

West Torrens Partnership		The Arts: Years 3 & 4				Draft 22/08/14	
5 Subject Areas: Dance, Drama, Media Arts, Music, Visual Arts				Two Integrated Strands: Making and Responding			
Subjects		Dance	Drama	Media Arts	Music	Visual Arts	
Achievement Standards across the Subjects <i>(Achievement standards in bands of achievement)</i>		By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose.	By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama.	By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.	By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks.	
		Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.	Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.	Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.	Students collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing playing instruments with accurate pitch, rhythm and expression.	Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.	
Knowledge, Skills and Understandings <i>(Content Descriptors)</i>							
Sub Strands <i>(Concepts)</i>	Exploring ideas and improvising with ways to represent ideas	Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama	Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text	Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations	
	Developing understanding of practices	Practise technical skills safely in fundamental movements	Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place	Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories	Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community	Use materials, techniques and processes to explore visual conventions when making artworks	
	Sharing artworks through performance, presentation or display	Perform dances using expressive skills to communicate ideas, including telling cultural or community stories	Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama	Plan, create and present media artworks for specific purposes with awareness of responsible media practice	Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume	Present artworks and describe how they have used visual conventions to represent their ideas	
	Responding to and interpreting artworks	Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance	Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons	Identify intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks in Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples	Identify intended purposes and meanings as they listen to music, using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	Identify purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples	