

# SCPS Creative Arts Scope & Sequence

## Even Year



Stage 3

# CAPA – Even Year

# Stage 3

	Outcomes	Elements/Forms	Unit/Content	Assessment
1	<ul style="list-style-type: none"> <li>- <b>VAS3.1</b> - Investigates subject matter in an attempt to represent likenesses of things in the world.</li> <li>- <b>VAS3.2</b> - Makes artworks for different audiences assembling materials in a variety of ways.</li> <li>- <b>VAS3.3</b> - Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</li> <li>- <b>VAS3.4</b> - Communicates about the ways in which subject matter is represented in artworks.</li> </ul>	<p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li>- Objects</li> <li>- Events</li> </ul> <p><b>Forms</b></p> <ul style="list-style-type: none"> <li>- Drawing</li> <li>- Painting</li> </ul>	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>- Closely observes details of things in the world and seeks to make artworks about these</li> <li>- Examines a range of concepts and their relationships to selected forms, and experiments with such things as the expressive use of colour in painting or drawing</li> <li>- Talks about and writes about the meaning of artworks, recognising how artworks can be valued in different ways, by themselves, as audience members, and by others</li> <li>- Identifies and describes the properties of different forms, materials and techniques in artworks and comments on how these are employed in the representation of subject matter</li> </ul> <p><b>Suggested Units</b></p> <ul style="list-style-type: none"> <li>- Shovels, Picks and Pans</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1 Pre-Test</li> <li>- *Teacher observation of forms using checklist</li> <li>- Week 5 Mid-Test</li> <li>- *Artwork (Reports)</li> <li>- Week 10 Post-Test</li> <li>- *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>
2	<ul style="list-style-type: none"> <li>- <b>DAS3.1</b> - Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.</li> <li>- <b>DAS3.2</b> - Explores, selects, organises and refines movement using the elements of dance to communicate intent.</li> <li>- <b>DAS3.3</b> - Discusses and interprets the relationship between content, meaning and context in their own and others' dances.</li> </ul>	<p><b>Elements</b></p> <ul style="list-style-type: none"> <li>- Action</li> <li>- Dynamics</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Performs sections of dance displaying their intent</li> <li>- Develops and refines movement sequences that are influenced by contemporary Aboriginal styles of dance</li> <li>- Associates dance with the values and meaning of Aboriginal storytelling</li> </ul> <p><b>Suggested Units</b></p> <ul style="list-style-type: none"> <li>- The Living Landscape (Week 1- 7)</li> <li>- Visual Arts Suggestions: deserts, Earthquakes, Australian Gold rush Fibres</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1 Pre-Test</li> <li>- *Teacher observation of elements using checklist</li> <li>- Week 3/4 Mid-Test (reporting purposes)</li> <li>- Week 10 Post-Test</li> <li>- *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>

<p><b>3</b></p>	<ul style="list-style-type: none"> <li>- <b>MUS3.1</b> - Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.</li> <li>- <b>MUS3.2</b> - Improvises, experiments, selects, combines and orders sound using musical concepts.</li> <li>- <b>MUS3.3</b> - Notates and discusses own work and the work of others.</li> <li>- <b>MUS3.4</b> - Identifies the use of musical concepts and symbols in a range of musical styles.</li> </ul>	<p><b>Musical Concepts</b></p> <ul style="list-style-type: none"> <li>- Duration</li> <li>- Tone Colour</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Uses a range of environmental and percussion sound sources and methods of playing these sound sources to explore the concept of tone colour</li> <li>- Creates a percussion accompaniment to a known song using a variety of sound sources</li> <li>- Uses crotchets, crotchet rests and pairs of quavers in traditional notation to compose an accompaniment to a known song</li> <li>- Identifies and discusses sound sources, tone colours and rhythmic patterns in both traditional and contemporary Aboriginal music and Torres Strait Islander music</li> </ul> <p><b>Suggested Units</b></p> <ul style="list-style-type: none"> <li>- Exploring Tone Colour (Week 1- 6)</li> <li>- Visual Arts Suggestions: Shaun Tan, Great Barrier Reef, sculptures and printmaking</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1 Pre-Test</li> <li>*Teacher observation of musical concepts using checklist</li> <li>- Week 7 Post-Test</li> <li>*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>
<p><b>4</b></p>	<ul style="list-style-type: none"> <li>- <b>DRAS3.1</b> - Develops a range of in-depth and sustained roles.</li> <li>- <b>DRAS3.2</b> - Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</li> <li>- <b>DRAS3.3</b> - Devises, acts and rehearses drama for performance to an audience.</li> <li>- <b>DRAS3.4</b> - Responds critically to a range of drama works and performance styles.</li> </ul>	<p><b>Forms</b></p> <ul style="list-style-type: none"> <li>- Improvisation</li> <li>- Readers Theatre</li> <li>- Storytelling</li> </ul>	<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>- Takes on a range of roles challenging character stereotypes, depicting empathy,</li> <li>- Interprets a dramatic context through the use of a combination of various drama forms</li> <li>- Forms and communicates opinions about a range of drama works created by themselves and others</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>- Rapunzel (Week 1-8)</li> </ul> <p>Visual Arts Suggestions: Christmas craft and art, landscapes and seascapes</p>	<ul style="list-style-type: none"> <li>- Week 3 Pre-Test</li> <li>*Teacher observation of elements/forms using checklist</li> <li>- Week 10 Post-Test</li> <li>*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>