

SCPS Creative Arts Scope & Sequence



Early Stage 1

CAPA		Early Stage 1		
	Outcomes	Elements/Forms	Unit/Content	Assessment
1	<ul style="list-style-type: none"> - DRAES1.1 - Uses imagination and the elements of drama in imaginative play and dramatic situations. - DRAES1.2 – Dramatises personal experiences using movement, space and objects. - DRAES1.3 - Dramatises personal experiences using movement, space and objects. - DRAES1.4 - Responds to dramatic experiences. 	<p>Elements</p> <ul style="list-style-type: none"> - Tension - Mood <p>Forms</p> <ul style="list-style-type: none"> - Improvisation - Story Telling - Movement 	<p>Drama</p> <ul style="list-style-type: none"> - Participates in imaginative play by taking on basic roles. - Communicates the depiction of real-life and fantasy situations in imagined dramatic contexts. - Responds in personal ways to their own drama. <p>ES1 Units:</p> <ul style="list-style-type: none"> - Drama Workshop 1 (Week 4) - Drama Workshop 2 (Week 5) <p>Visual Arts Suggestions: Self-portrait, family portraits, literacy-based artworks, developmental play and craft</p>	<ul style="list-style-type: none"> - Week 5: Teacher observation of elements using the checklist - Week 10: Post-Test: Performance using checklist <p>Ongoing:</p> <ul style="list-style-type: none"> - Teacher observations of performance - Peer-feedback of performance
2	<ul style="list-style-type: none"> - DAES1.1 - Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities. - DAES1.2 - Explores movement in response to a stimulus to express ideas, feelings or moods. - DAES1.3 - Responds to and communicates about the dances they view and/or experience. 	<p>Elements</p> <ul style="list-style-type: none"> - Action - Dynamics - Time - Space - Relationships - Structure 	<p>Dance</p> <ul style="list-style-type: none"> - Performs basic movements demonstrating control over body parts. - Uses dance to express ideas, feelings or moods. - Discusses own movements and the movements of other students. <p>ES1 Units:</p> <ul style="list-style-type: none"> - Refer to sports program (Term 2) - Dance Workshop 1 (Friday sport Week 3) - Dance Workshop 2 (Friday sport Week 4) <p>Visual Arts Suggestions: Cultural differences within families, seasonal changes, literacy-based artworks, developmental play and craft.</p>	<ul style="list-style-type: none"> - Week 1 Pre-Test *Teacher observation of elements using checklist - Week 5 Mid-Test *Performance from rain unit (Reports) - Week 10 Post-Test *Performance <p>Ongoing:</p> <ul style="list-style-type: none"> - Teacher observations of performance - Peer-feedback of performance

<p>3</p>	<ul style="list-style-type: none"> - VAES1.1 - Makes simple pictures and other kinds of artworks about things and experiences. - VAES1.2 - Experiments with a range of media in selected forms. - VAES1.3 - Recognises some of the qualities of different artworks and begins to realise that artists make artworks. - VAES1.4 - Communicates their ideas about pictures and other kinds of artworks. 	<p>Forms</p> <ul style="list-style-type: none"> - Drawing - Painting - Monoprinting - Sculpture 	<p>Visual Arts</p> <ul style="list-style-type: none"> - Explore warm and cool colors, abstract paper sculptures. - Uses scissors to cut shapes from paper and assembles these in a variety of ways by overlapping, gluing and sticking. - Identifies different colours, lines, directions and other things of interest in artworks. - Identifies features in artworks that are significant to them and makes links with their own experiences. <p>ES1 Units</p> <ul style="list-style-type: none"> - Visual Arts: <i>Sculpture Unit of work</i> 	<ul style="list-style-type: none"> - Week 1 Pre-Test *Teacher observation of elements using checklist - Week 10 Post-Test *Assessment checklist <p>Ongoing:</p> <ul style="list-style-type: none"> - Teacher observations of making and appreciating - Peer-feedback of artwork
<p>4</p>	<ul style="list-style-type: none"> - MUES1.1 - Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts. - MUES1.2 - Creates own rhymes, games, songs and simple compositions. - MUES1.4 - Listens to and responds to music. 	<p>Musical Concepts</p> <ul style="list-style-type: none"> - Duration - Pitch - Structure - Tone Colour 	<p>Music</p> <ul style="list-style-type: none"> - Performs simple songs maintaining a sense of beat and rhythm. - Explores, through movement and actions, ways of representing the structure of a song. - Recognises the structure of songs using verse and chorus. <p>ES1 Units</p> <ul style="list-style-type: none"> - Music Workshop 1 (Week 3) - Music Workshop 2 (Week 4) <p>Visual Arts Suggestions: Christmas art and craft</p>	<ul style="list-style-type: none"> - Week 1 Pre-Test *Teacher observation of musical concepts using checklist - Week 5 Mid-Test *Performance from unit (Reports) <p>Ongoing:</p> <ul style="list-style-type: none"> - Teacher observations of musical concepts - Peer-feedback of performance