

SCPS Creative Arts Scope & Sequence Even Year



Stage 1

CAPA – Even Year			Stage 1	
	Outcomes	Elements/Forms	Unit/Content	Assessment
1	<ul style="list-style-type: none"> - DRAS1.1 - Takes on roles in drama to explore familiar and imagined situations. - DRAS1.2 - Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. - DRAS1.3 - Interacts collaboratively to communicate the action of the drama with others. - DRAS1.4 - Appreciates dramatic work during the making of their own drama and the drama of others. 	<p>Forms</p> <ul style="list-style-type: none"> - Improvisation - Mime <p>Elements of Drama</p> <ul style="list-style-type: none"> - Tension - Symbol 	<p>Drama</p> <ul style="list-style-type: none"> - Creates a range of roles and situations adapted from their imagination. - Creates and adapts stories for enactment. - Shares their drama making with others - Responds to their own drama and that of others by describing their feelings and ideas. <p>Suggested Unit</p> <ul style="list-style-type: none"> - If The Cap Fits <p>Visual Arts Suggestions: the beach, living creatures, ANZAC Day</p>	<ul style="list-style-type: none"> - Week 3 Pre-Test * Teacher observation of elements/forms using checklist - Week 10 Post-Test *Performance <p>Ongoing:</p> <ul style="list-style-type: none"> - Teacher observations of performance - Peer-feedback of performance
2	<ul style="list-style-type: none"> - VAS1.1 - Makes artworks in a particular way about experiences of real and imaginary things. - VAS1.2 - Uses the forms to make artworks according to varying requirements. - VAS1.3 - Realises what artists do, who they are and what they make. - VAS1.4 - Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience. 	<p>Forms</p> <ul style="list-style-type: none"> - Drawing - Painting - Printmaking 	<p>Visual Arts</p> <ul style="list-style-type: none"> - Investigates details of other living things - Experiments with the properties of different drawing, paint media and techniques in an attempt to capture likenesses of things depicted - Talks about some of the symbols and techniques artists use in their making of art - Recognises that artists may account for their work in different ways to an audience. <p>Suggested Units</p> <ul style="list-style-type: none"> - Fish and Sea Creatures 	<ul style="list-style-type: none"> - Week 1 Pre-Test *Teacher observation of forms using checklist - Week 5 Mid-Test *Artwork (Reports) - Week 10 Post-Test *Assessment checklist/rubric of final artwork <p>Ongoing:</p> <ul style="list-style-type: none"> - Teacher observations of forms - Peer-feedback of artwork

<p>3</p>	<ul style="list-style-type: none"> - MUS1.1 - Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts. - MUS1.2 - Explores, creates, selects and organises sound in simple structures. - MUS1.3 - Uses symbol systems to represent sounds. - MUS1.4 - Responds to a range of music, expressing likes and dislikes and the reasons for these choices. 	<p>Musical Concepts</p> <ul style="list-style-type: none"> - Duration - Structure - Tone Colour 	<p>Music</p> <ul style="list-style-type: none"> - Performs chants demonstrating a sense of beat and rhythm. - Explores own verses of a known chant. - Recognises the phrasing within a known chant. <p>Suggested Units</p> <ul style="list-style-type: none"> - When I Get Mad I Beat My Drum <p>Visual Arts Suggestions: Rod Clement texts, Australian landscapes, Weather and Seasons</p>	<ul style="list-style-type: none"> - Week 1 Pre-Test *Teacher observation of musical concepts using checklist - Week 10 Post-Test *Assessment checklist/rubric of final performance <p>Ongoing:</p> <ul style="list-style-type: none"> - Teacher observations of musical concepts - Peer-feedback of performance
<p>4</p>	<ul style="list-style-type: none"> - DAS1.1 - Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement. - DAS1.2 - Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods. - DAS1.3 - Gives personal opinions about the dances and their purpose that they view and/or experience. 	<p>Elements</p> <ul style="list-style-type: none"> - Dynamics - Time - Space 	<p>Dance</p> <ul style="list-style-type: none"> - Explores the elements of time, space and dynamics within movement sequences - Selects and combines movements to form sequences - Discusses and compares body shapes made quickly and slowly in movement sequences <p>Suggested Units</p> <ul style="list-style-type: none"> - We've Got Rhythm <p>Visual Arts Suggestions: Christmas arts and crafts</p>	<ul style="list-style-type: none"> - Week 1 Pre-Test *Teacher observation of elements using checklist - Week 5 Mid-Test (Reports) - Week 8 Post-Test *Performance <p>Ongoing:</p> <ul style="list-style-type: none"> - Teacher observations of performance - Peer-feedback of performance