ST ALBERT’S CATHOLIC SCHOOL

ARTS POLICY

Introduction

The Arts refers to all art forms. This includes Dance, Music, Drama, Media and Visual Arts. Many experiences are offered though our Arts program. Students regularly get the opportunity to perform at school assemblies, helping them to build confidence and to showcase the music, drama and art pieces, which they create and practise as part of their regular classroom activities.

St Albert’s Catholic School incorporates all areas of the Arts as part of the Arts Curriculum.

Rationale

At St Albert’s Catholic School, learning in the Arts engages children in satisfying, lifelong involvement and pleasure. The richness of meaning expressed in art works serves to generate intellectual and creative rigor and demonstrates a sense of self-worth and aesthetic appreciation in individuals and communities. Throughout your child’s time at St Albert’s Catholic School they will have the opportunity to participate in a wide variety of activities such as Choir, Nativity Plays, Passion Play, Riverland and Catholic Schools’ Music Festival, Carols by Candlelight, Family Masses and the Annual School Concert.

A number of private music teachers also offer instrumental lesson, such as piano, guitar and drums, throughout the school. As well we have several school bands, which play at church, assemblies and in the wider community.

Aims

The Arts learning area aims to develop in all students:

- capabilities to understand and engage in creation/re-creation and presentation/performance of the five Arts forms, including combinations of Arts forms and those that are newly emergent;
- aesthetic understanding by critically responding to and confidently communicating their analysis of Arts works;
- a contextual perspective for considering and valuing the relationships;
- interconnections which exist in the five Arts forms within and across different cultures;
- an understanding that the Arts, both shapes and represents the culture through which it is expressed, thus contributing to the dynamic nature of personal and group identity;
- knowledge, understanding and skills in each of the areas of the Arts and a capacity to participate actively in constructing new realities and new possibilities through the creation of Arts works;
- capacities to apply Arts learnings to other learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training;
- a way of building and enhancing connections with the broader community through Arts appreciation, Arts practice and shared projects.
Methodologies

The Arts is organised through three strands:

1. Arts Practice;
2. Arts analysis and response;
3. Arts in context.

These strands are designed to capture ways of ‘knowing, understanding and doing’ in the arts. They are interrelated and equally important, informing one another and providing different starting points for arts learning.

At St Albert’s Catholic School, engagement in the Arts also involves using new technologies, including multi-media, in the exploration of ideas and in the creation/re-creation of art works in one or more of the art forms, combinations thereof, or of forms that are emerging.

Arts in practice has three key ideas which focus on:
- creating Arts works;
- skills, knowledge and technology;
- performing, presenting Arts works.

Arts analysis and response has one key idea which focuses on:
- understanding, responding and reviewing Arts works and using terminology from each of the Arts forms.

Arts in context had two key ideas which focus on:
- understanding the place of the Arts in society and factors that influence the Arts;
- recognising, describing, comparing Arts forms and styles from different cultural settings.

Scope and Sequence

St Albert’s Catholic School provides a balanced Arts program. See attached scope and sequence.

Dance

Dance instruction from R-7 is incorporated through movement activities in Music as well as being part of the Physical Education program.

Music

Students from R-7 participate in a Specialised Music lesson each week. Students also have the opportunity to have private tuition to learn the Piano, drums and Guitar. These lessons are provided by tutors who visit the school on a weekly basis.

Students in years 5-7 have the opportunity to participate in both the Riverland Primary School’s Music Festival Choir as well as the Catholic School’s Music Festival Choir every second year. The Catholic Schools’ Music Festival is performed at the Adelaide Festival Theatre in September each year and the Riverland Music Festival at the Chaffey Theatre in August each year.

All students from Year Reception – Year 7 also have the opportunity to be part of the Carols by Candlelight choir which performs at Christmas time as part of a local community event.
Drama and Media
These art works are often integrated into other subject areas.

Visual Arts
Students in Reception to Year 7 participate in Visual Arts lessons with their class teacher.

Evaluation
On-going evaluation by the classroom teacher and the specialist teachers will take place by:

- observing the behaviour, enthusiasm and enjoyment of the children;
- examples of recorded work;
- acknowledging opinions expressed by children;
- discussion;
- viewing the finished product.

Teachers’ Professional Development
Teachers will keep themselves well informed both with content knowledge and teaching strategies and practices.

This will be achieved through:

- professional reading;
- sharing best practice;
- attendance at advertised conferences, workshops and seminars;
- related and relevant association memberships.

Assessment and Reporting
Assessment
Assessment is an integral part of the teaching and learning process. By assessing student achievement, teachers, students and parents know what has been learned.

Through assessment, information is gathered about student's progress in relation to SACSA outcomes. This directs teachers' decision about the overall arts program and particular units of work for individual students or groups of students.

Arts classroom experiences are active and the act of creating arts works may be as valuable as the final product. Many arts experiences must be perceived and understood in their medium. The performing arts must be observed and experienced in time and performance must be seen to embrace the processes involved in their creating and making.

There are no quick, neat and easy ways to make judgments about arts experience. They are often complex, and teachers may find it useful to use a variety of approaches to record the artistic outcomes achieved by each student.
Student assessment may include:
- work diaries or journals kept by students to record the generation and development of their ideas, refinement of techniques and skills and planning for presentation;
- notated scores (graphic and traditional) for music and dance;
- video and tape recordings;
- folios of works and preparatory materials, experiments, ideas tried out;
- students’ commentaries on their own works;
- projects, researched essays, computer-generated presentations;
- rubrics, observation, tests, are among the methods used to assess the student’s individual learning outcomes.

Reporting
Formal reporting to parents on students' attainment of learning outcomes in the Arts, will be included in written reports at the end of each semester.

The grade for the arts is an averaged grade of the student’s learning outcomes across the arts and includes assessment results from both the specialist teacher and the classroom teacher.

Time Allocation
90 minutes is the required allocation for The Arts plus integration across other learning areas.

Signed:
Chairperson School Board: Justine Fogden…………………………
Principal: Jason Mittiga……………………………………
Date: September 2011 Review Date: September 2014
### OUTCOME/CONTENT  LEVEL 1 – Toward the end of Year 2

<table>
<thead>
<tr>
<th>Creating, Making, Presenting</th>
<th>Arts criticism and aesthetics</th>
<th>Past and present contexts</th>
</tr>
</thead>
</table>
| • Draw upon play and imagination  
• Uses basic elements of the arts and explores them in making arts works  
• Shares art works with others | Responds to art works in a personal way | Shows an awareness of the arts in everyday life |

**DANCE**  
Children undertake dance instruction as part of specialised music and physical education lessons.

**DRAMA**  
- Role play familiar situations  
- Role play imaginary situations  
- Drama based on stories  
- Distinguish between playing space and audience

- Use suitable audience behaviour  
- Evaluate their own and others’ drama  
- Talk about the setting up of drama / role play with others

- Make links to other art forms and curriculum learning areas

**MEDIA**  
- Use sound/vision words to order images, tell a story, draw story boards, record voices and sounds  
- Displays and presents work in a variety of forms

- Identify some of the basic elements of a story or programme

- View, read, listen to media products produced in different contexts

**MUSIC**  
- Experiment with the expressiveness of sound

- Differentiate pitch  
- Recognise music patterns

- Listen to music for specific purposes  
- Participate in movement to music
<table>
<thead>
<tr>
<th>Creating, Making, Presenting</th>
<th>Arts criticism and aesthetics</th>
<th>Past and present contexts</th>
</tr>
</thead>
</table>
| using instruments and voice as well as learning to play the soprano recorder  
- Copy rhythmic and melodic patterns using the voice, recorder and percussion instruments  
- Enjoy music / songs | • Differentiate different types of sound (rough, smooth etc) through movement  
- Enjoy music / songs | • Engage in other arts experiences in association with music |

**VISUAL**  
- Experience a wide variety of drawing, painting, construction, collage to express feelings and ideas  
- Experiment with different media and tools  
- Share work with others  
- Enjoy the art works of others and discuss the features liked or disliked  
- Show awareness that visual arts happen in own community / school life.
## CONTENT/OUTCOME LEVEL 2 – Toward the end of Year 4

<table>
<thead>
<tr>
<th>Creating, Making, Presenting</th>
<th>Arts criticism and aesthetics</th>
<th>Past and present contexts</th>
</tr>
</thead>
</table>
| • Uses experience and imagination to make art works  
  • Make choices about arts elements and organises them in expressive ways  
  • Plans and presents art works for a familiar audience | Responds to art works, giving reasons for preferences | Discusses the ways the arts are made and used for a range of purposes |

### DANCE
Children undertake dance instruction as part of specialised music and physical education lessons.

### DRAMA
Explore the following drama activities and skills, usually integrated into other curriculum areas:

<table>
<thead>
<tr>
<th>Creative play</th>
<th>Role Playing</th>
<th>Puppetry</th>
<th>Reading Theatres</th>
<th>Story making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Language</td>
<td>Movement to songs / stories</td>
<td>Rehearsing</td>
<td>Voice development</td>
<td>Performance at assemblies and community events</td>
</tr>
<tr>
<td>Mime</td>
<td>Mirror Image</td>
<td>Imagining</td>
<td>Masks</td>
<td>Audience skills</td>
</tr>
<tr>
<td>Freeze frames</td>
<td>Acting &amp; Scripts</td>
<td>Reflecting &amp; Evaluating</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MEDIA
- Designs and makes own products, posters, videos, commercials, brochures
- to a given given criteria
- for creative expression
- Explores aspects of
- Critical literacy
- Advertising
- Stereotyping
<table>
<thead>
<tr>
<th>Creating, Making, Presenting</th>
<th>Arts criticism and aesthetics</th>
<th>Past and present contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSIC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore the following musical activities &amp; skills integrated into other curriculum areas:</td>
<td></td>
<td></td>
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<tr>
<td>Enjoy music of different types (religious, cultural, relaxation…)</td>
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<tr>
<td>Singing</td>
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<tr>
<td>Playing and performing on the recorder and being introduced to a variety of string, keyboard, wind and percussion instruments</td>
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<td></td>
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<tr>
<td>Rhythm, harmony, mood, pitch</td>
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<td></td>
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<tr>
<td><strong>VISUAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A variety of art mediums are explored, integrated into other curriculum areas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collage</td>
<td>using a variety of materials eg paper, fabrics etc</td>
<td></td>
</tr>
<tr>
<td>Puppetry</td>
<td>finger, hand, paper bag, shadow etc</td>
<td></td>
</tr>
<tr>
<td>Modelling</td>
<td>plasticine, clay, paper mache, house hold junk etc</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>pencils, oil pastels, chalk, textas, sketching</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>material, boxes, cylinders, stockings and various house hold junk</td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>rollers, templates, animal tracks, food, wood, sponges etc</td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td>variety of materials &amp; surfaces</td>
<td></td>
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<tr>
<td>CONTENT/OUTCOME</td>
<td>LEVEL 3 – Toward the end of Year 6</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Creating, Making, Presenting</strong></td>
<td><strong>Arts criticism and aesthetics</strong></td>
<td><strong>Past and present contexts</strong></td>
</tr>
<tr>
<td>- Explores ideas and feelings through arts works</td>
<td>Responds to key features of arts works</td>
<td>Discusses arts works from several cultures</td>
</tr>
<tr>
<td>- Explores and uses several arts elements and uses specific skills, techniques and processes appropriate to the arts form</td>
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<td></td>
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<tr>
<td>- Plans and presents art works for a particular audience or purpose</td>
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</tbody>
</table>

**DANCE**
Children undertake dance instruction as part of specialised music and physical education lessons.

**DRAMA**
Invents & writes scripts/plays Acting out Bible stories for assemblies etc. Experiments with ideas/role plays based around themes

**MEDIA**
Make a class newsletter or newspaper Story boards Small productions/presentations Use of video

**MUSIC**
Participates in music activity groups playing and performing on a variety of string, keyboard, wind and percussion instruments. Performs different types/style of musical pieces from a variety of music programs including Upbeat, Sing and Rock Ed. Recorder

This includes:
- Beat
- Form
- Style
- Tempo
- Dynamics
- Pitch
- Tone Colour
- Texture

Introduction to specific musical terms

Responds by writing and discussing views on seen dramas

Talks/writes informally about personal observations of media texts

Class presentation in school newsletter
<table>
<thead>
<tr>
<th>VISUAL</th>
<th>Creating, Making, Presenting</th>
<th>Arts criticism and aesthetics</th>
<th>Past and present contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper making</td>
<td>Compares and discusses paintings, artworks and sculptors</td>
<td>Aboriginal Art</td>
</tr>
<tr>
<td></td>
<td>Stencilling</td>
<td>Introduction to language / terminology eg depth, design, form</td>
<td>Weaving</td>
</tr>
<tr>
<td></td>
<td>Construction</td>
<td></td>
<td>Marbelling / printing</td>
</tr>
<tr>
<td></td>
<td>Papier Mache and other 2D &amp; 3D artworks</td>
<td></td>
<td>Religious Banners</td>
</tr>
<tr>
<td>CONTENT/OUTCOME</td>
<td>LEVEL 4 – Toward the end of Year 8</td>
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</tr>
<tr>
<td>Creating, Making, Presenting</td>
<td>Arts criticism and aesthetics</td>
<td>Past and present contexts</td>
<td></td>
</tr>
<tr>
<td>• Experiments with ideas and explores feelings to find satisfactory solutions to tasks</td>
<td>Talks and writes informally about personal observations of arts works</td>
<td>Identifies distinguishing features of arts works that locate them in a particular time, place or culture</td>
<td></td>
</tr>
<tr>
<td>• Selects, combines and manipulates arts using a range of skills, techniques and processes</td>
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<tr>
<td>• Draws upon a range of skills to present arts works for a variety of audiences and purposes</td>
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</tbody>
</table>

**DANCE**

Children undertake dance instruction as part of specialised music and physical education lessons.

**DRAMA**

<table>
<thead>
<tr>
<th>Games/Activities to encourage group cohesion and familiarity</th>
<th>Character roles</th>
<th>Concept of an actor communicating to an audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop verbal and non-verbal skills</td>
<td>Develop observation skills</td>
<td></td>
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<tr>
<td>Improvisation work</td>
<td>Script work – own and others</td>
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<tr>
<td>Movement Skills</td>
<td>Rehearsal and refine</td>
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</tr>
</tbody>
</table>

**MEDIA**

<table>
<thead>
<tr>
<th>Own covers and packaging of products</th>
<th>Consider/reflect characteristics of Advertisements (TV, magazines, packaging, junk mail)</th>
<th>Influence of computer images</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of technology eg digital camera</td>
<td>Photographic/written texts</td>
<td>Junk Mail</td>
</tr>
<tr>
<td>Presentation of advertisements</td>
<td>Computer influence</td>
<td>Media and related social context</td>
</tr>
<tr>
<td>Experiment with words/sound and images</td>
<td>Look at why products and films are produced</td>
<td>Identify different audiences</td>
</tr>
<tr>
<td>Creating, Making, Presenting</td>
<td>Arts criticism and aesthetics</td>
<td>Past and present contexts</td>
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<tr>
<td><strong>MUSIC</strong></td>
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<tr>
<td>Participates in music activity groups playing and performing on a variety of string, keyboard, wind and percussion instruments.</td>
<td>Performs different types/style of musical pieces from a variety of music programs including Upbeat, Sing and Rock Ed. Recorder. This includes: Songs and movements for liturgies and assemblies</td>
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<tr>
<td></td>
<td>Properties of music</td>
<td></td>
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<td></td>
<td>Instrument classification</td>
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<tr>
<td></td>
<td>Variety of music for listening and responding eg Aboriginal, classical</td>
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<tr>
<td><strong>VISUAL</strong></td>
<td></td>
<td></td>
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<tr>
<td>Colours – Primary and Secondary</td>
<td></td>
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<tr>
<td>Making all colours from primary colour mixing</td>
<td></td>
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<tr>
<td>Mirror images</td>
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<tr>
<td>Sculpture</td>
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<tr>
<td>Design and construction for particular purposes</td>
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<td></td>
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<tr>
<td>Skills, techniques related to art work</td>
<td></td>
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<tr>
<td>Observational drawing</td>
<td></td>
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</tr>
</tbody>
</table>
ARTS LEARNING AND THE SACSA FRAMEWORK

ARTS IN CONTEXTS IS ABOUT:
- understanding local and global contexts
- learning/knowing/finding out about arts/artists in own community and globally
- identifying, classifying
- researching histories and traditions
- constructing models of past, present and future
- making connections
- comparing, contrasting, experiencing
- understanding social, cultural difference
- understanding the impact of technologies on the arts

ARTS PRACTICE IS ABOUT:
- exploring and generating ideas, representing
- synthesising, transforming
- imaginative/metaphorical/logical thinking
- creating mental models, visualising
- planning, producing, making
- problem solving, designing
- inventing, devising, structuring, constructing
- making choices, interpreting
- applying, executing, implementing, exploring
- documenting, refining, experimenting with, practising
- abstracting from, illustrating
- clowning, singing, dancing, videotaping, filming, photographing, digitising, crafting, painting, drawing, printing, sculpting, acting, choreographing, improvising, role-playing, playing, moving
- collaborating, cooperating, contributing
- displaying, presenting, performing, exhibiting, sharing

ARTS ANALYSIS IS ABOUT:
- looking at, talking about, writing about, listening to, responding
- applauding, laughing, touching, sensing, feeling
- communicating, documenting, sharing, recording
- viewing, perceiving, appreciating, recognising
- observing, examining, exploring
- critiquing, reviewing, evaluating, judging
- analysing, choosing, attributing, discerning
- checking, detecting, monitoring, surveying
- testing appropriateness
- identifying inconsistencies
- determining point of view, bias, intent, values
- recalling, retrieving, remembering
- predicting, hypothesising
**EARLY YEARS BAND (R-2)**
The R-2 Key Ideas build upon the Birth-Age 5 Key Ideas. Together they make up the Scope in the Early Years Band.

**PRIMARY YEARS BAND**

**MIDDLE YEARS BAND**

### Strand: ARTS PRACTICE

- **Children spontaneously express and communicate their feelings and ideas about the past, present and future through the images and forms they create.**
  
  - [F] [Id] [T] [KC2] [KC6]  

- **Children identify a range of concepts for each arts form, explore new arts skills, and experiment with a range of traditional and emerging techniques and technologies. They begin to understand how these can be used to explore ideas and generate solutions to problems within each arts form.**
  
  - [T] [KC6] [KC7]  

- **Children develop a strong sense of purpose by performing/presenting with others and in teams. They explore relationships between arts works and audiences/viewers within each of the arts forms.**
  
  - [T] [KC2] [KC6]  

- **Students explore representations of real and imagined experiences. They create, plan or shape new and/or existing arts works to express ideas, feelings and events related to personal, social and environmental futures in local and global communities.**
  
  - [F] [Id] [T] [KC2] [KC3] [KC6]  

- **Students experiment with ideas and think in concrete and abstract ways within each arts form to develop their knowledge of concepts; practise and collect evidence of their arts skills; engage in a range of techniques, and use technologies appropriate to each arts form.**
  
  - [T] [C] [KC1] [KC6] [KC7]  

- **Students draw from thought, imagination, data and research, and the examination of social and cultural issues, to demonstrate personal aesthetic preference, and provide imaginative solutions and artistic responses to ideas and issues.**
  
  - [Id] [T] [KC1] [KC2]  

- **Students develop knowledge of the styles, forms and conventions of each arts form; refine arts skills; apply appropriate techniques; explore, plan, organise and employ both creative and abstract thought in the production of arts works.**
  
  - [T] [C] [KC3] [KC6]  

- **Students develop their capacity to interact effectively with people from a diversity of interests and abilities. They learn to work as individuals and as members of production/performance teams and to assume specific roles and responsibilities in the development and production of arts works which achieve particular responses from audiences/viewers.**
  
  - [In] [T] [C] [KC2] [KC4] [KC6]  

### Strand: ARTS ANALYSIS AND RESPONSE
## SCOPE: KEY IDEAS OVERVIEW

### ARTS

<table>
<thead>
<tr>
<th>Children engage in arts experiences and performances/presentations as audiences/viewers/users in a range of contexts for different purposes. [KC6] They gain understanding of the arts and use the variety of communication and thinking modes in each of the arts forms. [T] [C] [KC1] [KC2]</th>
<th>Students learn through experience as audience/viewers to respond to and evaluate performances and/or presentations in each arts form and communicate their responses through verbal and non-verbal means. [T] [C] [KC1]</th>
<th>Students learn to distinguish different genres and styles associated with the different arts forms. They employ processes for analysis and interpretation of style, genre and form of arts works, and communicate both reasoned and personal viewpoints in response to arts works. [In] [T] [C] [KC1] [KC2]</th>
</tr>
</thead>
</table>

### Strand: ARTS IN CONTEXTS

| Children develop their understanding of the part played by arts works and artists in everyday life within immediate and local social and community contexts. They explore ways in which groups and cultures are connected within these contexts. [In] [KC1] | Students develop an understanding of arts works in the world around them and of the different styles and forms used in making these arts works by artists/performers working in contemporary times. They gain knowledge of the impact of social and cultural contexts on the form and style of these works and the purpose for which they have been made. [Id] [In] | Students examine and analyse their knowledge of a wide range of arts works, the arts industry and social influences to understand the impact of these on their own and their peers’ work and that of Australian contemporary artists. [In] [T] [KC1] |
| Children talk and think about arts and cultures from other times and places, within each arts form, and how these have connected individuals and local and global communities. [In] [KC1] [KC2] | Students develop a sense of time and place based on knowledge gained of the histories and traditions associated with the arts practice of artists/performers from a diversity of cultures from across the world. [In] [KC1] | Students investigate the arts practices of a number of cultures across time to develop an understanding and appreciation of the cultural and global connections which are emerging as a result of social and technological change. [F] [In] [KC1] |
## SCOPE: KEY IDEAS OVERVIEW

### ARTS

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<tr>
<th></th>
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<tbody>
<tr>
<td><strong>STRAND: Arts Practice</strong></td>
<td></td>
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</tr>
<tr>
<td>1.1 Confidently uses play and imagination to create/re-create arts works within each arts form. [Id] [T] [KC6]</td>
<td>2.1 Connects real and imagined experiences from the past, present and future, when creating/re-creating arts works within each arts form. [F] [Id] [KC1] [KC6]</td>
<td>3.1 Uses thought, imagination, research and experimentation to create/re-create arts works within each arts form that convey meaning about issues within their community. [Id] [In] [T] [C] [KC1] [KC2]</td>
<td>4.1 Explores arts practice and knowledge of style, form and genre, to create/re-create arts works within each arts form that present imaginative solutions and responses to ideas and issues. [Id] [T] [KC1] [KC6]</td>
</tr>
<tr>
<td>1.2 Explores skills, techniques and technologies from each arts form and engages in activities specific to each arts form to produce arts works. [T] [KC6] [KC7]</td>
<td>2.2 Demonstrates knowledge and skills specific to each arts form. Chooses appropriate techniques and technologies to complete work specific to one arts form or combinations thereof. [T] [C] [KC1] [KC3]</td>
<td>3.2 Selects, plans, and constructs arts works within each arts form using appropriate combinations of skills, techniques, processes, conventions and technologies. [T] [C] [KC1] [KC3]</td>
<td>4.2 Selects from, adapts, combines and refines appropriate conventions and technologies to create/re-create arts works that purposefully convey meaning and address intended function. [T] [C] [KC1] [KC3]</td>
</tr>
<tr>
<td>1.3 Shares arts works from each arts form that express personal ideas and feelings and that convey meaning to known audiences/viewers. [Id] [C] [KC2]</td>
<td>2.3 Presents/perform arts works within each arts form to engage and influence a range of audiences/viewers, using sources of information beyond personal experience as inspiration. [In] [T] [C] [KC2]</td>
<td>3.3 Works as an individual or in groups to present/perform arts works from each arts form that demonstrate an awareness of social, ecological and/or cultural issues to particular audiences/viewers. [In] [T] [C] [KC2] [KC4]</td>
<td>4.3 Works as an individual or in groups to refine and shape presentations/performances for a specific purpose and for different groups of audiences/viewers. [In] [T] [C] [KC3] [KC4]</td>
</tr>
<tr>
<td>STRAND: Arts Analysis and Response</td>
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<tr>
<td><strong>1.4</strong> Distinguishes between the characteristic features of each arts form and responds to performance/presentation using appropriate communication modes. [T] [C]</td>
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<tr>
<td><strong>2.4</strong> Demonstrates an understanding of the different messages and meanings communicated through performance/presentation across each arts form, and uses specific arts terminology to communicate interpretations of their own arts works and those of others. [Id] [T] [C] [KC2]</td>
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<tr>
<td><strong>3.4</strong> Recognises different genres and styles, features and conventions of performance/presentation in each arts form, and uses appropriate arts language to articulate understanding and reflect personal preference. [Id[T] [C] [KC1]</td>
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<tr>
<td><strong>4.4</strong> Describes the purpose of a diversity of performances and presentations, recognises the values and beliefs embedded within each, and uses specialised arts terminology to communicate and explain personal preference. [T] [C] [KC2]</td>
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</tbody>
</table>
## Arts

### STRAND: Arts in Contexts

<table>
<thead>
<tr>
<th>1.5</th>
<th>Identifies examples of arts works from across each arts form that occur in everyday life within their own community and local environment. [Id] [In] [T] [KC1] [KC6]</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>Understands the role artists/performers play in their own cultural life and discriminates between different features, characteristics and styles of works made by these artists/performers. [In] [T] [KC1]</td>
</tr>
<tr>
<td>3.5</td>
<td>Identifies the ways in which social and economic purposes influence those contemporary artists/performers who are working within their community in each of the arts forms. [Id] [In] [KC1]</td>
</tr>
<tr>
<td>4.5</td>
<td>Recognises directions in contemporary arts practice and investigates and explains the needs, interests and capabilities required by artists/performers to work in the arts industry. [F] [Id] [T] [KC1]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.6</th>
<th>Recognises arts works from across each arts form made by different cultural groups in both past and present times. [T] [KC1]</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
<td>Considers the different styles and forms of arts works from different cultural settings and identifies the purposes for which these arts works were made. [T] [C] [KC1]</td>
</tr>
<tr>
<td>3.6</td>
<td>Describes how their understanding of the artistic practice of individual artists/performers from different cultural groups impacts on their own arts works. [T] [C] [KC1] [KC2]</td>
</tr>
<tr>
<td>4.6</td>
<td>Uses understanding of changing social and cultural beliefs, values and attitudes on the form, style and purpose of arts works made by artists/performers in different cultural settings, to inform research and practical tasks. [In] [T] [KC1] [KC6] [KC7]</td>
</tr>
</tbody>
</table>
Elements used in the specialist Music program at St. Albert’s Loxton.

Musical elements

**Early Years**
Discovering singing voice – can recognise high and low sounds
Moving to the beat
Experiencing high/low
Echoing
Free Movement
Active listening
Playing percussion instruments
Intervals
Memory development – uses inner hearing confidently
Interpretation
Performance
Music terminology
Recognise a simple Beat
Claps a simple Rhythm

**Years Two and Three**
Learning to plat tuned instrument - Recorder
Introduction to:
   - Names and Values of notes
   - Long and short sounds
   - Pitch
Piano and forte

**Classroom experiences**
Joining in and participating
Co operation
Primary years Four and Five
Learning to play tuned instrument - Recorder
Introduction to:
- Names and Values of notes
- Long and short sounds
- Pitch
Piano and forte

Classroom Experiences
Joining in and participating
Co operation
Introduction to guitars, drums, keyboards and a variety of percussion instruments.

Middle Years – Years Six and Seven
Music Activity Groups incorporating drums, guitars, recorders, keyboards, percussion instruments and dance/movement.
Practising and performing for assessment tasks.
Playing and reading rhythms
Finding the beat in a range of music
Active listening (music appreciation)
Playing percussion to the beat
Note values 4/4 ¾
Joining In
Co operation
Trusting others
Reading treble and bass clef music
Uses of music in the community
Music research and history
Pitch
Music from other cultures
Dynamics
Performance
Intervals
Organising sound
Playing instruments