


# The Australian Curriculum

<b>Learning areas</b>	The Arts
<b>Subjects</b>	Dance,Drama,Media Arts,Music,Visual Arts
<b>Year levels</b>	Year 3

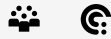
## Years 3 and 4 Content Descriptions

Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices ([ACADAM005 - Scootle](#) )



### Elaborations

using contrast and repetition to explore and generate new movement in response to stimuli such as stories, memories and the environment



exploring known movements to find alternative ways of performing them, for example, waving hello or shaking hands and then doing the same action at a different level, in a different direction, bigger/smaller, using a different body part



altering movements in a set, teacher-directed or student-devised dance using the elements of space, time, dynamics and relationships to express ideas, for example, increasing the size of a movement to represent growth



selecting and combining movements using choreographic devices such as contrast and repetition, for example, combining movements learned in a dance from Asia with other dance movements, or repeating movement to show emphasis



Considering viewpoints – forms and elements: For example – How did the/does your dance begin? Was/is there a middle part? How did/does the dance end? What shapes did you see/make? (individual and group)



Practise technical skills safely in fundamental movements ([ACADAM006 - Scootle](#) )

### Elaborations

practising combinations of fundamental locomotor and non-locomotor movements to a range of musical accompaniment, for example, running and sliding; bending and stretching; running, swinging, walking and stretching



developing body awareness and refining technical skills of body control, accuracy, alignment, strength,

balance and coordination in fundamental movements in response to teacher's feedback and observation of other dancers' technical skills




demonstrating safe dance practices, for example, warming up their bodies before executing more complex movement patterns in dance sequences and cooling/calming down afterwards; removing socks if the floor surface is slippery (and clean)



building confidence and resilience through practising technical skills



Perform dances using expressive skills to communicate ideas, including telling cultural or community stories ([ACADAM007 - Scootle](#) )



#### Elaborations

using expressive skills of projection and focus to communicate dance ideas to an audience (school assembly, community festival, etc.); for example, looking out and up to the ceiling and extending movements outwards to express a feeling of joy



exploring the elements of dance to communicate ideas clearly, such as telling cultural stories in a dance with or without music; for example, travelling lightly using hands and feet to represent a bilby, or skipping vigorously and at a high level to express joy, or rolling softly on the floor using different body shapes to represent shells washed by the sea



Considering viewpoints – meanings and interpretations: For example – Is there a story in the dance? How are you using grouping or pathways to communicate ideas or intentions in your dance?

rehearsing and presenting an appropriate dance to celebrate and appreciate diversity of cultures, based on research into dance tradition, in the school or at a local community event



presenting their dance using internet-based technologies



respecting other students' dancing when dancing and being an attentive audience member



Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance  
(ACADAR008 - Scootle [↗](#))

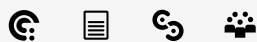


### Elaborations

identifying meaning and describing purposes in dances from different social, cultural or historical contexts such as dances that include digital, visual or theatrical elements



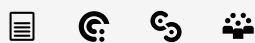
comparing the expectations and requirements of performers and audience in different cultural settings



Considering viewpoints – societies and cultures: For example – Do you recognise new movements in the dance? Why do you think people from different cultures dance? Where are these dances performed?



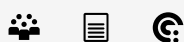
examining dances in their community and comparing them to other dances of different peoples, times and cultures




Considering viewpoints – meanings and interpretations: For example – Is there a story in the dance? How are you using grouping or pathways to communicate ideas or intentions in your dance?



writing about and discussing with others the meaning and intended purposes of their own dance using dance terminology



## Years 3 and 4 Content Descriptions

Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama ([ACADRM031 - Scootle](#) )

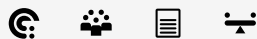


### Elaborations

exploring and experiencing a range of roles and situations that they initiate and develop



making improvisations that explore issues and ideas using empathy



using elements of drama and the principles of stories to shape improvisations to communicate their intentions as drama makers, for example, establishing time and place and the roles and characters in the drama



experimenting with tension, and creating dramatic meaning to sustain improvisations and process dramas



Considering viewpoints – forms and elements: For example – How did the drama begin? Develop? Conclude? How did the performers vary their voices, movement and gestures to create and share believable characters? How are elements of drama such as role, situation, time and place part of the action? How is the dramatic tension developed in the drama?



Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place ([ACADRM032 - Scootle](#) )



### Elaborations

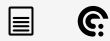
experimenting with the loudness/softness, pace and pitch of their voices to create roles and situations, time and place



varying their facial expressions and movements to create roles and situations



exploring roles and situations by trialling the use of language, such as choice of words, expressions and tone




developing sensory and spatial awareness when creating dramatic action



experimenting with body language and gesture from different cultures and times

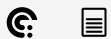


Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama ([ACADRM033 - Scootle](#) )



#### Elaborations

applying story structures in their drama, including roles and events linked through cause and effect and dramatic tension



Considering viewpoints – meanings and interpretations: For example – What are the stories and the ideas in the drama you watch and listen to? Which of the characters do you identify with? What relationships and situations do you recognise (or not recognise) in the drama you watch and listen to?

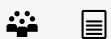


performing their improvised sections of process drama and playbuilding

sharing with others dramatic action that is structured through dramatic tension, in real or virtual spaces



performing short scripted drama with a sense of role, situation and dramatic tension



Considering viewpoints – evaluations: For example – How well did you collaborate to make drama? What worked best in the drama?



planning and rehearsing their drama for a live or virtual performance



exploring Aboriginal and Torres Strait Islander stories and how they are dramatically portrayed as a reference for shaping their own drama



exploring dramatic traditions and practices from one or more Asian societies in their drama



Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons  
(ACADRR034 - Scootle [↗](#))



### Elaborations

identifying meaning and describing purposes in drama from different social, cultural or historical contexts

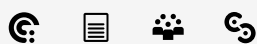


Considering viewpoints – societies and cultures: For example – What features and ideas in the drama come from other cultures, times and places? How have you used these ideas and features in your own drama? Why do you think people from all different cultures make and respond to drama?

comparing the expectations and requirements of performers and audience in different cultural settings and applying learning in their own performances



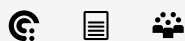
examining drama in their community and comparing it to other drama of different people, times and cultures




Considering viewpoints – meanings and interpretations: For example – What are the stories and the ideas in the drama you watch and listen to? Which of the characters do you identify with? What relationships and situations do you recognise (or not recognise) in the drama you watch and listen to?



writing about and discussing with others the meaning and intended purposes of their own drama using drama terminology



## Years 3 and 4 Content Descriptions

Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text ([ACAMAM058 - Scootle](#) )



### Elaborations

creating a sequence of images, sounds and text or a combination of these to clearly establish the beginning, middle and end of a story or event



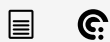
taking a series of photographs that show themselves and their friends as comic superheroes and villains through setting, costume and body language



constructing realistic representations of the classroom or other community locations and then constructing fictional versions of the same space




experimenting with tension to create meaning and sustain representations



Considering viewpoints – forms and elements: For example – What images will I use and in what order?



Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories ([ACAMAM059 - Scootle](#) )

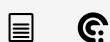


### Elaborations

experimenting with the camera and framing the subject, using basic shot types, angles and lighting to control picture space



experimenting with applying text to accompany still or moving images, such as credits in a title sequence, and selecting appropriate fonts, colour and length of time for display suitable to the purpose of the artwork






practising recording sound on a variety of devices to explore volume, layering and the use of voice to create a sense of environment



experimenting with ways of formatting and laying out a story using available software and appropriate text conventions for a front page news story



Plan, create and present media artworks for specific purposes with awareness of responsible media practice ([ACAMAM060 - Scootle](#) )

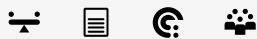


### Elaborations

storyboarding and filming a short sequence showing a conflict, selecting camera angles, lighting and costume to convey meaning without dialogue



planning and scripting a radio advertisement for a school event with respect for the rules and image the school seeks to promote




Considering viewpoints – societies and cultures: For example – What school event could I make an advertisement for?



seeking permission to take photos of class members, to document a school excursion, for publication on the school intranet

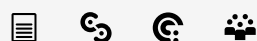


Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples ([ACAMAR061 - Scootle](#) )



### Elaborations

identifying meaning and describing representations in media artworks from different social, cultural or historical contexts, for example, different ways traditional stories are retold using media technologies



comparing media artworks made for different purposes using appropriate language, and identifying possible differences in audiences' interpretations



Considering viewpoints – evaluations: For example – What is similar or different to my school/home in a television representation of school/home?




examining media artworks in their community and comparing these to other media artworks commemorating different people, times and cultures



writing about and discussing with others the meaning of their own media artworks using appropriate language



## Years 3 and 4 Content Descriptions

Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns ([ACAMUM084 - Scootle](#) )



### Elaborations

singing learnt pitch and rhythm patterns and varying elements of music within them to create different effects, for example, singing softer or louder, faster or slower, repeating phrases



exploring and varying instrumental timbres in isolation and combination, for example, playing softer or louder, faster or slower, repeating phrases



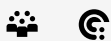
identifying and explaining features in music using terminology and a range of notation




Considering viewpoints – forms and elements: For example – How did the music change? How many different sections are there in the music?



using movement to demonstrate an understanding of musical form, changing actions as the music changes

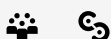


Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community ([ACAMUM085 - Scootle](#) )



### Elaborations

practising singing and playing a range of music from different cultures, including various cultures within their local community



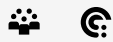
Considering viewpoints – meanings and interpretations: For example – Why was this music written?



rehearsing and performing music in unison and with accompaniment patterns



experimenting with ways of singing and playing expressively, such as learning and practising a song with different dynamics and tempo



practising reading traditional and invented notation in music as they rehearse and perform



rehearsing and performing music using a range of technologies

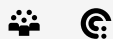


Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume ([ACAMUM086 - Scootle](#))

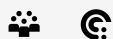


#### Elaborations

experimenting with ways of using voices and instruments, combining sounds, silence, tempo and volume to create and perform music



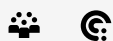
exploring given rhythm and pitch patterns, structures or timbres to improvise and create music



using notation to represent sound and record ideas, such as inventing a graphic score to represent sounds of the environment



improvising and trialling ideas to create compositions for specific audiences and purposes




Considering viewpoints – evaluations: For example – How did the music make you feel and why?



creating, sourcing and organising music using a range of accessible technologies

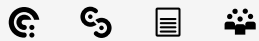


Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples ([ACAMUR087 - Scootle](#) )

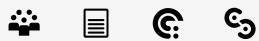


### Elaborations

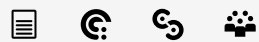
identifying meaning and describing purposes in music from different social, cultural or historical contexts



comparing the expectations and requirements of performers and audiences in different cultural settings



examining music in their community and comparing it to other music of different people, times and cultures




writing about how they have used the elements of music when composing and performing and discussing with others the meaning and intended purposes of their compositions



Considering viewpoints – evaluations: For example – How did the music make you feel and why?



## Years 3 and 4 Content Descriptions

Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations ([ACAVAM110 - Scootle](#) )



### Elaborations

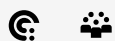
researching artworks of different styles and artists from different times and cultures to inspire their own representations in forms such as printmaking and drawing, and styles such as realistic or expressive



Considering viewpoints – meanings and interpretations: For example – What is this painting telling us about the past? How does the artwork use visual conventions to convey meaning? How did the artist work within a space, and at this time? How and why did they innovate their practice?



exploring ways to represent their ideas using visual conventions from different historical, social or cultural contexts




experimenting with visual conventions to create particular visual effects in representations



identifying and explaining choices in art making, including forms, styles and visual conventions in their artworks, and influences of other artists on their artworks



Use materials, techniques and processes to explore visual conventions when making artworks ([ACAVAM111 - Scootle](#) )



### Elaborations

selecting and experimenting with forms, styles, materials and technologies to explore symbolic use of visual conventions used by various cultures and times, for example, how colour and pattern are perceived as symbolic in different cultures

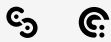


Considering viewpoints – societies and cultures: For example – What clues in the artwork tell you where it was made, who made it, and why? What artworks are you familiar with? Which style of artworks

represents your community?



experimenting with alternative styles of representation from different cultures and times in their artworks, for example, realistic, symbolic, narrative, abstract



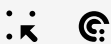
Considering viewpoints – materials and technologies: For example – What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? Can you develop your ideas using different materials?



practising a variety of techniques and use various technologies to find different ways of interpreting a theme and/or subject matter, for example, making a simple animation or storybook



manipulating and experimenting with combinations of various materials and technologies to create predictable effects, for example, using crosshatching to create tone or design elements to focus attention in a composition



Considering viewpoints – materials and technologies: For example – What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? Can you develop your ideas using different materials?



applying art and design techniques effectively and safely, such as modelling and joining clay, marbling on paper, designing and printing a pattern



Present artworks and describe how they have used visual conventions to represent their ideas  
([ACAVAM112 - Scootle](#))



### Elaborations

making decisions about how their artwork could be displayed, for example, mounted and framed, in public spaces, on the internet, and in the media



Considering viewpoints – materials and technologies: For example – What is the artwork made of? How


does the choice of material enhance the audience's understanding of the artist's intention? Can you develop your ideas using different materials?

exploring different ways of presenting artworks in different locations, for example, in folios, digitally, in a public space in the school



comparing the visual conventions in artworks made for specific purposes, for example, how the artist represents an idea to show the audience a particular viewpoint



Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples ([ACAVAR113 - Scootle](#) )



#### Elaborations

identifying meaning and describing subject matter and form in artworks from different social, cultural or historical contexts



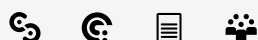
Considering viewpoints – societies, cultures and histories: For example – What clues in the artwork tell us where it was made, who made it, and why? What artworks are you familiar with? Which style of artwork represents your community? What are the people in the painting doing? Can you draw what you did on Australia Day?



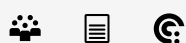
comparing artworks made for different reasons, using appropriate visual conventions, and identifying possible differences in interpretations, for example, comparing contemporary representations of locations in their community with representations by Aboriginal and Torres Strait Islander artists



examining public art in their community and comparing it to other artwork commemorating different people, times and cultures



writing about and discussing with others the meaning of their own artworks



Considering viewpoints – evaluations: For example – Did you enjoy looking at the artwork? Why? Which artwork do you like the most? Explain why you like it. What artworks do you like to make, and why?



Compare these buildings and their relationship with the environment, e.g. the Uluru-Kata Tjuta Cultural Centre and the Temple of the Golden Pavilion, Kyoto

