

SCPS Creative Arts Scope & Sequence

Odd Year



Stage 3

CAPA – Odd Year		Stage 3		
	Outcomes	Elements/Forms	Unit/Content	Assessment
1	<ul style="list-style-type: none"> - VAS3.1 - Investigates subject matter in an attempt to represent likenesses of things in the world. - VAS3.2 - Makes artworks for different audiences assembling materials in a variety of ways. - VAS3.3 - Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks. - VAS3.4 - Communicates about the ways in which subject matter is represented in artworks. 	<p>Subject Matter</p> <ul style="list-style-type: none"> - Objects <p>Forms</p> <ul style="list-style-type: none"> - Drawing - Painting - Collage 	<p>Visual Arts</p> <ul style="list-style-type: none"> - Utilises different artistic concepts e.g. colour, tone, line, scale abstract and explores how these may be used in their interpretation of this subject matter. - Reflects on how they go about making their artworks - Identifies some interpretations that selected artworks might sustain and acknowledges that people could respond in different ways. - Discusses artists' intentions, their styles and techniques in selected works and considers the possible meanings of these works. <p>Suggested Units</p> <ul style="list-style-type: none"> - Making Music (Week 3-9) 	<ul style="list-style-type: none"> - Week 3 Pre-Test - *Teacher observation of forms using checklist - 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
2	<ul style="list-style-type: none"> - DAS3.1 - Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities. - DAS3.2 - Explores, selects, organises and refines movement using the elements of dance to communicate intent. - DAS3.3 - Discusses and interprets the relationship between content, meaning and context in their own and others' dances. 	<p>Elements</p> <ul style="list-style-type: none"> - Action - Space - Relationships 	<p>Dance</p> <ul style="list-style-type: none"> - Interprets and performs movement sequences with awareness of detail to the use of stillness and focus. - Develops sequences of movements and transitions using pictures of sculptures and people as stimuli. - Describes and discusses their own work and the work of others. <p>Suggested Units</p> <p>'Get Ready, Let's Dance'</p> <ul style="list-style-type: none"> - Sculpture (Week 1- 6) - Traditional Dance (7 - 10) <p>Visual Arts Suggestions: Advertising, graffiti (linked to persuasive texts), planets</p>	<ul style="list-style-type: none"> - Week 1 Pre-Test - *Teacher observation of elements using checklist - Week 3/4 Mid-Test (reporting purposes) - 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"> - MUS3.1 - Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts. - MUS3.2 - Improvises, experiments, selects, combines and orders sound using musical concepts. - MUS3.3 - Notates and discusses own work and the work of others. - MUS3.4 - Identifies the use of musical concepts and symbols in a range of musical styles. 	<p>Musical Concepts</p> <ul style="list-style-type: none"> - Duration - Pitch - Dynamics - Tone Colour - Structure 	<p>Music</p> <ul style="list-style-type: none"> - Uses the voice to sing the song and experiment with vocal techniques. - Composes own ostinato patterns and rhythms to accompany the song. - Discusses the use of musical concepts in the song. - Discusses musical concepts in a piece of known music. <p>Suggested Units</p> <ul style="list-style-type: none"> - Absolutely Everybody (Week 1- 6) <p>Visual Arts Suggestions: Asian art, in particular Japan</p>	<ul style="list-style-type: none"> - Week 1 Pre-Test *teacher observation of musical concepts using checklist - Week 7 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"> - DRAS3.1 - Develops a range of in-depth and sustained roles. - DRAS3.2 - 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. - DRAS3.3 - Devises, acts and rehearses drama for performance to an audience. - DRAS3.4 - Responds critically to a range of drama works and performance styles. 	<p>Forms</p> <ul style="list-style-type: none"> - Video Drama 	<p>Drama</p> <ul style="list-style-type: none"> - Collaborates to convey dramatic meaning by responding abstractly to represent ideas, feelings, objects and situations. - Responds confidently with gesture, movement and voice skills to a range of scripts and other texts to structure that narrative or episodes and build on the action of the drama. - Devises, rehearses and acts in drama using voice and movement skills to convey meaning to an audience. - Forms and communicates opinions about a range of drama works created by themselves and others. <p>Suggested Unit</p> <ul style="list-style-type: none"> - The Search <p>Visual Arts Suggestions: Christmas craft and art, portraits</p>	<ul style="list-style-type: none"> - Week 1 Pre-Test *teacher observation of elements/forms using checklist - Week 3/4 Mid-Test (reporting purposes) - Week 8 Post-Test *performance <p>Ongoing:</p> <ul style="list-style-type: none"> - Teacher observations of performance - Peer-feedback of performance