

West Torrens Partnership		The Arts: Foundation to Year 2				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	
<b>Achievement Standards across the Subjects</b>  <i>(Achievement standards in bands of achievement)</i>	<p>By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.</p> <p>Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</p>	<p>By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.</p> <p>Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</p>	<p>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.</p> <p>Students make and share media artworks using story principles, composition, sound and technologies.</p>	<p>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>	<p>By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.</p> <p>Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</p>	
Knowledge, Skills and Understandings <i>(Content Descriptors)</i>						
Sub Strands <i>(Concepts)</i>	Exploring ideas and improvising with ways to represent ideas	Explore, improvise and organise ideas to make dance sequences using the elements of dance	Explore role and dramatic action in dramatic play, improvisation and process drama	Explore ideas, characters and settings in the community through stories in images, sounds and text	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists
	Developing understanding of practices	Use fundamental movement skills to develop technical skills when practising dance sequences	Use voice, facial expression, movement and space to imagine and establish role and situation	Use media technology to capture and edit images, sounds and text for a purpose	Sing and play instruments to improvise, practice a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	Use and experiment with different materials, techniques, technologies and processes to make artworks
	Sharing artworks through performance, presentation or display	Present dance that communicate ideas to an audience, including dance used by cultural groups in the community	Present drama that communicates ideas, including stories from their community, to an audience	Create and present media artworks that communicate ideas and stories to an audience	Create compositions and perform music to communicate ideas to an audience	Create and display artworks to communicate ideas to an audience
	Responding to and interpreting artworks	Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples	Respond to drama and consider where and why people make drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples	Respond to media artworks and consider where and why people make media artworks, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples