


# The Australian Curriculum

<b>Learning areas</b>	The Arts
<b>Subjects</b>	Dance,Drama,Media Arts,Music,Visual Arts
<b>Year levels</b>	Year 1

## Foundation to Year 2 Content Descriptions

Explore, improvise and organise ideas to make dance sequences using the elements of dance  
([ACADAM001 - Scootle](#) )



### Elaborations

exploring fundamental movements safely to improvise dance ideas, for example, running in a race, jumping like a frog, stomping like a giant, rolling like a log, falling like an autumn leaf, floating like a cloud, gliding like a bird



Considering viewpoints – forms and elements: For example – Which levels are you using in your dance? What sort of movements did the dancers perform? What are they wearing? What kind of music are they dancing to?



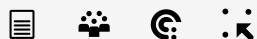
exploring movement possibilities in response to a stimulus, such as imagery, music and shared stories



experimenting with the elements of space, time, dynamics and relationships through movement, for example, considering levels, tempo and dynamics



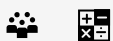
taking photos or videoing dance sequences to view and extend their dance ideas



Use fundamental movement skills to develop technical skills when practising dance sequences  
([ACADAM002 - Scootle](#) )

### Elaborations

practising and responding to a range of fundamental movements to music, for example, walking, running, marching, galloping, skipping, crawling (locomotor); bending, stretching, twisting, turning (non-locomotor)



practising fundamental movements to begin to develop technical skills of body control, posture, strength, balance and coordination, and responding to teacher's feedback



Considering viewpoints – meanings and interpretations: For example – How are you communicating the ideas or intention in this dance? forms and elements: Which levels are you using in your dance?




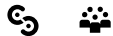
developing awareness of and taking responsibility for safe dance practices, for example, being aware of self and others in the dance space, moving with care, respecting others dancing in the space; awareness of the boundaries of the dance space; awareness of their bodies' needs, for example, getting a drink after dance activities for hydration



recognising and accepting a teacher's or classmates' constructive feedback

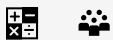


Present dance that communicates ideas to an audience, including dance used by cultural groups in the community ([ACADAM003 - Scootle](#) )



#### Elaborations

presenting a learned sequence of movements or performing simple dances, individually or as a group, to classmates, teachers and parents



expressing ideas to an audience through movement, for example, showing contrasting dynamics by stamping heavily and tip-toeing lightly, or using movement qualities such as slow controlled sinking to the floor to express melting ice and sharp jerky movement to express a robot



Considering viewpoints – meanings and interpretations: For example – What did this dance make you think about? Did the dance movements remind you of anything? How are you communicating the ideas or intention in this dance?



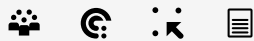
exploring the movements in dances with representatives of the Aboriginal and Torres Strait Islander community, for example, creating movements that represent animals from their region




using expressive skills to engage the audience, for example, looking out to audience and using facial expression



presenting their dance in a digital format



Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples ([ACADAR004 - Scootle](#) )



#### Elaborations

identifying where they might experience dance in their lives and communities, for example, considering how dance sustains and communicates cultural knowledge



Considering viewpoints – evaluations: For example – Why are these people dancing? Where are they dancing? Where is this dance from?

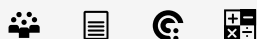
recognising that dance can show that people have different feelings about the world based on their experiences of the environment and other people



exploring and responding to dances they make and view, for example, considering what the dance made them think about or how the dance made them feel




recognising patterns of movement in dances they make, perform and view using their own words and learnt dance terminology



Considering viewpoints – What sort of movements did the dancers perform? What are they wearing? What kind of music are they dancing to?

## Foundation to Year 2 Content Descriptions

Explore role and dramatic action in dramatic play, improvisation and process drama ([ACADRM027 - Scootle](#) )



### Elaborations

taking part in purposeful dramatic play focusing on experiencing the roles and situations they create



taking turns in offering and accepting ideas, and staying in role in short improvisations



exploring possibilities for role and situation when participating in whole group teacher-led process drama and roleplay




taking photos or videoing drama they devise to view and extend their drama ideas



Considering viewpoints – forms and elements: For example – How did the performers use their voices? What sort of movements did the performers use? What voice and movement have you noticed in others' performances that you might consider in making your own drama and why?



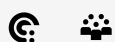
Use voice, facial expression, movement and space to imagine and establish role and situation ([ACADRM028 - Scootle](#) )

### Elaborations

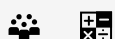
communicating verbally by using the voice to explore and show role and situation



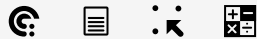
communicating non-verbally by using facial expression and movement to explore and show role and situation



practising movement within a space to create the difference between their performance space and the audience space



manipulating objects, puppets, 2D images and available technologies to create stories



Present drama that communicates ideas, including stories from their community, to an audience  
([ACADRM029 - Scootle](#))



### Elaborations

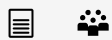
presenting scenes in which they apply story structures to set the scene, link action and create an ending, such as a cultural or community story with the assistance of representatives from the community



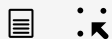
following cues and using voice and movement to link action, ideas and stories in their drama



rehearsing and performing sequences of ideas to communicate stories through drama



enhancing ideas and stories in their drama by using available software and technologies, for example, using a mobile device to add sound effects to a performance



Considering viewpoints – meanings and interpretations: For example – What do you want your audience to think about your drama? What did this drama make you think about? How did you feel when making/watching the drama? evaluations: What did you like best in the drama? Why?



Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples ([ACADRR030 - Scootle](#))



### Elaborations

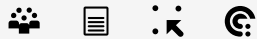
identifying where they might see and hear drama in their lives and community, for example, sharing experiences of attending drama performances or taking part in drama in their community, and considering how drama sustains and communicates cultural knowledge



talking about how voices, movement and space are used in drama they make and see



connecting to and sharing drama experiences through available digital access




recognising that drama can show that people have different feelings about the world based on their experiences of the environment and other people



Considering viewpoints – societies and cultures: For example – Why are these people making drama?  
Where are they making drama?



## Foundation to Year 2 Content Descriptions

Explore ideas, characters and settings in the community through stories in images, sounds and text  
([ACAMAM054 - Scootle](#) )



### Elaborations

exploring sound to communicate ideas, for example, creating sound effects to enhance the mood or main idea of a story



experimenting with image, for example, retelling a story of the school day in a series of captioned images

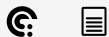



Considering viewpoints – forms and elements: For example – What images will represent my story or the ideas in the song?

experimenting with technologies to capture images, sounds and text



exploring composition by selecting and editing images and/or sounds to create the characters in well-known stories or songs



Use media technologies to capture and edit images, sounds and text for a purpose ([ACAMAM055 - Scootle](#) )

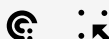


### Elaborations

experimenting with and managing a digital camera to capture still or moving images, for example, reviewing captured images, zooming in and out and deleting unwanted images



experimenting with sound recording technology and found objects to create and record sound effects to support a story



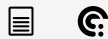



Considering viewpoints – elements, content: For example – What images will I keep or delete? Which image interests me and why?

practising using computer software to add captions to images to enhance meaning in a photo story



travelling the selection and arrangement of images, sounds and text to organise important features of an idea or story



Create and present media artworks that communicate ideas and stories to an audience ([ACAMAM056 - Scootle](#) )



#### Elaborations

capturing and sequencing images and text to create comic books that retell familiar and traditional stories to share with the class

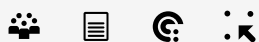


Considering viewpoints – societies and cultures: For example – What images will I use to tell my traditional story?

collecting and sharing, with permission of the people involved, class stories and presenting them in the form of a class news bulletin.




creating, rehearsing and recording a radio play and seeking permission to share it with another class



producing and presenting a media artwork for a particular purpose, for example, creating an advertisement that recommends appropriate behaviour when using cameras in the room



Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples ([ACAMAR057 - Scootle](#) )



## Elaborations

identifying where they might experience media artworks in their lives and communities, for example, considering how media artworks sustain and communicate cultural knowledge

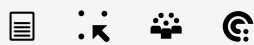


Considering viewpoints – societies and cultures: For example – What story is this media artwork telling? Who made this media artwork? Where is this media artwork from?

identifying interests and preferences in media artworks they make and view




identifying features in media artworks, such as shot types, for example, long shot, mid shot and close-up, and discussing what the shots tell the audience about the story



discussing the roles of media artists and what permission means, for example, deciding on a class set of rules for using and creating images, sounds and text in media artworks



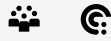
## Foundation to Year 2 Content Descriptions

Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion ([ACAMUM080 - Scootle](#) )



### Elaborations

matching pitch to sing in tune and experimenting with speaking and singing voice to recognise the differences



imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping and call and response singing




using voices and body percussion to experiment with the elements of music to identify same and different, for example, sound and silence, fast and slow, long and short, high and low, loud and soft, happy and sad



recording music ideas using technologies and graphic notation

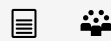


Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community ([ACAMUM081 - Scootle](#) )

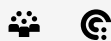


### Elaborations

practising and performing music, reading from notation (invented and learnt symbols)



practising techniques for singing songs and playing classroom instruments



singing and playing music to explore the expressive possibilities of their voices and instruments



Considering viewpoints – meanings and interpretations: For example – What did this music make you

think about and why?



practising and performing music using accessible technologies



learning a song used by groups in the local community, such as Aboriginal songs or Torres Strait Islander songs from their community, respecting cultural protocols



Create compositions and perform music to communicate ideas to an audience ([ACAMUM082 - Scootle](#) )



### Elaborations

choosing and combining sounds to create compositions, for example, combining pitch and rhythm patterns



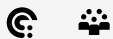
Considering viewpoints – forms and elements: For example – What sounds or musical phrases are in my composition? What instruments were used in the music and how was their sound different? How was their sound made?



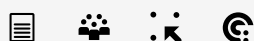
improvising patterns of body movement, such as clapping or stamping, and creating accompaniments to familiar music



improvising with voices and sound sources to express actions, thoughts and feelings




recording music using notation and technologies so others can read the notation and listen to the recording



creating and improvising music using technologies



Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples ([ACAMUR083 - Scootle](#) )



### Elaborations

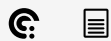
identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates cultural knowledge



Considering viewpoints – societies and cultures: For example – Where is this music from and why was it made?



identifying the roles of an active performer and a reflective listener



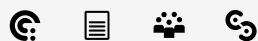
sharing constructive observations about music from a range of cultures as a performer and audience member




describing shapes, patterns, form or mood of pieces of music using their own words and learnt music terminology



listening to and talking about music and musical instruments from different contexts and cultures



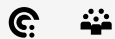
## Foundation to Year 2 Content Descriptions

Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists ([ACAVAM106 - Scootle](#) )



### Elaborations

travelling different options for designing representation by looking at artworks about a theme or subject matter, such as a 'circus', and make their own interpretation based on their ideas, experiences, observations and/or imagination



observing and recording the shapes, colours and textures of people, objects and concepts they experience in their daily lives, for example, drawing faces, insects, plants, food



Considering viewpoints – forms and elements: For example – What colours were used? What is it made of? How is the colour used, and why is it used in this way?




practising drawing images and making objects related to self, others and personal environments in different forms, for example, painting, sculpture, photography



identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, Aboriginal and Torres Strait Islander Peoples, and Asia



Use and experiment with different materials, techniques, technologies and processes to make artworks ([ACAVAM107 - Scootle](#) )



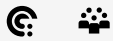
### Elaborations

exploring a range of natural and man-made materials and technologies to visually express their experiences, for example, paint, pencils, ink, sand, photography and graphically



comparing the qualities and properties of materials such as paint, crayons, clay and found objects and


select appropriate applications to represent something or someone they like



using techniques to demonstrate various compositional effects, for example, overlapping or crosshatching

following technical processes and safe practices to make artworks, for example, drawing onto Styrofoam to print on paper



Create and display artworks to communicate ideas to an audience ([ACAVAM108 - Scootle](#) )



#### Elaborations

sharing ideas with their classmates about the representational choices they made in their artwork



talking about ideas such as themes when displaying artworks, for example, at the local gallery or in their classroom




Considering viewpoints – meanings and interpretations: For example – What did this artwork or design make you think about and why? What figures/shapes can you see in the artwork? How has the artist treated the figures/shapes to convey their idea or meaning?



making a decision about how to display their artwork to share their ideas

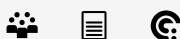


Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples ([ACAVAR109 - Scootle](#) )



#### Elaborations

identifying where they might experience art in their lives and communities, for example, keeping a diary of 'art experiences' and combining to create a class list and then discussing how visual artworks sustain and communicate cultural knowledge

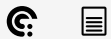


Considering viewpoints – societies and cultures: For example – Where is this artwork from and why was it made? Who made the artworks? Where and how are they displayed?



identifying how design elements, such as line, shape, colour or texture, are used in their artworks and in the artwork of others

describing and interpreting representations in a selection of artworks, for example, considering the subject matter, styles and techniques of a selection of artworks, and how the artworks make them think and feel in response to the artists' intentions



acknowledging the role of artist and audience as they start to interpret meaning in artworks

