

SCPS Creative Arts Scope & Sequence

Even Year



Stage 2

CAPA – Even Year

Stage 2

	Outcomes	Elements/Forms	Unit/Content	Assessment
1	<ul style="list-style-type: none"> - DRAS2.1 - Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations. - DRAS2.2 - Builds the action of the drama by using the elements of drama, movement and voice skills. - DRAS2.3 - Sequences the action of the drama to create meaning for an audience. - DRAS2.4 - Responds to, and interprets, drama experiences and performances. 	Forms <ul style="list-style-type: none"> - Improvisation - Readers theatre 	Drama <ul style="list-style-type: none"> - Experiments with voice to create appropriate characteristics in roles. - Participates in readers theatre. - Relates to an audience in performance. - Reflects on and discusses the improvisations, exercises and performances of others. Suggested Unit <ul style="list-style-type: none"> - Danny in the Toybox <p>Visual Arts Suggestions: Animals artworks related to Science, Australian Bush</p>	<ul style="list-style-type: none"> - Week 3 Pre-Test * Teacher observation of elements/forms using checklist - Week 10 Post-Test *Performance Ongoing: <ul style="list-style-type: none"> - Teacher observations of performance - Peer-feedback of performance
2	<ul style="list-style-type: none"> - DAS2.1 - Performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance. - DAS2.2 - Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods. - DAS2.3 - Gives personal opinions about the use of elements and meaning in their own and others' dances. - 	Elements <ul style="list-style-type: none"> - Relationships - Space 	Dance <ul style="list-style-type: none"> - Demonstrates increasing physical skill in the selection and refinement of movements. - Constructs sequences of movements that combine shapes. - Responds to imagery through movement. Suggested Units <ul style="list-style-type: none"> - Making Connections <p>Visual Arts Suggestions: Celebrations</p>	<ul style="list-style-type: none"> - Week 1 Pre-Test *Teacher observation of elements using checklist - Week 5 Mid-Test (Reports) - Week 10 Post-Test *Performance Ongoing: <ul style="list-style-type: none"> - Teacher observations of performance - Peer-feedback of performance

<p>3</p>	<ul style="list-style-type: none"> - MUS2.1 - Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts. - MUS2.2 - Improvises musical phrases, organises sounds and explains reasons for choices. - MUS2.3 - Uses commonly understood symbols to represent own work. - MUS2.4 - Identifies the use of musical concepts and musical symbols in a range of repertoire. 	<p>Musical Concepts</p> <ul style="list-style-type: none"> - Duration - Pitch - Dynamics - Structure - Tone Colour 	<p>Music</p> <ul style="list-style-type: none"> - Performs rhythms and spoken chants accurately. - Organises chants and ostinato into a structure. - Notates compositions using graphic and/ or traditional notation. - Discusses musical concepts in their own work and the compositions of others. <p>Suggested Units</p> <ul style="list-style-type: none"> - Bicycles <p>Visual Arts Suggestions: Roald Dahl and Quintin Blake study, Fiji</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"> - VAS2.1 - Represents the qualities of experiences and things that are interesting or beautiful* by choosing among aspects of subject matter. - VAS2.2 - Uses the forms to suggest the qualities of subject matter. - VAS2.3 - Acknowledges that artists make artworks for different reasons and that various interpretations are possible. - VAS2.4 - Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques. 	<p>Forms</p> <ul style="list-style-type: none"> - Drawing - Sculpture - 3D Forms - Fibre 	<p>Visual Arts</p> <ul style="list-style-type: none"> - Considers how insects lend themselves to sculptural interpretations. - Discusses reasons why artist make artworks, focusing on whom where, when, why and how. - Identifies resemblances between subject matter in artworks from different cultures. <p>Suggested Units</p> <ul style="list-style-type: none"> - Insects and Dragons - Christmas Arts and Crafts 	<ul style="list-style-type: none"> - Week 1 Pre-Test *Teacher observation of forms using checklist - Week 5 Mid-Test *Artwork (Reports) - Week 8 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