerable time and opportunity for students to demonstrate the learning outcomes.

### **Discretionary learning outcomes**

Discretionary learning outcomes describe what students know and can do with what they know beyond what is considered essential at a particular level. They are intended to broaden understandings and provide opportunities for students to pursue interests and challenges beyond the requirements of the core learning outcomes at the level.

Discretionary learning outcomes are of a different order from the core learning outcomes. It is not expected that all students will demonstrate them. Individual students or groups of students may demonstrate them in one context only and in a shorter time frame.

### **Foundation Level learning outcomes**

The syllabus provides level statements at Foundation Level that have been developed for students demonstrating a level of understanding before that of Level 1. Teachers may use these to develop specific learning outcomes that are tailored to the individual needs of students with disabilities and related to their individualised curriculum programs.

Some examples of Foundation Level learning outcomes are provided at the beginning of the elaborations of core learning outcomes for each strand. These examples can be modified or added to, to meet the specific needs of individual students. In each strand, the Foundation Level outcomes are organised in the same way as the core learning outcomes in Levels 1 to 6.

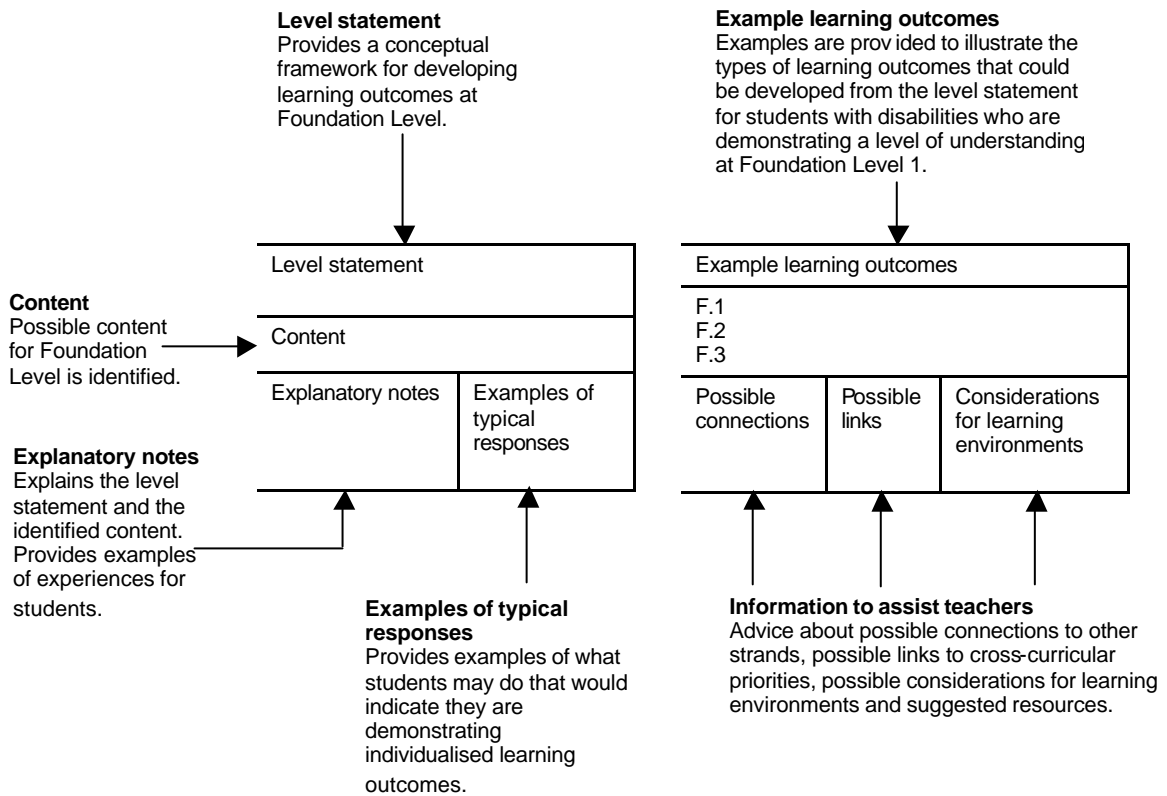
## Sequence of core learning outcomes with elaborations for Foundation Level and Levels 1 to 6

The tables on pages 22 to 91 contain elaborations to help teachers understand the intent of core learning outcomes and the relationship between the level statement, learning outcomes and core content at each level in each strand. The elaborations indicate possible contexts through which students might demonstrate learning outcomes and inform the development of activities.

### Elaborations for Foundation Level

To assist teachers to understand the intent of the level statements for Foundation Level and develop learning outcomes, elaborations and examples of learning outcomes have been included.

The following diagram illustrates the layout of the elaborations for Foundation Level.



Activities contained in the sourcebook modules can be adapted to meet the needs of students with disabilities once teachers have determined the specific learning outcomes for these students.

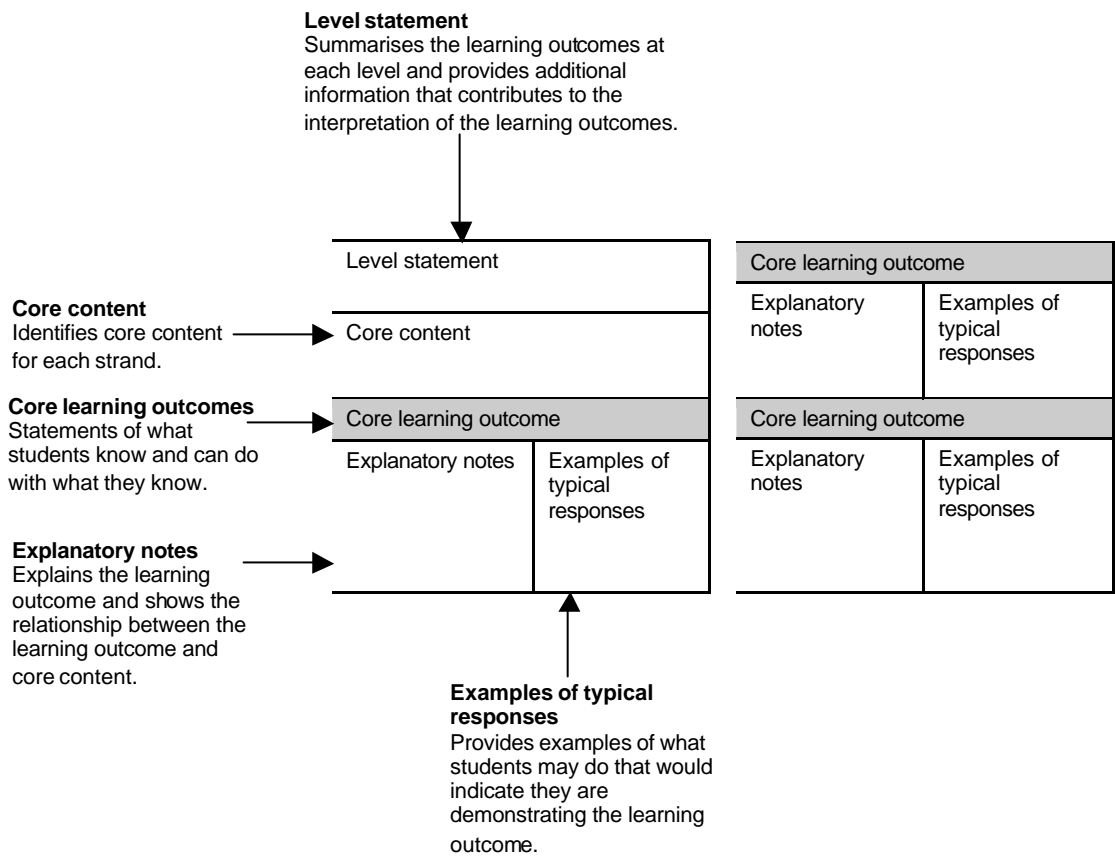
### Elaborations for Levels 1 to 6

The core learning outcomes for Levels 1 to 6 have been elaborated to assist teachers to understand what students are expected to know and do in relation to the key learning area.

The tables that follow present elaborations of each core learning outcome in levels for each strand. The elaborations:

- explain the core learning outcomes
- explain the relationship between the learning outcomes and the core content at each level
- provide examples of what students may do in order to demonstrate the learning outcome
- incorporate terms such as describe, discuss and interpret which include all forms of verbal and nonverbal communication, including signing and the use of communication aids.

The following diagram illustrates the layout of the elaborations for Levels 1 to 6.



It is important that interpretation of the learning outcomes allows all students to demonstrate their understandings. This can be done through a variety of means. Examples are included in the elaborations.

### Tables of elaborations

The following tables of elaborations are organised in strands and levels. Information is available as follows:

Dance	pp. 22–35
Drama	pp. 36–49
Media	pp. 50–63
Music	pp. 64–77
Visual Arts	pp. 78–91