

# SCPS Creative Arts Scope & Sequence

## Odd Year



Stage 1

CAPA – Odd Year			Stage 1	
	Unit/Content	Elements/Forms	Outcomes	Assessment
1	<ul style="list-style-type: none"> <li>- <b>DRAS1.1</b> - Takes on roles in drama to explore familiar and imagined situations.</li> <li>- <b>DRAS1.2</b> - Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.</li> <li>- <b>DRAS1.3</b> - Interacts collaboratively to communicate the action of the drama with others.</li> <li>- <b>DRAS1.4</b> - Appreciates dramatic work during the making of their own drama and the drama of others.</li> </ul>	<p><b>Forms</b></p> <ul style="list-style-type: none"> <li>- Improvisation</li> <li>- Mime</li> <li>- Movement</li> </ul> <p><b>Elements of Drama</b></p> <ul style="list-style-type: none"> <li>- Space</li> <li>- Focus</li> <li>- Mood</li> </ul>	<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>- Experiments with focus by placing the body when creating dramatic images and freeze frames.</li> <li>- Experiments with slow and fast movements.</li> <li>- Interacts abstractly or in role to communicate meaning to an audience.</li> <li>- Distinguishes between the fiction of the drama and their everyday lives.</li> </ul> <p><b>Suggested Unit</b></p> <ul style="list-style-type: none"> <li>- Playgrounds</li> </ul> <p>- Visual Arts Suggestions: Pamela Allen texts, self-portraits, family portraits</p>	<ul style="list-style-type: none"> <li>- Week 3 Pre-Test * Teacher observation of elements/forms using checklist</li> <li>- Week 10 Post-Test *Performance</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Teacher observations of performance</li> <li>- Peer-feedback of performance</li> </ul>
2	<ul style="list-style-type: none"> <li>- <b>DAS1.1</b> - Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.</li> <li>- <b>DAS1.2</b> - Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods.</li> <li>- <b>DAS1.3</b> - Gives personal opinions about the dances and their purpose that they view and/or experience.</li> <li>-</li> </ul>	<p><b>Elements</b></p> <ul style="list-style-type: none"> <li>- Action</li> <li>- Space</li> <li>-</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Isolates body parts in locomotor and non-locomotor movement.</li> <li>- Responds to imagery through movement demonstrating an awareness of time, space and dynamics.</li> <li>- Discusses what the body can do.</li> </ul> <p><b>Suggested Units</b></p> <ul style="list-style-type: none"> <li>- Get Ready, Let's Dance</li> </ul> <p>Visual Arts Suggestions: Christmas arts and crafts</p>	<ul style="list-style-type: none"> <li>- Week 1 Pre-Test *Teacher observation of elements using checklist</li> <li>- Week 5 Mid-Test (Reports)</li> <li>- Week 8 Post-Test *Performance</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Teacher observations of performance</li> <li>- Peer-feedback of performance</li> </ul>

3	<ul style="list-style-type: none"> <li>- <b>MUS1.1</b> - Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</li> <li>- <b>MUS1.2</b> - Explores, creates, selects and organises sound in simple structures.</li> <li>- <b>MUS1.3</b> - Uses symbol systems to represent sounds.</li> <li>- <b>MUS1.4</b> - Responds to a range of music, expressing likes and dislikes and the reasons for these choices.</li> </ul>	<p><b>Musical Concepts</b></p> <ul style="list-style-type: none"> <li>- Duration</li> <li>- Structure</li> <li>- Pitch</li> <li>- Dynamics</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Sings songs with body percussion to perform compositions.</li> <li>- Explores dynamic contrasts in musical compositions.</li> <li>- Recognises the phrasing within a known song.</li> </ul> <p><b>Suggested Units</b></p> <ul style="list-style-type: none"> <li>- Where the Forest Meets the Sea</li> </ul> <p>Visual Arts Suggestions: Mem Fox texts, Australian landscapes, health and safety</p>	<ul style="list-style-type: none"> <li>- Week 1 Pre-Test *Teacher observation of musical concepts using checklist</li> <li>- Week 10 Post-Test *Assessment checklist/rubric of final performance</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Teacher observations of musical concepts</li> <li>- Peer-feedback of performance</li> </ul>
4	<ul style="list-style-type: none"> <li>- <b>VAS1.1</b> - Makes artworks in a particular way about experiences of real and imaginary things.</li> <li>- <b>VAS1.2</b> - Uses the forms to make artworks according to varying requirements.</li> <li>- <b>VAS1.3</b> - Realises what artists do, who they are and what they make.</li> <li>- <b>VAS1.4</b> - Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.</li> </ul>	<p><b>Forms</b></p> <ul style="list-style-type: none"> <li>- Drawing</li> <li>- Collage</li> <li>- Printmaking</li> </ul> <p><b>Suggested artists</b></p> <ul style="list-style-type: none"> <li>- Van Gogh</li> <li>- Margaret Preston</li> </ul>	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>- Investigates details of objects and other living things</li> <li>- Experiments with different drawing media including crayons, paint, dyes, rollers, to create particular effects in an attempt to capture likenesses of things.</li> <li>- Talks about artworks made by particular artists and the techniques these artists use.</li> <li>- Recognises that artists explore the world in particular ways in their approach to their art making and in the artworks they make.</li> </ul> <p><b>Suggested Units</b></p> <ul style="list-style-type: none"> <li>- The Vase of Flowers</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1 Pre-Test *Teacher observation of forms using checklist</li> <li>- Week 5 Mid-Test *Artwork (Reports)</li> <li>- Week 10 Post-Test *Assessment checklist/rubric of final artwork</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Teacher observations of forms</li> <li>- Peer-feedback of artwork</li> </ul>