



# The Arts

Essential Learnings by the end of **Year 5**

## Learning and assessment focus

Students use their creativity, imagination and senses to express their observations, values and beliefs in personal and community contexts through Dance, Drama, Music, Media and Visual Art. They develop their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering different audiences and different purposes. They are aware that people of all ages and backgrounds choose to work in arts or arts-related careers.

Students recognise that past and present experiences of artists influence the ways in which Aboriginal and Torres Strait Islander knowledges, peoples, histories, cultures, protocols and relationships are represented and valued in Indigenous arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and to interpret the arts from their own experiences and those of other artists. They develop their interpretations of arts works and reflect on the creative process that has occurred within one or across many arts disciplines.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire and solve artistic problems, to create and present arts works, and to interpret and communicate within arts contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting.

## Ways of working

Students are able to:

- select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages
- create and shape arts works by organising arts elements to express personal and community values, beliefs and observations
- rehearse and rework arts works, using interpretive and technical skills
- present arts works to informal and formal audiences, using arts techniques, skills and processes
- identify and apply safe practices
- respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages
- reflect on learning to identify new understandings and future applications.

## Knowledge and understanding

### Dance

**Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.**

- Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences  
*e.g. jumping and rotating hands at the wrist.*
- Group formations are used to organise dancers in short movement sequences  
*e.g. placing dancers in a V formation within the space.*
- Simple rhythmic patterns are used for timing of movements in short movement sequences  
*e.g. moving to simple  $\frac{2}{4}$  and  $\frac{4}{4}$  time signatures.*
- Swinging and collapsing movement qualities are used to alter energy in short movement sequences  
*e.g. collapsing or falling movement to represent a leaf dropping to the ground.*
- Structuring devices, including contrast and canon forms, are used to organise short movement sequences  
*e.g. using different levels in a group shape; repeating an arm movement one after the other down a line of dancers.*

### Drama

**Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.**

- Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice  
*e.g. moving, speaking and reacting differently as a king, compared with as a servant.*
- Purpose and context guide the selection of time frames, language, place and space to express ideas  
*e.g. altering time frames by starting at the end of a story and retelling it from that perspective.*
- Dramatic action is structured through storytelling, improvisation and extended roleplays  
*e.g. presenting an interpretation of stories originating from the Torres Strait Islands.*

## Media

**Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.**

- Still and moving images, sounds and words are selected to construct media texts  
*e.g. using a soundtrack to accompany a visual sequence to create a particular mood.*
- Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts  
*e.g. changing the order of frames in a traditional or non-traditional comic strip to create different versions of a narrative.*
- Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes  
*e.g. using altered digital images of the school to portray it as a different place in an audiovisual presentation.*

## Music

**Music involves singing, playing instruments, listening, moving, improvising and composing by selecting the music elements to express ideas, considering different audiences and different purposes, through sound.**

- Duration, beat, time values and metre are used to create rhythmic patterns  
*e.g. using dotted notes and rests to create rhythmic patterns in compound time.*
- Pitch and intervals are used to create the melodic arrangement of sound  
*e.g. singing a melodic ostinato to accompany a song.*
- Tonalities and harmonies are used to organise music  
*e.g. hearing and identifying major and minor songs and chords.*
- Musical forms are used to structure music  
*e.g. a recurring theme in rondo form, ABACA; verse/chorus form.*
- Familiar and unfamiliar sound sources, including vocal, instrumental and environmental sources, have characteristic sound qualities (tone colour)  
*e.g. hearing the hum of city traffic; the resonating bass of a didgeridoo.*
- Relative softness and loudness and articulation of sounds are used to change dynamic levels and expression of music  
*e.g. using crescendo — gradually get louder  
using staccato — play short, detached notes.*

## Visual Art

**Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.**

- Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns  
*e.g. using light colours to bring objects forward in a painting, while using dark colours to make objects recede.*
- Continuous, broken and hatched lines are used to create balance, contrast, space and patterns  
*e.g. using broken and hatched marks to show contrast of light and dark.*
- Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns  
*e.g. using repeated shapes in a wax-resist painting to create a visual pattern.*
- Texture creates contrast and patterns using lines, rubbings and markings  
*e.g. using feathery marks that contrast with smooth rubbings in clay sculptures; a pencil drawing of a tree showing smooth leaves and rough bark.*