

# The Arts

Learning area



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**Note:** This publication contains images that may cause distress to Indigenous Australians.

### **Special notes on terminology:**

- When The Arts is referred to as a subject or key learning area, both words are capitalised. However, when the arts are referred to in a generic way, this is presented in lower case.
- Standards, as part of the terminology of the Year 10 Guidelines and the *Essential Learnings*, is presented with an initial capital letter. However, standards in the generic sense is always lower case.

# Organisation of the Year 10 learning areas

Each learning area is organised in the same way and includes a rationale, learning statements, Standards, and advice about assessment and planning courses of study. The advice can be used by teachers to guide their planning to best meet the learning needs of their students, using contexts that are relevant.

## Rationale

Each learning area begins with a rationale that describes:

- the discipline or the field of study on which the learning area is based
- the school subject or subjects that are drawn from the learning area
- the nature of Year 10 learners and learning in the learning area.

The rationale also features a pathways diagram that shows how the Year 10 learning area transitions from the Years 1–9 *Essential Learnings* and is the foundation for the pathways available in the senior phase of learning.

## Learning statements

The learning statements identify what is important for students to be taught and what is important for students to learn. The learning statements continue the use of the terms used in the Years 1–9 *Essential Learnings* and Standards.

### Knowledge and understanding

Knowledge and understanding describes concepts, facts and procedures of the learning area. These are presented under organisers that relate to the broad conceptual categories that are the focus of the learning area. In some Year 10 learning areas these organisers are identical to the Years 1–9 key learning area (KLA) organisers, while others use organisers that have greater similarity to the senior syllabuses.

### Ways of working

The ways of working identify the processes associated with the particular learning area. These processes emphasise the higher-order thinking skills that support the development of deep understandings in Years 1–9 and have close connections to the processes described in the KLAs. The Year 10 learning area ways of working are at the same time more specific to the Years 11–12 syllabuses. For example, the broad social and environmental inquiry processes of the Years 1–9 Studies of Society and Environment (SOSE) KLA develop into the historical inquiry process in Year 10 History.

## Standards

The Standards for each Year 10 learning area describe the expected qualities of a collection of student work on an A–E scale. The Standards descriptors are linked to the learning statements.

The Standards in Year 10 draw on the standards frameworks from Years 1–9 and Years 11–12 and relate both to the assessable elements of the *Essential Learnings* and the dimensions of the Years 11–12 syllabuses. Schools should use the Standards to:

- make judgments about a collection of student work
- develop criteria sheets / guides to making judgments to suit their course structure and individual assessment techniques.

## Assessment

Year 10 learning areas include advice about planning a school-based assessment program and information about important assessment techniques for each learning area.

The specific guidance about assessment in the particular learning area includes assessment techniques, and the formats and conditions appropriate for developing assessment instruments.

This advice will assist transition to the assessment demands of specific Years 11–12 syllabuses and the senior phase of learning generally.

## Course advice

Information about planning courses of study is provided for each Year 10 learning area. Examples of ways to plan using the Year 10 learning statements are described as:

- units — referring to term- or semester-length units planned around a particular topic or theme (contexts)
- courses — referring to a series of units over a year planned around a particular school subject.

# Using the Year 10 learning areas: planning courses of study

Curriculum planning is a school-based decision. Schools may choose to use all or part of the information contained in the Guidelines, or use all or part of individual Year 10 learning areas to construct units or courses of study.

The Guidelines include five broad options for planning courses of study using the Year 10 learning areas:

- units
- Year 10 courses
- Years 9–10 or Years 8–10 courses
- Years 10–12 courses
- integrated multidisciplinary or transdisciplinary courses.

## Units

Term- or semester-length units can be planned from a selection of the learning statements. Units could serve as an introduction to a particular learning area or specific subject in Years 11–12. Schools may use units as a marketing tool to “sell” specific Years 11–12 subjects.

## Year 10 courses

Stand-alone single-year courses in Year 10 can be developed around the learning statements of a single Year 10 learning area or across one or more learning areas. For example, Year 10 Geography would be planned from the Year 10 Geography learning statements, whereas Year 10 Home Economics would be planned from Year 10 Technology and Year 10 Health and Physical Education.

## Years 9–10 or Years 8–10 courses

Two- and three-year courses across Years 9–10 or Years 8–10 can be developed from the learning statements of Year 10 learning areas and Years 1–9 *Essential Learnings*. For example, The Arts subjects in lower secondary could be developed from the specific organisers in the Years 1–9 *Essential Learnings* and the Year 10 learning area to create courses in Visual Art, Drama, Dance, Music and Media.

Structuring curriculum as Years 9–10 or Years 8–10 courses builds on the current practice of a large number of Queensland secondary schools. Many schools offer lower secondary courses of study using the key learning areas shaped as specific school subjects.

Traditionally, these courses have provided some degree of transition to senior subjects and have provided a “sampler” to help students make an informed decision when choosing senior subjects. Using the learning statements from the Year 10 Guidelines will further strengthen this approach.

## Years 10–12 courses

Some schools have developed three-year courses across Years 10–12. These courses describe a coherent three-year senior phase of learning where Year 10 is a foundation year.

Years 10–12 courses can be developed using the Year 10 learning areas and the relevant senior syllabuses. For example, a three-year course in Physics would draw from the Year 10 Science learning area and the senior Physics syllabus. A three-year History course would draw from the Year 10 History learning area and either the senior Modern History or Ancient History syllabus.

Based on their learning experiences in the first year of the course, students should have options to decide to:

- continue the course in Years 11–12
- make an alternative decision within the learning area, for example, elect to do Chemistry rather than Physics or choose Ancient History rather than Modern History
- choose a different pathway, for example, choose not to participate in a senior science or history subject.

## Integrated multidisciplinary or transdisciplinary courses

Integrated multidisciplinary or transdisciplinary courses are common in some school settings, particularly middle schools.

These courses can be planned from learning statements across learning areas. In many instances, an organiser that crosses the learning area is used to give coherence to the planning of these courses.

# Using the Year 10 learning areas: assessment advice

Assessment is a fundamental and integral part of the teaching and learning process and must be planned and ongoing. Assessment is used to:

- promote, assist and improve learning
- substantially contribute to the construction of programs of teaching and learning
- provide information for students, teachers, parents and carers about the progress and achievements of individual students to help them achieve as well as they are able.

Assessment in Year 10 should be guided by the principles of assessment described in the QSA's *P–12 Assessment Policy*. See Resources on page 8 for details.

## School-based assessment

During Year 10, assessment should continue the approaches of school-based assessment begun in Years 1–9 and build towards the externally moderated system of Years 11–12.

Assessment in Year 10 is:

- *standards-based*. The Guidelines set out content and achievement standards. The learning statements are the content standards for each Year 10 learning area. These are statements of what students are expected to know and do by the end of Year 10. The achievement standards are linked to each set of learning statements and are reference points that describe how well students have achieved the learning statements
- *diagnostic*. The Guidelines provide an opportunity to use assessment to determine the nature of students' learning difficulties as a basis for providing feedback or intervention
- *formative*. The main focus of assessment in Year 10 is on improving student learning to assist their transition to the senior phase of learning
- *summative*. Assessment in Year 10 can indicate standards achieved at particular points for reporting purposes.

Year 10 assessment is an opportunity for schools and teachers to develop students' assessment literacy or familiarity with the processes and practices used in the senior syllabuses.

To develop assessment literacy for Years 11–12, a Year 10 assessment program should introduce and apply important ideas about school-based assessment from the principles of exit assessment in the senior syllabuses. These principles are:

- *continuous* assessment, or gathering information on student achievement over a course of study, using assessment instruments administered at suitable intervals
- *balance* of assessment, or making judgments about students' achievements using a variety of assessment techniques and a range of assessment conditions over the course of study
- *fullest and latest* information, or making judgments about student achievement based on information gathered from the range of learning statements and from the most recent assessment of achievement.

Each Year 10 learning area provides assessment advice about Standards and assessment techniques and instruments.

## Standards

Each learning area has a set of broad standards expressed as descriptors of quality on an A–E scale. The Standards are linked to the learning statements.

Diagram 1 shows a typical Standards table.

Diagram 1: Sample Standards table (The Arts — Drama)

A	B	C	D	E
<b>The student work has the following characteristics:</b>				
Extensive knowledge and insightful understanding of the dramatic languages including terminology within and across a range of forms, styles and contexts	Thorough knowledge and significant understanding of the dramatic languages including terminology within and across a range of forms, styles and contexts	Knowledge and some understanding of the dramatic languages including terminology within and across a range of forms, styles and contexts	Variable knowledge of the dramatic languages including terminology within and across a range of forms, styles and contexts	Elementary knowledge of the dramatic languages including terminology within and across a range of forms, styles and contexts
Innovative, creative and discerning exploration and selection of ideas and dramatic languages to interpret, create and shape dramatic action and meaning that engages and challenges within particular contexts	Purposeful and creative exploration and selection of ideas and dramatic languages to interpret, create and shape dramatic action and meaning that engages within particular contexts	Functional exploration and selection of ideas and dramatic languages to create and shape dramatic action and meaning within particular contexts	Replication of dramatic languages to shape dramatic action within particular contexts	Simple shaping of dramatic action with a few dramatic languages
Polished and creative interpretation and presentation of drama works that perceptively use a range of dramatic languages to communicate meaning and engage the audience	Polished and effective interpretation and presentation of drama works that use a range of dramatic languages to communicate meaning to an audience	Credible interpretation and presentation of drama works that use dramatic languages to communicate meaning to an audience	Variable presentation of drama works that uses some dramatic languages to communicate elementary meaning to an audience	Presentation of drama works to demonstrate some action
Insightful and critical analysis, interpretation and evaluation of dramatic action and meaning using the dramatic languages to comprehensively justify a position with proficient referencing and language conventions	Informed analysis, interpretation and evaluation on dramatic action and meaning using the dramatic languages to validly justify a position with effective referencing and language conventions	Relevant analysis, interpretation and evaluation of arts works on dramatic action and meaning using some dramatic languages to justify a position with referencing and language conventions	Narrow description of dramatic action and meaning to express an opinion that may relate to a few dramatic languages using some language conventions	Cursory description of dramatic action to express an opinion
Perceptive reflection on own thinking and learning when forming, presenting and responding to drama	Informed reflection on own thinking and learning when forming, presenting and responding to drama	Relevant reflection on own thinking and learning when forming, presenting and responding to drama	Superficial reflection on own thinking and learning when forming, presenting and responding to drama	Cursory reflection on own thinking and learning when forming, presenting and responding to drama

A–E scale

Standards descriptors

## Assessment techniques and instruments

Each Year 10 learning area describes assessment techniques valued in the particular learning area and its related senior subjects.

The assessment advice is for guidance only, and is provided to assist teachers to develop an effective assessment program. It does not represent a required or mandatory approach.

The advice includes details about the typical formats of the assessment instruments and suggests conditions for implementing particular instruments in Year 10.

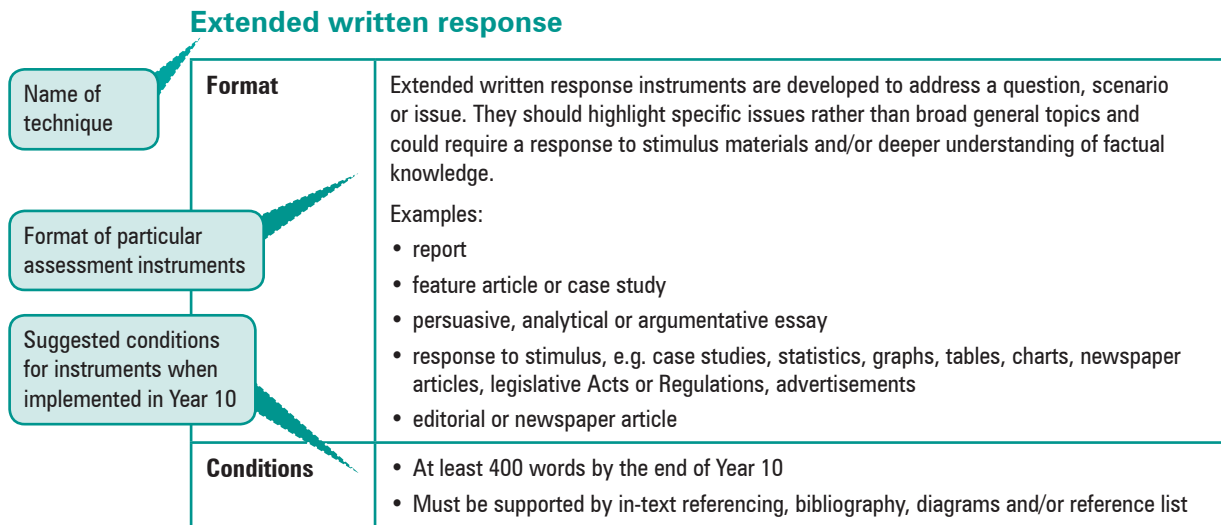
Teachers can use this information to develop assessment programs that:

- assist students to develop familiarity with the assessment in Years 11–12
- provide students with feedback on their learning
- provide evidence of student achievement.



Diagram 2 shows a typical assessment technique description.

## Diagram 2: Sample assessment technique description



Quality assessment instruments have the following characteristics:

- instrument descriptions
- instrument-specific criteria sheets / guide to making judgments
- instrument conditions.

### Instrument descriptions

Instrument descriptions provide succinct and easily understood directions of what students must do.

### Instrument-specific criteria sheets / guides to making judgments

Instrument-specific criteria sheets / guides to making judgments are developed from the Standards descriptors and provided to students before they respond to an assessment instrument, preferably at the beginning of a unit of work. These will help students understand the qualities the teacher will be looking for in their responses to the assessment instruments. Schools should note that not all aspects of knowledge and understanding and ways of working will be assessed in any one task. Aspects must be selected according to instrument demands.

Criteria sheets / guides to making judgments provide:

- descriptions of the qualities of student work in each of the selected aspects of knowledge and understanding and ways of working across A–E standards
- instrument-specific information on which teachers' judgment will be based.

### Instrument conditions

To develop assessment instruments that are realistic and achievable for students, teachers should give careful consideration to instrument conditions. All aspects of instrument conditions and demands need to be considered when making judgments about the student work.

Instrument conditions need to be stipulated on each instrument sheet, and detail:

- time and length requirements including:
  - word length (written) or time length (spoken/signed)
  - amount of time for the instrument (exam/test)
  - notice of instrument (e.g. three weeks notice)
  - amount of time for drafting or rehearsing
- access to resources, and any conditions which influence the access to material and human resources (e.g. seen or unseen question)
- drafting and/or rehearsing information
- details of scaffolding.

## Assessment judgments and determining an overall result

Teachers make judgments about student work on individual assessment instruments, as well as making an overall judgment about a collection of student work (a folio).

The standard awarded for either an individual assessment instrument or a folio of work is an on-balance judgment about how the qualities of the student's work match the typical Standards outlined in the learning area.

It is not necessary for a student to have met every descriptor for a particular standard in knowledge and understanding and ways of working to be awarded that standard.

Schools, in constructing their courses of study, decide which aspects of knowledge and understanding and ways of working will be covered and which ones may be reported on.

By using the Standards, schools will be able to report about student achievement in knowledge and understanding and ways of working. Schools will also be able to report on the overall standard for the course of study.

Recording student results for knowledge and understanding and ways of working for each assessment instrument on a student profile will help teachers in keeping records of student achievement.

## Resources

Three useful references for developing quality assessment are:

- *Learning P–12*, QSA 2009, accessed 10 Jun 2009, <[www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)> (select Learning P–12 > Learning P–12).  
Describes the relationships between the various syllabuses and guidelines produced by the QSA for the Preparatory Year through to Year 12.
- *P–12 Assessment Policy*, QSA 2009, accessed 10 Jun 2009, <[www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)> (select Assessment > Overview > P–12 assessment policy).  
Assessment in Year 10 should be guided by the principles of assessment described in this policy.
- *Guidelines for Assessment Quality and Equity*, Australian Curriculum, Assessment and Certification Authorities (ACACA) 1995, accessed 10 Jun 2009, <<http://acaca.bos.nsw.edu.au>> (select ACACA documents > Guidelines for Assessment Quality and Equity).  
Describes the characteristics of quality assessment instruments.

# The Arts learning area

## Rationale

The arts are universal forms of symbolic creation, expression and social exchange. Through the languages of Dance, Drama, Media, Music and Visual Art, people from diverse cultures make sense of and share meaning about our world. Creativity plays a vital role in the wellbeing and advancement of all societies. From our earliest years, we communicate using complex symbol systems — gestural, verbal, visual and aural.

Learning and engaging in the arts involves students in aesthetic and sensory learning, enabling them to interact with their world, and perceive, learn and respond to the environment and human creation in the arts. The senses are engaged cognitively, physically and affectively, allowing students to develop an understanding of the aesthetics of their own culture and that of others. Students are able to feel, enjoy, respond to and make judgments about their experiences and develop their sensory awareness and discrimination. These processes contribute to the construction of a personal aesthetic and foster a critical awareness of aesthetic values within and across cultures and social groups.

The arts offer a unique way for students to communicate and connect with their world using critical and creative thinking. They encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. Cognitive learning in the arts develops students' abilities to think and solve complex arts problems with intuition, creativity and imagination through problem-solving and research skills.

Through the physical dimensions of the arts, students develop skills and techniques relevant to an arts discipline. This involves acquiring and developing procedural knowledge, where “knowing how” and the automatic and rapid application of thought processes are fundamental to making and reflecting on decisions, taking action and developing expertise. Students, in both individual and collaborative experiences, learn to practise and refine skills, working safely to identify and manage risks.

As students participate in arts practices, they develop an understanding of the particular cultural, social, historical and economic contexts and the shared social meanings that are produced and valued by groups. Students develop interactive skills, social confidence, an understanding of group dynamics and the ability to negotiate within groups as they work towards a shared goal.

Students value the range of diverse individual and communal expression in which the arts are made in Australia and internationally. Students engage with Australian arts, including Indigenous and multicultural styles and protocols, affirming and valuing their contribution.

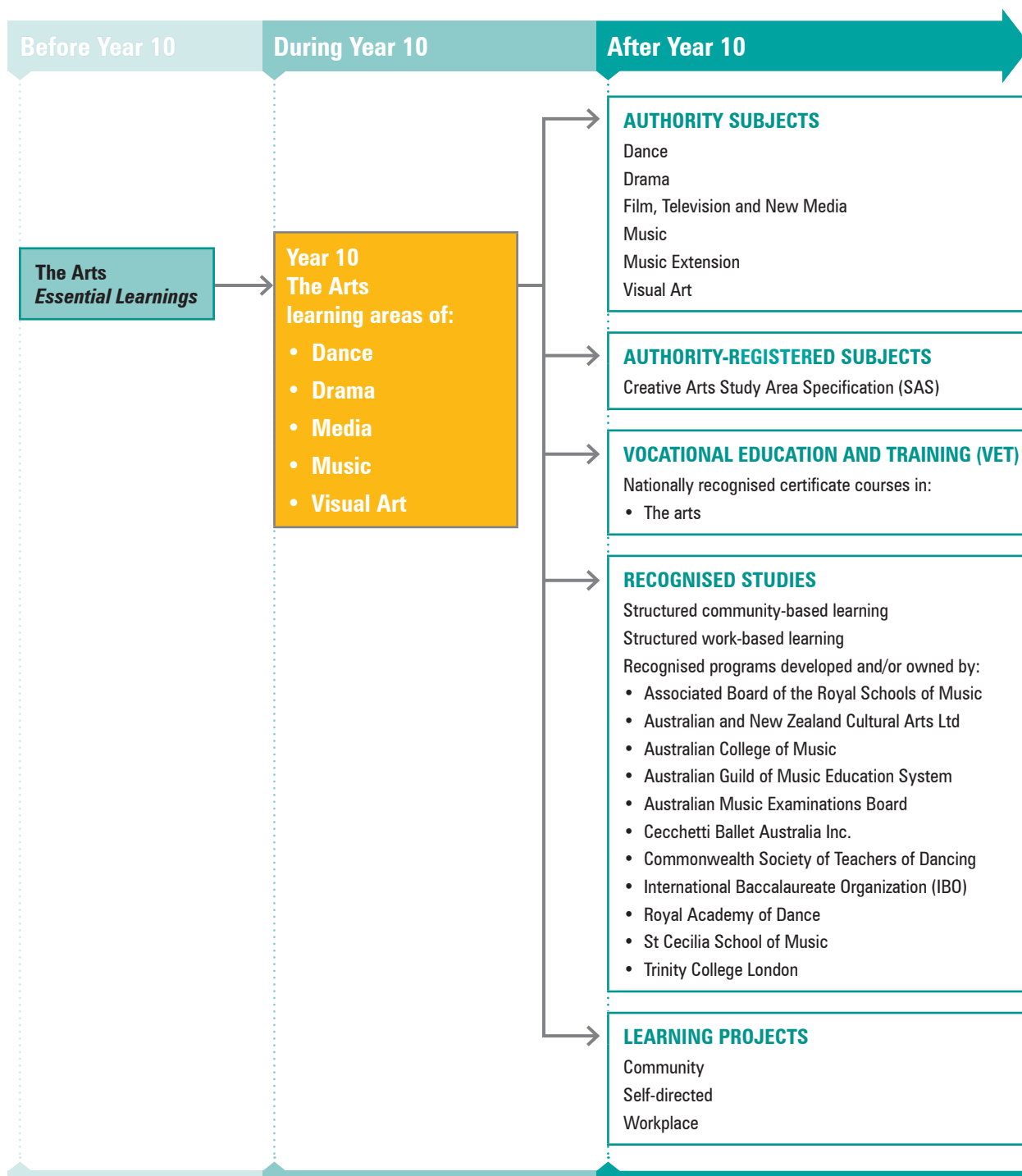
In Year 10, students develop the ability to understand and engage in an increasingly complex and challenging range of forms, styles and genres. As students use and integrate a range of arts technologies in creation/re-creation and presentation/performance in each of the major arts forms of Dance, Drama, Media, Music and Visual Art, they examine the ways in which other arts forms challenge, shape and influence each other. Increasing independence is sought for the learner alongside opportunities to work collaboratively, managing the interpersonal and intrapersonal skills required to work effectively as an artist in the creative process. In Year 10, students may work as artist-practitioners in a variety of roles such as maker, presenter, technician and manager.

Creative philosophical inquiry engages Year 10 learners in the critical evaluation of a variety of information sources and formats. Through a process of deconstruction, critical reflection

and reconstruction, they transform and communicate meaning through the variety of modes and means encompassed in the arts.

Diagram 3 shows the link between the Years 1–9 The Arts key learning area, the Year 10 The Arts learning area (in discrete and integrated forms) and the Years 11–12 The Arts subjects. It demonstrates the multiple pathways for students to follow.

**Diagram 3: The Arts pathways**



**NOTE:** For a full and current list of subjects, courses, and recognised studies visit the QSA website <[www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)>.

## Learning statements and Standards

The learning statements for The Arts have five organisers — the arts disciplines, Dance, Drama, Media, Music and Visual Art — each structured under ways of working and knowledge and understanding.

Learning in The Arts embeds knowledge and understanding into the ways of working for each discipline. The ways of working in the arts involve:

- processes such as selecting, combining, shaping, refining, applying new understandings and justifying future applications of arts elements and concepts
- considering the purpose of the audience and the style, function and context for creating, presenting, responding and reflecting on artworks
- embracing change, ambiguity, multiple interpretations and the posing of alternative ways of working, thinking, perceiving and viewing.

## Learning statements: The Arts — Dance

### Ways of working

Students are able to:

- formulate ideas, solve problems, explore and make decisions about dance elements and skills
- create works using dance elements and employing dance skills to express a stated choreographic intent in different genres, styles and contexts
- refine and rehearse technical and expressive skills of performance
- perform works demonstrating expressive skills and technical skills to realise the choreographic intent of different dance styles
- analyse, interpret and evaluate dances in context to consider audience, style, purpose and function, with justification
- reflect on their own learning, apply new understandings and make connections to inform future dance experiences.

### Knowledge and understanding

Students know and understand:

***Dance involves using the human body to express ideas by manipulating dance elements and skills in a variety of contexts, genres and styles.***

- Context considers audience, genre, style, function and purpose including cultural protocols.  
*e.g. Recognising that contemporary dance as an artistic genre of dance includes various styles such as Graham, post-modern or release techniques.*
- Genre-specific actions, including fusion of different genres, are used to create dance movements and sequences.  
*e.g. Combining distinctive movements of contemporary and hip-hop may create new action vocabulary.*
- Spatial elements, such as relationships between people, objects and technologies in performance spaces, are manipulated.  
*e.g. Creating movement that intersects with projected images in the performance space.*
- Combinations of time and energy elements, including movement qualities and force, are used to manipulate dynamics in a dance sequence.  
*e.g. Working with feeling of weight and heavy energy in the body to inform fall, rebound, recovery and suspension techniques.*

## Standards: The Arts — Dance

A	B	C	D	E
<b>The student work has the following characteristics:</b>				
Extensive knowledge and insightful understanding of the dance elements, skills and terminology studied within a variety of genres, styles and contexts	Thorough knowledge and significant understanding of the dance elements, skills and terminology studied within a variety of genres, styles and contexts	Knowledge and some understanding of the dance elements, skills and terminology studied within a variety of genres, styles and contexts	Variable knowledge of the dance elements, skills and terminology studied within a variety of genres, styles and contexts	Elementary knowledge of the dance elements, skills and terminology studied within a variety of genres, styles and contexts
Skillful exploration, selection and manipulation of dance elements and skills that heighten impact and clearly communicate a stated choreographic intent in different genres, styles and contexts	Effective exploration, selection and manipulation of dance elements and skills that provide impact and communicate a stated choreographic intent in different genres, styles and contexts	Exploration, selection and manipulation of dance elements and skills that create interest and communicate a stated choreographic intent in different genres, styles and contexts	Selection of dance elements and skills that may relate to a stated choreographic intent in different genres, styles and contexts	Use of dance elements and skills in different genres, styles and contexts
Sensitive performance skilfully integrating expressive skills and technical skills to realise the choreographic intent of different dance styles	Effective performance integrating expressive skills and technical skills to realise the choreographic intent of different dance styles	Performance demonstrating some expressive skills and technical skills to realise the choreographic intent of different dance styles	Performance using expressive skills and technical skills that may be consistent with choreographic intent or style	Performance using a few expressive skills and technical skills
Insightful analysis, interpretation and evaluation of dances in context astutely considering audience, style, purpose and function, with comprehensive justification and proficient referencing and language conventions	Thorough analysis, interpretation and evaluation of dances in context considering audience, style, purpose and function, with valid justification and effective referencing and language conventions	Relevant analysis, interpretation and evaluation of dances in context considering audience, style, purpose and function, with some justification and referencing and language conventions	Analysis of dance with variable interpretation or evaluation in context considering audience, style, purpose or function and using some language conventions	Communication of ideas about the dance that may relate to either analysis, interpretation or evaluation
Perceptive reflection on own thinking and learning when choreographing, performing and appreciating dance	Informed reflection on own thinking and learning when choreographing, performing and appreciating dance	Relevant reflection on own thinking and learning when choreographing, performing and appreciating dance	Superficial reflection on own thinking and learning when choreographing, performing and appreciating dance	Cursory reflection on own thinking and learning when choreographing, performing and appreciating dance

- Structuring devices such as climax, rondo, accumulation and retrograde are used to organise movement.  
*e.g. Using retrograde (backwards) or accumulation (addition of movement) to generate and structure new movement vocabulary.*
- Non-movement elements, including dancers, visual setting and aural elements, are used to communicate ideas when choreographing, performing and responding to dance in context.  
*e.g. Considering sound and lighting as specific stagecraft elements in communicating mood.*
- Dance skills, including technical skills, expressive skills and problem-solving and research skills, are employed to choreograph, perform and appreciate dance.  
*e.g. Identifying musicality, focus, extension and alignment in performance.*

## Learning statements: The Arts — Drama

### Ways of working

Students are able to:

- use processes including research, reflection, discussion, rehearsal and exploration of dramatic languages to support decision making
- form and shape dramatic action and meaning across a range of purposes and contexts
- refine and rehearse the skills required in presenting
- interpret and present drama works using a range of dramatic languages to communicate meanings to a range of audiences and for a range of purposes
- respond to, analyse and evaluate dramatic action applying an understanding of the dramatic languages
- reflect on their own learning, apply new understandings and make connections to inform future drama experiences.

### Knowledge and understanding

Students know and understand:

***Drama uses dramatic languages to create and communicate meaning about the human experience within real, imagined and mediated worlds.***

- Dramatic languages are interrelated and consist of elements of drama, skills of performance, forms, styles and their conventions, text and contexts.  
*e.g. Using tension, language, space, time and symbol in documentary drama to reflect real events and the human impact of those events.*
- Manipulation of dramatic languages is determined by content, context and purpose.  
*e.g. Selecting, combining and juxtaposing texts, forms and dramatic elements in collage drama to explore the concept of “metamorphosis” to generate different meanings about change.*
- Presenting is sharing student-devised and published scripts, using space, movement, voice, the skills of ensemble and characterisation to communicate dramatic meaning.  
*e.g. Using motivated movement, idiosyncratic gesture, intonation and modulation to reveal or hide subtext in a realistic play.*
- Dramatic forms and styles have related conventions that are used and applied to construct dramatic action and meaning.  
*e.g. Involving students in the development of Children’s Theatre to enhance engagement.*
- Texts are varied and may include play texts or other written, spoken or digital genres.  
*e.g. Using new media in contemporary circus and mime to create abstract landscapes and soundscapes.*
- Contexts in drama, real and imagined, shape the creative decisions made by directors, dramaturges, designers, playwrights, actors and communities as they make meaning.  
*e.g. Using Indigenous texts to consider the significance of place and country, involvement of community and awareness of cultural protocols.*

# Standards: The Arts — Drama

A	B	C	D	E
<b>The student work has the following characteristics:</b>				
Extensive knowledge and insightful understanding of the dramatic languages including terminology within and across a range of forms, styles and contexts	Thorough knowledge and significant understanding of the dramatic languages including terminology within and across a range of forms, styles and contexts	Knowledge and some understanding of the dramatic languages including terminology within and across a range of forms, styles and contexts	Variable knowledge of the dramatic languages including terminology within and across a range of forms, styles and contexts	Elementary knowledge of the dramatic languages including terminology within and across a range of forms, styles and contexts
Innovative, creative and discerning exploration and selection of ideas and dramatic languages to interpret, create and shape dramatic action and meaning that engages and challenges within particular contexts	Purposeful and creative exploration and selection of ideas and dramatic languages to interpret, create and shape dramatic action and meaning that engages within particular contexts	Functional exploration and selection of ideas and dramatic languages to create and shape dramatic action and meaning within particular contexts	Replication of dramatic languages to shape dramatic action within particular contexts	Simple shaping of dramatic action with a few dramatic languages
Polished and creative interpretation and presentation of drama works that perceptively use a range of dramatic languages to communicate meaning and engage the audience	Polished and effective interpretation and presentation of drama works that use a range of dramatic languages to communicate meaning to an audience	Credible interpretation and presentation of drama works that use dramatic languages to communicate meaning to an audience	Variable presentation of drama works that uses some dramatic languages to communicate elementary meaning to an audience	Presentation of drama works to demonstrate some action
Insightful and critical analysis, interpretation and evaluation of dramatic action and meaning using the dramatic languages to comprehensively justify a position with proficient referencing and language conventions	Informed analysis, interpretation and evaluation on dramatic action and meaning using the dramatic languages to validly justify a position with effective referencing and language conventions	Relevant analysis, interpretation and evaluation of arts works on dramatic action and meaning using some dramatic languages to justify a position with referencing and language conventions	Narrow description of dramatic action and meaning to express an opinion that may relate to a few dramatic languages using some language conventions	Cursory description of dramatic action to express an opinion
Perceptive reflection on own thinking and learning when forming, presenting and responding to drama	Informed reflection on own thinking and learning when forming, presenting and responding to drama	Relevant reflection on own thinking and learning when forming, presenting and responding to drama	Superficial reflection on own thinking and learning when forming, presenting and responding to drama	Cursory reflection on own thinking and learning when forming, presenting and responding to drama



# Learning statements: The Arts — Media

## Ways of working

Students are able to:

- generate and synthesise ideas, research and develop material, and solve problems about the key concepts
- create design proposals for products by applying the key concepts and using preproduction formats in a range of genres for a range of purposes
- create products by applying the key concepts and using production practices
- analyse and evaluate products and their contexts of production and use, with justification, by applying the key concepts
- reflect on their own learning, apply new understandings and make connections to inform future media experiences.

## Knowledge and understanding

Students know and understand:

***Media production and use involves expressing ideas in a variety of contexts, genres and styles through the key concepts of technologies, representation, audiences, institutions and languages.***

- Technologies are the tools and associated processes that are used to express ideas in media production and use.  
*e.g. Using editing technologies to manipulate and juxtapose images produced by others to create various meanings, and critiquing these.*
- Representations are constructions of people, places, events, ideas and emotions that are applied to express ideas in media production and use.  
*e.g. Designing a product that challenges or reinforces a dominant belief or stereotype in a particular society.*
- Audiences are individuals and groups of people for whom media products are made and who make meanings when they use these products.  
*e.g. After watching a film, reflecting on the personal experiences, values, beliefs and attitudes that influence how one interprets and uses the product to make it meaningful.*
- Institutions are the organisations and people whose operational processes and practices enable or constrain media production and use.  
*e.g. Evaluating the effect on the film industry of the breakdown of the classical studio system in Hollywood.*
- Languages are systems of signs and symbols organised through codes and conventions to express ideas in media production and use.  
*e.g. Using a video camera to record images reflecting a range of technical, symbolic and narrative codes associated with different film and TV genres.*

## Standards: The Arts — Media

A	B	C	D	E
<b>The student work has the following characteristics:</b>				
<p>Extensive knowledge and insightful understanding of the key concepts (technologies, representations, institutions, audiences and languages) and media terminology</p> <p>Creation of coherent design proposals for products by applying the key concepts and proficiently using the conventions of preproduction formats</p> <p>Skilful creation of products applying the key concepts to exploit and realise the potential of production practices</p> <p>Comprehensive analysis and evaluation of products and/or their context of production and use, applying the key concepts and providing substantiated judgments with proficient referencing and language conventions</p> <p>Perceptive reflection on own thinking and learning when designing, producing and critiquing media</p>	<p>Thorough knowledge and significant understanding of the key concepts (technologies, representations, institutions, audiences and languages) and media terminology</p> <p>Creation of detailed design proposals for products by applying the key concepts and using the conventions of preproduction formats</p> <p>Creation of products applying the key concepts to realise the potential of production practices</p> <p>Thorough analysis and evaluation of products and/or their context of production and use, applying the key concepts and providing supported judgments with effective referencing and language conventions</p> <p>Informed reflection on own thinking and learning when designing, producing and critiquing media</p>	<p>Knowledge and some understanding of the key concepts (technologies, representations, institutions, audiences and languages) and media terminology</p> <p>Creation of workable design proposals for products by applying aspects of the key concepts and using some of the conventions of preproduction formats</p> <p>Creation of products applying aspects of the key concepts and using production practices</p> <p>Relevant analysis of products and/or their context of production and use, applying aspects of the key concepts and providing some supported judgments with referencing and language conventions</p> <p>Relevant reflection on own thinking and learning when designing, producing and critiquing media</p>	<p>Variable knowledge of the key concepts (technologies, representations, institutions, audiences and languages) and media terminology</p> <p>Creation of partially developed ideas for design proposals for products loosely relating to the key concepts and using some aspects of preproduction formats</p> <p>Loose linking of the key concepts to the making of product components using some production practices</p> <p>Provision of opinions about products and/or their context of production and use, loosely linked to the key concepts using some language conventions</p> <p>Superficial reflection on own thinking and learning when designing, producing and critiquing media</p>	<p>Elementary knowledge of the key concepts (technologies, representations, institutions, audiences and languages) and media terminology</p> <p>Creation of partially developed ideas for design proposals for products that may relate to a preproduction format</p> <p>Recording of moving images and/or sound</p> <p>Provision of opinions about products or context and use</p> <p>Cursory reflection on own thinking and learning when designing, producing and critiquing media</p>

# Learning statements: The Arts — Music

## Ways of working

Students are able to:

- apply audiation by thinking in and through sound, and expressing in sound
- explore, make decisions, formulate musical ideas and solve musical problems about musical elements and compositional devices
- create and compose using musical elements and compositional devices within a context and genre to express style
- refine and rehearse technical and interpretive skills of performance
- perform, through playing, singing, conducting, improvising and/or moving, to interpret musical elements and communicate music to audiences within a context and genre while expressing style
- aurally and visually analyse musical elements, compositional devices, and performance techniques and skills within contexts, genres and styles
- reflect on their own learning, apply new understandings and make connections to inform future musical experiences.

## Knowledge and understanding

Students know and understand:

***Music involves manipulating musical elements in a variety of contexts, genres and styles.***

- Duration refers to the relative lengths of sounds and silences in music.  
*e.g. Using ostinati, syncopation, diminution, augmentation and polyrhythm.*
- Dynamics refers to the relative softness and loudness of sound.  
*e.g. Using crescendos and diminuendos, accents, tenuto and slurs.*
- Harmony refers to the vertical arrangement of sounds and describes the ways in which combinations of sounds progress throughout a piece of music.  
*e.g. Identifying and using consonance, dissonance, tension and resolution in diatonic harmony.*
- Melody refers to the horizontal arrangement of sound.  
*e.g. Identifying and using major and minor melodies to given lyrics.*
- Structure refers to design in music arising from the combination of other musical elements.  
*e.g. Identifying and using binary, ternary, theme and variation, and 12-bar blues forms.*
- Texture refers to the density of sound and is the interaction between the linear and vertical arrangement of music.  
*e.g. Identifying and using homophonic, polyphonic and contrapuntal textures.*
- Timbre or tone colour refers to the characteristic sound quality of sound sources.  
*e.g. Identifying and using combinations of different sound sources to make various tonal colours.*
- Characteristics of musical context, genre and style are integral to composing, performing and analysing music.  
*e.g. Identifying features of baroque, modern, rock, jazz, musical theatre and Indian music.*

# Standards: The Arts — Music

A	B	C	D	E
<b>The student work has the following characteristics:</b>				
<p>Extensive knowledge and insightful understanding of the musical elements, compositional devices and terminology studied within a variety of genres, styles and contexts</p>	<p>Thorough knowledge and significant understanding of the musical elements, compositional devices and terminology studied within a variety of genres, styles and contexts</p>	<p>Knowledge and some understanding of the musical elements, compositional devices and terminology studied within a variety of genres, styles and contexts</p>	<p>Variable knowledge and understanding of the musical elements, compositional devices and terminology studied within a variety of genres, styles and contexts</p>	<p>Elementary knowledge and understanding of the musical elements, compositional devices and terminology studied within a variety of genres, styles and contexts</p>
<p>Skilful manipulation of musical elements and compositional devices to create cohesive music within a context and genre, to convincingly express style</p>	<p>Manipulation of musical elements and compositional devices to create mostly cohesive music within a context and genre, to effectively express style</p>	<p>Combination of musical elements and compositional devices to create partially cohesive music within a context and genre, and show evidence of style</p>	<p>Use of musical elements and compositional devices within a context that may show evidence of some aspects of genre and style</p>	<p>Use of some musical elements within a context</p>
<p>Sensitive and consistent interpretation of musical elements to communicate a convincing and cohesive performance to an audience within a context and genre while expressing style</p>	<p>Consistent interpretation of musical elements to communicate a cohesive performance to an audience within a context and genre while expressing style</p>	<p>Use of musical elements to communicate a performance to an audience within a context showing evidence of genre and style</p>	<p>Performance for an audience within a context that may demonstrate some aspects of genre and/or style</p>	<p>Use of sounds that may relate to musical elements for an audience</p>
<p>Perceptive analysis of identified musical elements and compositional devices, and communication of detailed and substantiated justification of how these relate to context, genre and style with proficient referencing and language conventions</p>	<p>Thorough analysis of identified musical elements and compositional devices, and communication of substantiated justification of how these relate to context, genre and style with effective referencing and language conventions</p>	<p>Relevant analysis of identified musical elements and compositional devices, and communication with justification of how these relate to context, genre and style with referencing and language conventions</p>	<p>Recognition of some musical elements and/or compositional devices, and statement of opinions which may relate to context, genre and style using some language conventions</p>	<p>Statement of opinions that may relate to musical elements and/or compositional devices</p>
<p>Perceptive reflection on own thinking and learning when composing, performing and analysing repertoire</p>	<p>Informed reflection on own thinking and learning when composing, performing and analysing repertoire</p>	<p>Relevant reflection on own thinking and learning when composing, performing and analysing repertoire</p>	<p>Superficial reflection on own thinking and learning when composing, performing and analysing repertoire</p>	<p>Cursory reflection on own thinking and learning when composing, performing and analysing repertoire</p>

# Learning statements: The Arts — Visual Art

## Ways of working

Students are able to:

- explore, formulate ideas, express aesthetic understanding and solve problems using visual language and expression by researching, developing, resolving and reflecting
- make and display images and objects to communicate intentions and demonstrate techniques, processes, skills and understanding of materials and technologies
- analyse, interpret, evaluate and reflect on images and objects by artists, designers and craftspeople within context, using visual language and expression to justify responses
- reflect on their own learning, apply new understandings and make connections to inform future visual art experiences.

## Knowledge and understanding

Students know and understand:

***Visual Art involves using visual language and expression, techniques, processes, materials and technologies to communicate meaning in a range of contexts to make and appraise artwork.***

- Visual language and expression are the vocabulary and tools used to communicate aesthetic understanding of concepts, focus, context and media areas.  
*e.g. Researching, developing, resolving and reflecting on ideas to create a collaborative or individual installation in response to the concept “altering reality”.*
- Concepts are broad organisers that direct learning and integrate making and appraising.  
*e.g. Selecting a concept of “altering reality”.*
- Focuses are individual student pathways that define the interpretations of a concept to organise visual language and expression in context.  
*e.g. Exploring the concept “altering reality” through exploration of focuses that would include opposites, inversions and distortions.*
- Contexts are frames of reference that define the focus, allowing intended and suggested meaning to evolve.  
*e.g. Using a historical or sociocultural context to investigate how artists throughout different eras and diverse cultures challenge audiences through alternative representations of reality.*
- Materials and technologies organise knowledge, skills, techniques and processes, and can be used in isolation or in combination to make images and objects.  
*e.g. Layering and manipulating digital photographs and drawings to explore a range of techniques and compositions to find visual solutions in response to the concept “altering reality”.*

# Standards: The Arts — Visual Art

A	B	C	D	E
<b>The student work has the following characteristics:</b>				
<p>Extensive knowledge and insightful understanding of visual language and expression, terminology, techniques, processes, materials and technologies to communicate intended meaning in a range of contexts</p>	<p>Thorough knowledge and significant understanding of visual language and expression, terminology, techniques, processes, materials and technologies to communicate meaning in a range of contexts</p>	<p>Knowledge and some understanding of visual language and expression, terminology, relevant techniques, processes, materials and technologies to communicate meaning in a range of contexts</p>	<p>Variable knowledge of some visual language and expression, terminology, techniques, processes, materials and technologies in a range of contexts</p>	<p>Rudimentary knowledge in the use of materials, terminology and techniques in a range of contexts</p>
<p>Astute exploration, formulation of ideas and problem solving to communicate clear and considered intentions in relation to the concept by manipulating visual language and expression to show aesthetic understandings when making and displaying images and objects</p>	<p>Purposeful exploration, formulation of ideas and problem solving to communicate clear intentions in relation to the concept by applying visual language and expression to show aesthetic understandings when making and displaying images and objects</p>	<p>Exploration, formulation of ideas and problem solving to communicate intentions in relation to the concept, using visual language and expression to show some aesthetic understandings when making and displaying images and objects</p>	<p>Formulation of some ideas to reproduce meaning, using some visual language and expression when making and displaying images and objects</p>	<p>Use of some visual language and expression when making and displaying images and objects</p>
<p>Purposeful selection, manipulation and exploration of techniques, processes, skills and understanding of materials and technologies when making and displaying images and objects</p>	<p>Effective selection, manipulation and exploration of techniques, processes, skills and understanding of materials and technologies when making and displaying images and objects</p>	<p>Selection, exploration and use of techniques, processes, skills and understanding of materials and technologies when making and displaying images and objects</p>	<p>Use of techniques, processes, skills and understanding of materials and technologies when making and displaying images and objects</p>	<p>Use of techniques, processes, skills and understanding of materials and technologies</p>
<p>Critical analysis, interpretation and evaluation of images and objects related to the concept, using discerning and considered visual language and expression to justify responses with proficient referencing and language conventions</p>	<p>Thorough analysis, interpretation and evaluation of images and objects related to the concept, using considered visual language and expression to justify responses with effective referencing and language conventions</p>	<p>Functional analysis and interpretation of images and objects related to the concept, using visual language and expression to justify some responses with referencing and language conventions</p>	<p>Description of images and objects related to the concept, using visual language and expression to state opinions with some language conventions</p>	<p>Identification of images and objects, occasionally using visual language and expression</p>
<p>Perceptive reflection on own thinking and learning when making, displaying and appraising visual art</p>	<p>Informed reflection on own thinking and learning when making, displaying and appraising visual art</p>	<p>Relevant reflection on own thinking and learning when making, displaying and appraising visual art</p>	<p>Superficial reflection on own thinking and learning when making, displaying and appraising visual art</p>	<p>Cursorious reflection on own thinking and learning when making, displaying and appraising visual art</p>

# Assessment

## Planning an assessment program

Schools should refer to Using the Year 10 learning areas: assessment advice on page 5 when planning an assessment program. For The Arts, an effective assessment program includes a range and balance of assessment techniques providing opportunities for students to demonstrate their learning across:

- the Standards
- types of assessment
- a range of assessment conditions.

## Assessment techniques and instruments

The following advice has been designed to help schools use the Year 10 The Arts learning area to build student learning towards assessment techniques that are valued in senior arts subjects.

### Practical: The Arts — Dance

Format	Conditions
<b>Choreography</b> Danceworks, section or movement sequences devised individually, in pairs or groups: <ul style="list-style-type: none"><li>• in response to stimuli; combination of improvised and prepared material; informed by a particular style; adapted from an existing dancework</li><li>• supported by a statement of choreographic intent.</li></ul>	Each student individually responsible for a work of 30–60 seconds, or equivalent section of a larger work
<b>Performance</b> Adapted repertoire*, prepared movement sequences, unseen movement material, teacher- or student-choreographed sequence. * Not for public performance due to possible copyright infringements.	1–2 minutes

### Practical: The Arts — Drama

Format	Conditions
<b>Forming</b> <ul style="list-style-type: none"><li>• Improvisation, workshop, practical demonstration, playwriting, design concept</li><li>• Dramaturgical folio</li></ul>	Devising: 2–3 minutes (individual or group) Designing: 400–600 words plus annotated sketches Written: 400–600 words
<b>Presenting</b> Performance of scripted drama, student-devised performance, mediated dramatic action.	1–2 minutes

### Practical: The Arts — Media

Format	Conditions
<b>Design formats/techniques</b> <ul style="list-style-type: none"> <li>• Treatment: written or oral, character outlines, level descriptions</li> <li>• Screenshot, character images</li> <li>• Three-column TV script, film script or screenplay, shooting script or shot list, soundtrack design</li> <li>• Storyboard</li> </ul>	<ul style="list-style-type: none"> <li>• Written: 200–300 words Oral: 2–3 minutes</li> <li>• 2–3 items</li> <li>• 15 seconds – 2 minutes</li> <li>• 4–10 shots</li> </ul>
<b>Production techniques</b> <ul style="list-style-type: none"> <li>• Video production, camera footage, editing, soundtrack</li> <li>• Advertisement, animation, video game</li> </ul>	For a production of 1–3 minutes 15–20 seconds

### Practical: The Arts — Music

Format	Conditions
<b>Compositions (in any style)</b> Response to particular stimuli, demonstration of an understanding of a particular style or genre, arrangement of an existing piece, functional composition, instrumental piece, vocal piece, piece for combinations of instruments and/or voices, composition using non-Western instruments and groupings, composition generated by electronic means and contemporary technologies.	A minimum of 12 bars or approx. 20 seconds
<b>Performance (in any style)</b> Small ensemble, solo performance, student composition, improvisation, conducting.	At least 2 minutes

### Practical: The Arts — Visual Art

Format	Conditions
<ul style="list-style-type: none"> <li>• Visual literacy</li> <li>• Application</li> <li>• In response to a selected concept, a folio inclusive of research, development and resolved artworks</li> <li>• Individual/group response (using any material or technology)</li> <li>• Exhibition</li> <li>• Community project, installation, environmental artwork</li> <li>• Collaboration with artists-in-residence</li> <li>• Collaboration with galleries or museums</li> </ul>	As per the guidelines in the Visual Art senior syllabus



## Written or oral responses: The Arts — all disciplines

Format	Conditions
<ul style="list-style-type: none"><li>• Critical reflection, comparative analysis, argumentative essay, extended written essay, extended examination answer, research assignment, short written response, report, article for online magazine, grant application, catalogue</li><li>• Interview, seminar, viva voce, debate, voice-over on a production, director's commentary, moving-image media format, overhead transparencies (OHTs) plus recordings</li><li>• PowerPoint presentation, webpage, blog, podcast</li></ul>	Written: 400–600 words Oral: 3–4 minutes

## Course advice

### Planning a course of study

The development of a course of study is a school-based decision. A school may decide to use all or part of the information contained in this learning area to construct a course of study. The Guidelines may be used to plan:

- the final year of a Years 8–10 Arts course
- part of a specialised Years 9–10 or Year 10 course based on one of the discipline areas — Dance, Drama, Media, Music or Visual Art
- an integrated multidisciplinary or transdisciplinary course of study that combines learning statements from other learning areas
- term- or semester-length units of work
- the first year of a three-year senior course of study.

### Considerations for planning courses of study in Year 10 The Arts

The time allocation for courses of study based on the Year 10 The Arts learning area is a school-based decision.

Courses in The Arts should consider:

- the needs of students
- resources and staff
- the place and role of courses of study within the total school curriculum
- the possibilities for embedding VET learning.

### Examples of courses of study

Diagram 4 on page 24 describes examples of ways to plan and package courses of study using Year 10 The Arts learning statements. These examples do not preclude other ways of planning and packaging the learning statements. The examples are described as:

- units — referring to term- or semester-length units planned around a particular topic or theme (contexts)
- courses — referring to a series of units over a year planned around a particular school subject.

**Diagram 4: Planning a Year 10 The Arts course of study**

