

# **Creative Arts Life Skills**

## **Stage 6**

## **Syllabus**

Creative Arts Life Skills

Dance Life Skills

Drama Life Skills

Music Life Skills

Visual Arts Life Skills

**Amended 2009**

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# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## 2 Rationale for Life Skills Courses in the Stage 6 Curriculum

The Government's White Paper for the Higher School Certificate, *Securing Their Future*, included a commitment to extend the curriculum and reporting arrangements that were established for the School Certificate to HSC students with special education needs. This was in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

Stage 6 Life Skills courses were developed for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/or Board Endorsed courses are not appropriate. Each course stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students.

The Board has developed 8 Stage 6 Life Skills syllabuses. The Stage 6 Life Skills courses included in each syllabus have Board Developed status and comprise a 2 unit Preliminary course and a 2 unit HSC course.

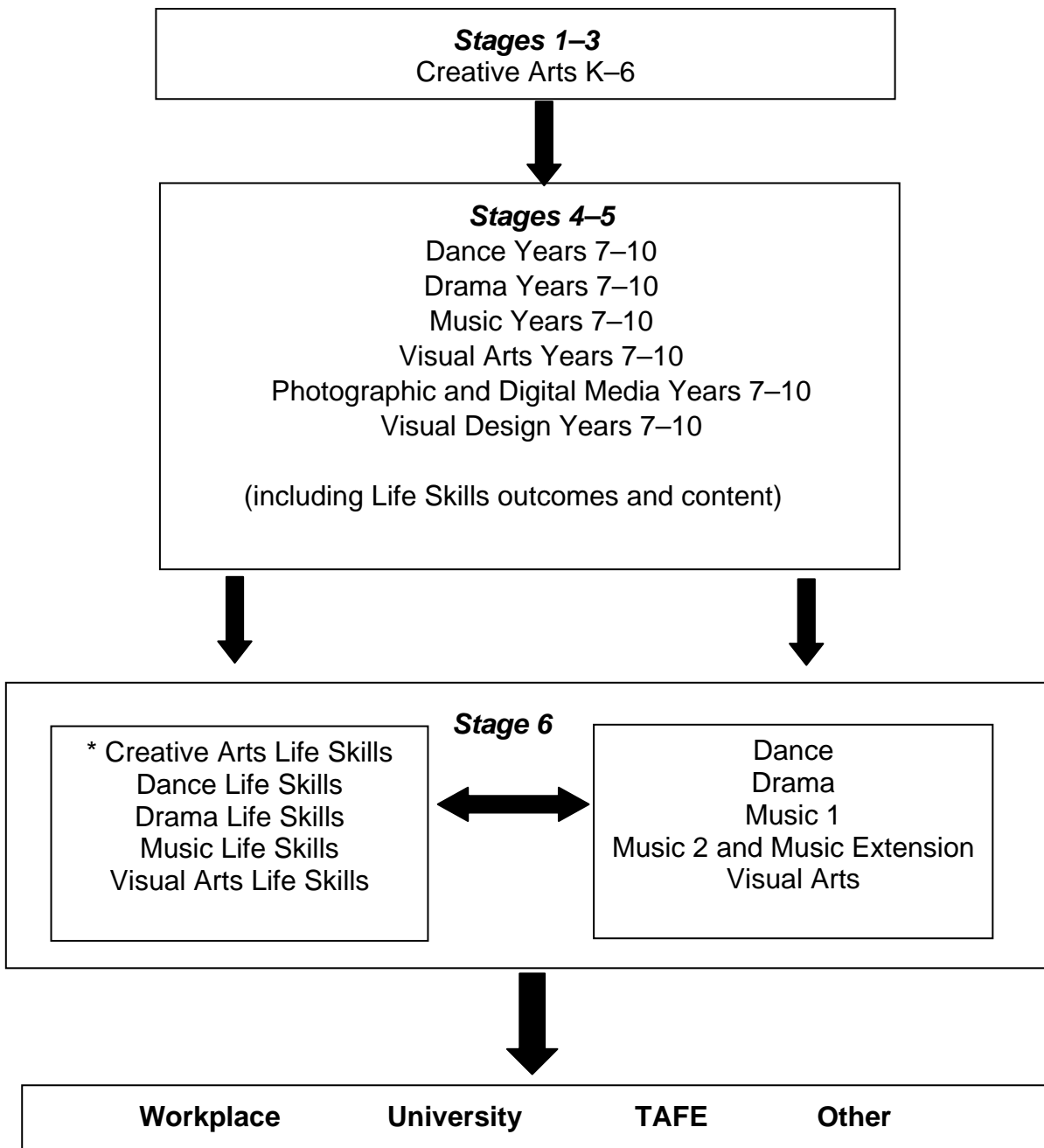
The Stage 6 Life Skills syllabuses are as follows:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Work and the Community Life Skills.

The *Stage 6 Creative Arts Life Skills Syllabus* (2009) replaces the *Stage 6 Creative Arts Life Skills Syllabus* (amended 2007).

The amended *Stage 6 Creative Arts Life Skills Syllabus* (2009) provides students undertaking Life Skills courses with additional curriculum options in the Creative Arts Learning Area. The syllabus includes five Stage 6 Life Skills courses, that is, a specific course in each of the artforms (*Dance Life Skills*, *Drama Life Skills*, *Music Life Skills*, and *Visual Arts Life Skills*), as well as the option to develop a course that draws on a range of outcomes and content across the artforms (*Creative Arts Life Skills*).

### 3 Continuum of Learning for Stage 6 Creative Arts Life Skills Students



\* Note:

- *Creative Arts Life Skills* involves the study of outcomes and content drawn from any of the modules
- *Dance Life Skills*, *Drama Life Skills*, *Music Life Skills*, and *Visual Arts Life Skills* each involve the study of outcomes and content drawn from a single (corresponding) module.

### **Dance**

The *Creative Arts K–6 Syllabus* represents dance as an artform and provides a broad foundation for learning in dance in the primary school.

The *Dance Years 7–10 Syllabus* is an elective course based on the study of dance as an artform. The *Dance Years 7–10 Syllabus* includes Life Skills outcomes and content.

Students undertaking study from *Module 1: Dance of the Stage 6 Creative Arts Life Skills Syllabus* bring a variety of prior learning with them, ranging from the study of the *Dance Years 7–10 Syllabus* to no study of dance at all.

### **Drama**

The *Creative Arts K–6 Syllabus* includes drama for Stages 1–3. In Drama, students make, perform and appreciate their own drama and that of others.

The *Drama Years 7–10 Syllabus* is an elective course which provides a broad-based study of drama in which students can acquire knowledge, understanding, skills, values and attitudes that can be extended in Stage 6. The *Drama Years 7–10 Syllabus* includes Life Skills outcomes and content.

Students undertaking study from *Module 2: Drama of the Stage 6 Creative Arts Life Skills Syllabus* bring a variety of prior learning with them, ranging from the study of the *Drama Years 7–10 Syllabus* to no study of drama at all.

### **Music**

The *Creative Arts K–6 Syllabus* includes Music for Stages 1–3. In Music students perform, listen and organise sound.

The *Music Years 7–10 Syllabus* contains a mandatory course which provides a core experience in music for all students. The *Music Years 7–10 Syllabus* also includes an elective course for those students who wish to extend their musical experiences and learning. The *Music Years 7–10 Syllabus* includes Life Skills outcomes and content.

Students undertaking study from *Module 3: Music of the Stage 6 Creative Arts Life Skills Syllabus* bring a variety of prior learning to their study. The outcomes and content build on the Life Skills outcomes and content in the *Music Years 7–10 Syllabus*.

### **Visual Arts**

The *Creative Arts K–6 Syllabus* includes Visual Arts for Stages 1–3. In Visual Arts students make and appreciate art.

The *Visual Arts Years 7–10 Syllabus* contains a mandatory course which provides core experiences in visual arts for all students. The *Visual Arts Years 7–10 Syllabus* also contains an elective course for those students who wish to develop a deeper understanding of the content. The *Visual Arts Years 7–10 Syllabus* includes Life Skills outcomes and content

The *Photographic and Digital Media Years 7–10 Syllabus* contains an elective course which builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate photographic and digital media in greater depth and breadth than through the Visual Arts elective course. The *Photographic and Digital Media Years 7–10 Syllabus* includes Life Skills outcomes and content.

The *Visual Design Years 7–10 Syllabus* contains an elective course which builds on the Stage 4 Visual Arts mandatory course. It provides opportunities for students to investigate visual design in greater depth and breadth than through the Visual Arts elective course. The *Visual Design Years 7–10 Syllabus* includes Life Skills outcomes and content.

Students undertaking study from *Module 4: Visual Arts* of the *Stage 6 Creative Arts Life Skills Syllabus* bring a variety of prior learning to their study. The outcomes and content build on the Life Skills outcomes and content in the *Visual Arts Years 7–10 Syllabus*, *Photographic and Digital Media Years 7–10 Syllabus* and *Visual Design Years 7–10 Syllabus*.

## 4 Creative Arts Life Skills in Stage 6

The *Stage 6 Creative Arts Life Skills Syllabus* includes the following Board Developed Courses:

- Creative Arts Life Skills
- Dance Life Skills
- Drama Life Skills
- Music Life Skills
- Visual Arts Life Skills.

The *Creative Arts Life Skills* course provides students with the opportunity to study outcomes and content drawn from any of the modules. The *Creative Arts Life Skills* course must not duplicate any of the outcomes and content being undertaken in any additional courses being studied.

The *Dance Life Skills*, *Drama Life Skills*, *Music Life Skills* and *Visual Arts Life Skills* courses **each** provide students with the opportunity for a more in-depth study within a particular artform, drawn from a single module.

Each of the courses comprises a 2 unit Preliminary course and a 2 unit HSC course.

As with the study of all Board Developed courses, exclusions apply to the study of Life Skills courses such that students may not study more than one 240-hour course in the same subject. For example a student cannot include both Stage 6 Drama Life Skills and Stage 6 Drama in the pattern of study for the award of the Higher School Certificate.

## 5 Stage 6 Life Skills Courses: Guidelines for Schools

### HSC rules and requirements

As detailed in the Board of Studies *Assessment Certification and Examination (ACE) Manual*, the eligibility requirements for the Higher School Certificate are the same for all candidates. Students must:

- have gained the School Certificate or other qualification that the Board of Studies considers satisfactory
- have attended a government school, an accredited non-government school, a school outside NSW recognised by the Board or a college of TAFE
- have satisfactorily completed courses that comprise the pattern of study for the Higher School Certificate and
- have undertaken and made a serious attempt at the required forms of assessment for each course.

### Patterns of study

To qualify for the Higher School Certificate, all students, including those studying Stage 6 Life Skills courses, must complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses) and
- at least four subjects \*.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

Students with special education needs can meet the requirements of the HSC using Board Developed courses (including Life Skills courses and Industry Curriculum Framework courses/options) or a combination of Board Developed courses and Board Endorsed courses (including Content Endorsed courses).

This flexibility allows schools to develop a pattern of study that challenges each student according to his or her needs and that facilitates a successful transition from school to adult life.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's UAI.

\* Note: Each course derived from the *Stage 6 Creative Arts Life Skills Syllabus* is considered to be a separate subject for the purpose of the patterns of study.

## **Eligibility to enrol in Stage 6 Life Skills courses**

Most students with special education needs will undertake regular course outcomes in Board Developed and/or Board Endorsed courses to meet the requirements of the Higher School Certificate. For a small percentage of students, in particular those with an intellectual disability, it may be determined that the regular Board Developed or Board Endorsed courses are not appropriate. For these students, it may be appropriate to develop a pattern of study that includes one or more Stage 6 Life Skills courses.

The decision to access one or more Stage 6 Life Skills courses is made collaboratively with the student, parents/carers and other significant individuals in the student's life (eg teachers, learning support personnel and community service providers).

In general, students enrolling in Stage 6 Life Skills courses will have completed at least four courses based on Life Skills outcomes and content in Stage 5.

In special circumstances, a student who has not undertaken at least four courses based on Life Skills outcomes and content in Stage 5 may wish to enrol in Life Skills courses for Stage 6. These special circumstances might include situations where:

- a student has attempted regular courses for the School Certificate but has experienced significant difficulty
- a student transfers from interstate or overseas
- a student has a deteriorating condition.

In these and similar circumstances, schools should only enrol students in Stage 6 Life Skills courses as a result of careful planning. The planning should establish why options other than Stage 6 Life Skills courses, such as accumulation or special provisions for the HSC examinations, are not appropriate.

## **The collaborative curriculum planning process**

When entering students for Stage Life Skills courses, the principal is certifying that the student is eligible and that the decision is the result of a collaborative curriculum planning process.

Collaborative curriculum planning is the process by which a team of people meet to discuss and make decisions about curriculum options that will lead to the award of the Higher School Certificate and the adjustments that will enable a student with special education needs to access the curriculum and associated learning experiences.

When making decisions about curriculum options it is important to consider:

- the student's interests, strengths, goals and learning needs
- the support and/or adjustments that may be necessary for the student to access course work and demonstrate achievement of outcomes
- the transition needs of the student from school to adult life
- how the student's overall study pattern will meet the requirements for the award of the Higher School Certificate.

Principals are responsible for the manner in which this collaborative planning process is managed in schools. Consultation with the respective support personnel in schools is important when making decisions about the most appropriate curriculum options and adjustments for students with special education needs.

Schools do not need to send planning documentation to the Board of Studies.

## **School planning for the implementation of Stage 6 Life Skills courses**

When it has been decided that a student should undertake one or more Stage 6 Life Skills courses, school planning to support the student in the learning process should:

- involve appropriate personnel in the design and implementation of the student's overall study pattern for the Higher School Certificate
- select the Life Skills outcomes and content appropriate to the student's needs that will form the basis of the student's study in the Stage 6 Life Skills course(s)
- identify the most appropriate contexts for the student to demonstrate achievement of outcomes, eg school, community or workplace
- estimate the time needed for addressing outcomes and content
- identify the resources required to assist the school in meeting the needs of the student
- plan teaching strategies that are appropriate to the age and abilities of the student
- identify adjustments that may be required to enable the student to access the Life Skills outcomes and content and demonstrate achievement of outcomes
- identify strategies for monitoring the student's progress
- include ongoing collaborative planning to assist the student's successful transition through school to adult life.

Schools may develop integrated programs that address outcomes from selected Stage 6 Life Skills courses to meet the needs of individual students. Schools will assess the student's achievement of Life Skills outcomes from these courses for recording on the HSC Profile of Student of Achievement.

## **Satisfactory completion of Life Skills courses**

A student will be considered to have completed a Stage 6 Life Skills course satisfactorily if, in the principal's view, the student has:

- followed the course developed or endorsed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

Stage 6 Life Skills courses comprise 240 hours indicative time, a Preliminary course (120 hours) and an HSC course (120 hours). Indicative time is the time expected for a typical student to achieve the objectives and outcomes of the course.

## **What students receive on successful completion**

As detailed in the Board of Studies *ACE Manual*, all students undertaking one or more Life Skills courses who meet the eligibility and pattern of study requirements will receive a Higher School Certificate testamur, a Record of Achievement and a Profile of Student Achievement.

### **Testamur**

The Higher School Certificate testamur shows the name of the student and the school, and includes a statement that the student has met the requirements for the credential.

### **Record of Achievement**

The Higher School Certificate Record of Achievement is issued each year to students who have satisfactorily completed any Preliminary or HSC course in that year.

The Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

For Board Developed HSC courses, except Life Skills courses and VET courses, the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

Life Skills courses are reported without a mark and with the notation *Refer to the Profile of Student Achievement* (see below).

### **Profile of Student Achievement**

Schools will issue an HSC Profile of Student Achievement for each student studying one or more Stage 6 Life Skills course(s).

Schools use the Profile to report on student achievement of the syllabus outcomes identified in the planning process, indicating whether the designated outcome was achieved independently or with support.

The Profile will be a permanent record of all Life Skills outcomes attained by the student during Stage 6 and will be issued to the student before he or she leaves school.

Section 12.2 includes detailed information on reporting using the Profile of Student Achievement.

## 6 Aim

The aim of the *Stage 6 Creative Arts Life Skills Syllabus* is to develop in students an awareness and understanding of dance, drama, music and visual arts that offer creative opportunities for self-expression and personal choice, communication, and the sharing of cultural views. These opportunities should contribute to students' appreciation of the arts, their quality and enjoyment of life and assist them to prepare for various post-schooling opportunities.

## 7 Objectives

In studying one or more courses from the *Stage 6 Creative Arts Life Skills Syllabus*, students will develop knowledge, understanding, skills, values and attitudes that reflect their priorities, needs and interests. The objectives for each course will vary according to the selected outcomes and content. Teachers have the flexibility to determine the focus of a course of study and the depth to which outcomes and content are studied, based on the priorities, needs and interests of students.

### *Module 1: Dance*

Students will develop knowledge, understanding, skills, values and attitudes about:

- dance performance
- dance composition
- dance appreciation
- dance as an artform.

### *Module 2: Drama*

Students will develop knowledge, understanding, skills, values and attitudes through:

- making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

### *Module 3: Music*

Students will develop knowledge, understanding and skills in the musical concepts through:

- performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- composing as a means of self-expression, musical creation and problem-solving
- listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts
- valuing and appreciating the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening.

### *Module 4: Visual Arts*

Students will develop knowledge, understanding, skills, values and attitudes to:

- represent a point of view and interpretations of the world in artmaking
- represent a point of view about the visual arts in critical and historical studies.

## 8 Course Structure

The *Stage 6 Creative Arts Life Skills Syllabus* includes five courses. Students may undertake more than one course drawn from the *Stage 6 Creative Arts Life Skills Syllabus*. The *Creative Arts Life Skills* course must not duplicate any of the outcomes and content being undertaken in any additional courses being studied.

The structure of each course is detailed in the table below.

Course	Units	Indicative hours	Structure
Creative Arts Life Skills	2	120 hours preliminary	Outcomes and content are selected from any of the modules
	2	120 hours HSC	
Dance Life Skills	2	120 hours preliminary	Outcomes and content are selected from the <i>Dance</i> module (Module 1)
	2	120 hours HSC	
Drama Life Skills	2	120 hours preliminary	Outcomes and content are selected from the <i>Drama</i> module (Module 2)
	2	120 hours HSC	
Music Life Skills	2	120 hours preliminary	Outcomes and content are selected from the <i>Music</i> module (Module 3)
	2	120 hours HSC	
Visual Arts Life Skills	2	120 hours preliminary	Outcomes and content are selected from the <i>Visual Arts</i> module (Module 4)
	2	120 hours HSC	

Outcomes and content are selected for each course based on the student's priorities, needs and interests.

The content points form the basis of the learning opportunities for students. Any examples provided with the content points are suggested learning experiences only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

Course	Course description
Dance Life Skills	<p>Dance Life Skills consists of a course of study based on outcomes and content selected from the Dance module.</p> <p>This module provides opportunities for students to experience and respond to different movements and dance styles. Through these learning opportunities students can develop their own physical skills, awareness of the body and techniques that facilitate their participation in dance. They can also understand how dance offers opportunities for communication and the expression of personal and social ideas and meanings.</p>

	<p>Through performing and appreciating their own movement and dance compositions as well as those of others, students may enjoy their learning and participate in dance and movement experiences in post-school environments.</p>
Drama Life Skills	<p>Drama Life Skills consists of a course of study based on outcomes and content selected from the Drama module.</p> <p>This module provides opportunities for students to make and perform drama to explore personal and community issues, develop social skills and self-expression. Responding to and participating in a variety of activities enhances students' understanding of drama and theatre.</p> <p>Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-school environments.</p>
Music Life Skills	<p>Music Life Skills consists of a course of study based on outcomes and content selected from the Music module.</p> <p>This module provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Through these learning opportunities students can develop their own musical interests in singing, playing, and composing. Music forms an integral aspect of society and provides an important means of communication and personal and cultural expression.</p> <p>Through performing, composing and listening to their own works and those of others, students may enjoy their learning and participate in musical experiences in post-school environments.</p>
Visual Arts Life Skills	<p>Visual Arts Life Skills consists of a course of study based on outcomes and content selected from the Visual Arts module.</p> <p>This module provides opportunities for students to investigate different ideas and interests that can be represented in 2D, 3D and 4D artworks. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills and recognise the importance of representing meaning in their work. Each of the forms offers opportunities for self-expression and personal choice, communication, and sharing of cultural views.</p> <p>Through making and appreciating their own artworks and responding to the works of other artists, students may enjoy their learning and participate in the visual arts in post-school environments.</p>
Creative Arts Life Skills	<p>Creative Arts Life Skills provides students with the opportunity to undertake a breadth of study across artforms.</p> <p>Creative Arts Life Skills consists of a course of study based on outcomes and content selected from any of the Dance, Drama, Music and Visual Arts modules. Teachers have the flexibility to select outcomes and content from the modules based on the priorities, interests and needs of students.</p>

## 9 Objectives and Outcomes

### Module 1: Dance

<b>Objectives</b>	<b>Outcomes</b>
Students will develop knowledge, understanding, skills, values and attitudes about:	<b>A student</b>
dance performance	DLS1 develops skills and techniques in movement and dance demonstrating an awareness of safe practice
	DLS2 develops physical skills and techniques in movement and dance to communicate ideas and feelings
dance composition	DLS3 explores the elements of dance to create movement and communicate ideas
	DLS4 explores, selects and sequences movement to communicate ideas and feelings
dance appreciation	DLS5 experiences and responds to dance performances from a variety of social, cultural and historical contexts
	DLS6 communicates and describes how the elements of dance convey ideas and feelings within dance works
dance as an artform	DLS7 recognises dance as the performance and communication of ideas through movement
	DLS8 engages in dance experiences through performance, composition and appreciation

### Module 2: Drama

<b>Objectives</b>	<b>Outcomes</b>
Students will develop knowledge, understanding skills, values and attitudes through:	<b>A student</b>
making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment	DRLS1 explores characters, roles, situations and actions through drama
	DRLS2 participates in drama experiences through improvisation, playbuilding and acting to communicate ideas and feelings
performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience	DRLS3 explores a variety of theatrical traditions and performance styles
	DRLS4 develops performance skills appropriate to theatrical traditions and performance styles
	DRLS5 explores the elements of production through the preparation of performances
appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience	DRLS6 experiences a variety of drama and theatre performances and demonstrates an awareness of the ideas and feelings conveyed
	DRLS7 communicates and describes how the elements of drama can be used to convey meaning

### Module 3: Music

Objectives	Outcomes
Students will develop knowledge, understanding and skills in the musical concepts through:	<b>A student</b>
performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques	MLS1 vocalises, sings and plays a variety of music
	MLS2 performs music individually and as part of a group in informal and formal situations
composing as a means of self-expression, musical creation and problem-solving	MLS3 experiments with the concepts of music in making musical sounds
	MLS4 experiments in organising and representing musical sounds
listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts	MLS5 experiences and responds to music from a variety of social, cultural and historical contexts
	MLS6 demonstrates an awareness of the concepts of music when responding to music
valuing and appreciating the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening	MLS7 appreciates a variety of music
	MLS8 engages in performing, composing and listening experiences for enjoyment

### Module 4: Visual Arts

Objectives	Area of Content	Outcomes
Students will develop knowledge, understanding, skills, values and attitudes to:		<b>A student</b>
<ul style="list-style-type: none"> <li>represent a point of view and interpretations of the world in artmaking</li> <li>represent a point of view about the visual arts in critical and historical studies</li> </ul>	practice	VALS1 experiences a variety of artmaking activities using a range of materials, techniques and processes
		VALS 2 develops understanding and skills in using a range of 2D, 3D and/or 4D forms
	conceptual framework	VALS3 explores the function of and relationship between artists, artworks, the world and audiences
		VALS 4 documents and represents ideas about the world including personal, social and cultural experiences and events
	frames	VALS5 appreciates, interprets and makes judgments about the meaning and significance of their own and others' artworks
		VALS6 makes a variety of artworks that reflect their experiences and responses or point of view
	representation	VALS7 explores the ways in which ideas and experiences of the world are represented

	conceptual strength and meaning	VALS8 explores ways in which different ideas and meanings are developed in artworks
	resolution	VALS9 makes an individual work or series of works using a range of materials, techniques and processes

## 10 Modules

### Module 1: Dance

This module includes terminology specific to the artform of Dance. Teachers wishing to obtain further information should refer to the *Dance Stage 6 Syllabus* or the content overview section of the *Dance Years 7–10 Syllabus*.

#### ***Module description***

This module provides opportunities for students to experience and respond to different movements and dance styles. Through these learning opportunities students can develop their own physical skills, awareness of the body and techniques that facilitate their participation in dance. They can also understand how dance offers opportunities for communication and the expression of personal and social ideas and meanings.

Through performing and appreciating their own movement and dance compositions, as well as those of others, students may enjoy their learning and participate in dance and movement experiences in post-school environments.

#### ***Objective 1***

Students will develop knowledge, understanding, skills, values and attitudes about dance performance.

#### ***Outcomes***

- DLS1 develops skills and techniques in movement and dance demonstrating an awareness of safe practice
- DLS2 develops physical skills and techniques in movement and dance to communicate ideas and feelings

#### ***Content***

Students:

- physically prepare their body for movement and dance
  - eg – relax the body in response to music, sound, imagery and touch
  - develop awareness of their body through:
    - contraction/release of major muscles of the body
    - movement of body parts at major joints of the body
- develop awareness of the capabilities and limitations of their own bodies and safely extend these limits where possible
  - eg – explore and recognise the mobility and range of movement of body parts at the joints (such as shoulders/arms, hips/legs, ankles/feet, spine/torso)
- develop awareness and recognise the importance of safe dance practice to prepare the body for dance including:
  - warm up and cool down

- stretching
- alignment
- awareness of healthy practices (such as good hydration, nutrition, rest)
- demonstrate safe dance practice when performing dance and movement combinations and sequences
  - eg – recognise safe ways of moving within one’s own capabilities and limitations
  - apply safe dance practice to dance movement to prevent injury
  - develop stamina, strength, flexibility, balance and coordination
- move all or part of their bodies in different ways in response to the elements of dance (space, time, dynamics)
  - eg – perform dance movement that changes levels (such as moving from a sitting position, to kneeling, to standing)
  - perform using different body shapes (such as angular, curved)
  - perform dance movements at different tempos (such as slow torso twists, fast wrist flicks)
  - perform dance movement using different dynamics (such as swinging or sharp arm movements, percussive stomping steps)
- demonstrate a range of dance skills in combinations and sequence of movements
  - eg – perform simple stamping and clapping patterns of movement
  - perform non-locomotor movements linked together (such as bend, stretch, twist, sway)
  - perform basic locomotor movements (such as walking, running, skipping, crawling, galloping, leaping)
  - combine and control non-locomotor and locomotor movements
  - perform basic sequences from folk dances or bush dances
- experience and develop basic skills and techniques in a variety of dance styles in solo and group dances such as:
  - ballet: barre and centre floor combinations
  - jazz: jazz movements and routines
  - tap: tap steps
  - modern/contemporary dance: floor and aerial movements
- demonstrate skills, techniques and learned sequences in a dance performance to communicate ideas and feelings
  - eg – perform a sequence or dance to convey a theme or story, a mood or feeling
  - project and express ideas and feelings when performing a sequence or dance for an audience.

## **Objective 2**

Students will develop knowledge, understanding, skills, values and attitudes about dance composition.

### **Outcomes**

- DLS3 explores the elements of dance to create movement and communicate ideas  
DLS4 explores, selects and sequences movement to communicate ideas and feelings

### **Content**

Students:

- explore, and develop an understanding of the elements of dance in dance movement including:
  - space: such as shape, level, direction, dimension, pathways, floor patterns, personal space, performance space
  - time: such as metre, tempo, stillness, duration, accent, rhythmic patterns, phrasing
  - dynamics: such as release of energy, weight/force, movement qualities (sustained, percussive, suspended, swinging, collapsing, vibratory)
- explore, improvise and select movement, using aspects of the elements of dance to express and communicate feelings and ideas
  - eg – explore, select and refine movements in response to a stimulus such as:
    - low, crouching, curved movement to communicate fear
    - large, expanded, swinging movements to communicate happiness
- demonstrate the ability to sequence movements to communicate ideas and feelings
  - eg – sequence movements/dance for the communication of ideas, considering aspects of space, time and dynamics
    - include repetition of movements/sequences to communicate ideas
    - organise a beginning, middle and an end to a sequence/dance
    - link shapes and movements together using transitions
- create (using the compositional process above) and perform a short dance composition to communicate a mood, idea or feeling
  - eg – compose a simple solo based on a favourite character
    - compose a short dance based on a current issue of interest.

### **Objective 3**

Students will develop knowledge, understanding, skills, values and attitudes about dance appreciation.

#### **Outcomes**

- DLS5 experiences and responds to dance performances from a variety of social, cultural and historical contexts
- DLS6 communicates and describes how the elements of dance convey ideas and feelings within dance works

#### **Content**

Students:

- understand and display appropriate audience behaviour during dance performances at a variety of venues
  - eg – appreciate and respond to demonstrations and performances of other students in the classroom
  - engage in audience participation at appropriate times
  - be aware of and adhere to audience protocols in formal performance settings
- communicate, describe, and/or discuss responses to live and recorded dance performances such as:
  - initial reactions and impressions
  - the mood and feeling evoked by the dance work/performance (eg happy, sad, mysterious)
  - likes and dislikes
  - what was most memorable
- communicate, describe, and/or discuss how meaning is conveyed through:
  - movement
  - costumes and sets
  - lighting and sound
- demonstrate awareness that the elements of dance are used to communicate the ideas of the choreographer in a dance work including:
  - the use of space (such as shape, floor patterns)
  - the use of time (such as tempo, natural rhythms)
  - the use of dynamics (such as release of energy, weight/force)
- demonstrate an understanding of the social, cultural and/or historical contexts of dance, such as:
  - Aboriginal dance
  - dance works that express social messages
  - dance of other cultures
  - musical theatre
  - social dances
  - dances that reflect culture and society (eg hip-hop).

### **Objective 4**

Students will develop knowledge, understanding, skills, values and attitudes about dance as an artform.

### **Outcomes**

- DLS7 recognises dance as the performance and communication of ideas through movement
- DLS8 engages in dance experiences through performance, composition and appreciation

### **Content**

Students:

- demonstrate an awareness of dance as the communication of ideas through:
  - performing
  - composing
  - responding
  
- develop an appropriate dance vocabulary
  - eg – learn and use the names and descriptions of dance movements
  - identify, describe and discuss the elements of dance in the performance and composition of dances and the appreciation of dance works
  
- compile and maintain a process diary to:
  - eg – record ideas and discoveries from class activities
  - collect information relating to dance studies
  - record dance vocabulary
  - record and document the process and development of a dance composition (such as using photographs, drawings, mind maps, video).

## **Module 2: Drama**

This module includes terminology specific to the artform of Drama. Teachers wishing to obtain further information should refer to the *Drama Stage 6 Syllabus* or the content overview section of the *Drama Years 7–10 Syllabus*.

### ***Module description***

This module provides opportunities for students to make and perform drama to explore personal and community issues, develop social skills and self-expression. Responding to and participating in a variety of activities enhances students' understanding of drama and theatre.

Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-school environments.

### ***Objective 1***

Students will develop knowledge, understanding, skills, values and attitudes through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.

### ***Outcomes***

- DRLS1 explores characters, roles, situations and actions through drama
- DRLS2 participates in drama experiences through improvisation, playbuilding and acting to communicate ideas and feelings

### ***Content***

Students:

- participate in drama activities and identify/convey a character's feelings through facial expressions (such as happy, sad, angry, worried, bored, excited)
- identify/convey meaning and character through body movements
  - eg – walk slowly or hesitantly
  - wave hands in a panic, or as a music conductor
  - wave goodbye
- identify/convey meaning and character through gestures (such as a hand shake, a fist thumping on a table, a pat on the back, thumbs up)
- play improvisation/theatre sports games to gain confidence and recognise established rules and structures in drama activities
- explore experiences of characters from familiar situations
  - eg – improvise the role/character of family and familiar community members

- explore familiar roles and situations to enhance an understanding of others' points of view such as:
  - recognise how taking on a role is like 'stepping into another person's shoes' (such as a shop assistant, a teacher, a grounds-person)
  - recognise the need for respect in stepping into another's role
- improvise creating unfamiliar people, characters and/or situations (such as a doctor in casualty, the police talking to shoplifter, a politician campaigning, a flight attendant in an emergency)
- use role-taking and improvisation to develop skills in communicating effectively with others including:
  - clarifying
  - negotiating
  - expressing a contrary point of view
  - resolving problems and conflicts
- create characters, actions and situations appropriate to specific locations and settings (such as at an airport, at a shopping centre, at a wedding)
- explore/participate in narrative playbuilding with a clear plot structure (beginning, build-up, climax, end) to convey dramatic meaning
- explore/participate in collage playbuilding, where a number of scenes are connected to a theme or issue (such as the environment) and are joined by transitions
- identify/create transitions between playbuilding scenes (such as using appropriate music, songs, movements, refrains, lighting)
- use improvisation to respond to a range of simple scripts or scenarios
  - eg – create a new ending for a scene
  - introduce a new character to a scene
  - introduce a piece of surprise information to a scene
- demonstrate concentration and focus when acting alone, and focus, trust and collaboration when acting with others
- develop confidence when moving and acting in a designated performance space
- demonstrate respect for others when engaging in drama activities.

## **Objective 2**

Students will develop knowledge, understanding, skills, values and attitudes through performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience.

### **Outcomes**

- DRLS3 explores a variety of theatrical traditions and performance styles  
DRLS4 develops performance skills appropriate to theatrical traditions and performance styles  
DRLS5 explores the elements of production through the preparation of performances

### **Content**

Students:

- watch and identify dramatic forms on film or in class performances (such as Ancient Greek theatre, Shakespeare, mime, puppetry, soap opera, police drama or others explored in class)
- watch and identify performance styles (such as comedy, realism, absurdism, melodrama or others explored in class or on film/TV)
- create a timeline in an appropriate form of significant dramatic forms and performance styles in the history of theatre
- identify roles/characters and major/minor characters from various forms and styles (such as kings, witches, villains, clowns, commedia characters, police chief)
- indicate/discuss personal preference for drama forms, styles, film/TV
- explore role and character by either selecting, dressing in, or creating a costume of a particular form or style (such as Elizabethan, commedia, clown, melodrama hero, secret agent)
- explore/demonstrate an understanding of dramatic devices and theatrical conventions of the forms and styles studied such as:
  - silence: mime
  - suspension of disbelief: puppetry
  - chorus: Ancient Greek
  - exaggeration: comedy
  - narrator: fairytale
  - hero, heroine, villain: melodrama
- use performance and expressive skills in individual or group presentations (such as voice, movement and facial expressions appropriate to the forms and styles studied)
- explore roles, characters and segments of scripts from different dramatic forms and performance styles by participating in performance work
- describe, record and/or reflect on the process of creating a production in an appropriate form (such as verbal, written, electronic, collage)

- discuss and/or participate in production roles such as:
  - front of house
  - stage management
  - publicity
- explore the use of costume, make-up, props in expressing the mood and feeling of a character in an appropriate form, such as:
  - discussion
  - collage
  - experiment with costume and make-up (such as for a clown, witch, or king)
  - finding or making props
- use production elements in performance to create mood, atmosphere and dramatic meaning
  - eg – apply make-up
    - make props and/or place props on a stage
    - set up sound and lighting
    - operate equipment in performance such as:
      - music – MP3 player, Hi Fi, tape deck or other appropriate equipment
      - lights – house lights on/off and/or lighting desk slide switch (grand master) and/or operate simple lighting plan
    - participate as back stage crew
    - make sets
- demonstrate an understanding of and/or participate in the organisation involved in preparing a theatre space for a production such as:
  - production of tickets
  - seating (eg style, numbering)
  - advertising
  - choice of appropriate space or venue
  - staff required
  - preparation/planning
- identify/describe/demonstrate an awareness of the range of activities involved in preparing for a theatrical production such as:
  - scenery construction
  - selection and creation of props
  - design and operation of lighting
  - design and operation of sound
  - actors' rehearsals
  - general organisation
- work collaboratively with others in the process of preparing a theatrical production
- demonstrate an understanding of the range of roles that contribute to a theatrical production such as:
  - playwright
  - director
  - designer
  - actors
  - technical and front-of-house staff.

### **Objective 3**

Students will develop knowledge, understanding, skills, values and attitudes through appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

### **Outcomes**

- DRLS6 experiences a variety of drama and theatre performances and demonstrates an awareness of the ideas and feelings conveyed
- DRLS7 communicates and describes how the elements of drama can be used to convey meaning

### **Content**

Students:

- understand and display appropriate audience behaviours during drama and theatre performances in class and at a range of venues
  - eg – sit quietly while waiting
  - not speaking or eating during a performance
  - wait to enter if a performance has started
- respond appropriately to the mood conveyed through live and recorded performances (such as clap, laugh, cheer)
- communicate, respond to, describe and/or discuss ideas, feelings and mood through drama
  - eg – express empathy for characters in dramatic roles
  - recognise how characters relate to one another
- demonstrate awareness that drama and theatrical performances communicate ideas for different purposes such as, to:
  - entertain
  - persuade
  - provoke thought
  - create laughter
- communicate and describe how meaning is conveyed through the elements of drama
  - eg – discuss the development of characters
  - describe moments of dramatic tension and suspense
  - identify subtext in performance
- demonstrate an awareness that drama and theatre convey meaning in different cultural, social and historical contexts
  - eg – identify aspects of plot, character, time, place and situation
  - recognise the social significance of drama and theatre in creating ideas or reflecting the times
- demonstrate an understanding of why people engage in drama and theatrical experiences

- describe, record and/or reflect on their experiences in an appropriate form (such as verbal, written, electronic, collage).

## **Module 3: Music**

This module includes terminology specific to the artform of Music. Teachers wishing to obtain further information should refer to the *Music 1 Stage 6 Syllabus* or the content overview section of the *Music Years 7–10 Syllabus*.

### ***Module description***

This module provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Through these learning opportunities students can develop their own musical interests in singing, playing, and composing. Music forms an integral aspect of society and provides an important means of communication and personal and cultural expression.

Through performing, composing and listening to their own works and those of others, students may enjoy their learning and participate in musical experiences in post-school environments.

### ***Objective 1***

Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

### ***Outcomes***

- MLS1   vocalises, sings and plays a variety of music
- MLS2   performs music individually and as part of a group in informal and formal situations

### ***Content***

Students:

- vocalise, hum and/or whistle along with the music
- vocalise and/or sing a variety of known songs
- vocalise on cue in the context of a group song
- join in group singing of known and new songs
- respond to beat and tempo through body movement
- maintain the beat on percussion and other instruments both individually and as part of a group
- play and cease playing an instrument on cue
- respond individually and as part of a group using a range of percussion instruments and non-percussion instruments

- demonstrate an awareness of musical concepts in performance activities
- use musical instruments to respond to features of music
  - eg – play; softly, loudly, slowly, quickly and using silence when required
- play rhythm patterns on non-melodic percussion or using body percussion
- play melodic patterns on available instruments
- play ostinatos (repeated rhythmic patterns) and riffs to accompany a recording
- play simple chord patterns both individually and as part of a group
- play known and unknown music as part of a group
- perform own composition activities and class compositions
- participate in a class or school musical ensemble
- sing with confidence in formal situations such as in the classroom or at a school assembly
- play instruments individually or as part of a group in a range of informal and/or formal situations
  - eg – participate in lessons on a particular instrument
  - participate in informal concerts
  - play in a concert in a school band.

## **Objective 2**

Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving.

### **Outcomes**

- MLS3 experiments with the concepts of music in making musical sounds  
MLS4 experiments in organising and representing musical sounds

### **Content**

Students:

- experiment with making musical sounds using the voice (eg vocalise, whisper, talk, sing, whistle, hum, imitate sounds of instruments or other sounds in the environment)
- experiment with producing sounds on a variety of musical instruments
- explore the different tone colours that result from different playing techniques
  - eg – hit different parts of a drum
  - use rubber, felt and wood tipped mallets on a xylophone
  - play single notes and sliding across a range of notes (glissando) on a keyboard, percussion instrument and stringed instrument
  - strum and pluck a guitar
  - pluck and bow a violin or double bass
  - gently tap the violin strings with the wooden part of the bow
  - hit a tambourine with hand and fingertips or shaking and tapping it against different parts of the body
- experiment with ways of producing and changing musical sounds using a variety of technology
  - eg – use body movements to manipulate an electronic sound beam
  - experiment with pre-sets on an electronic keyboard to alter the sounds
  - explore a range of sounds using computer software such as a loop program
- experiment with producing patterns of long sustained sounds, short detached sounds and combinations of both
- experiment with producing patterns of high, medium and low sounds on a variety of instruments
- experiment with producing sounds at various dynamic levels and with changing dynamic levels
  - eg – repeat a pattern very softly
  - repeat a pattern getting gradually louder and then softer
- produce or reproduce sounds on cue both individually and as part of a group
  - eg – hold sound for determined length
  - reproduce sound at determined intervals

- organise musical experiments into a composition
  - eg – create a rhythm or pitch pattern
    - invent new lyrics for a known song or chant
    - produce sounds as part of a sound scape
- select a range of sounds using computer software and organise into a musical composition
  - eg – choose a drum loop, a bass loop, and a melody loop from a library of sounds and arrange them on screen to create own song
- experiment with graphic symbols as a way of notating sounds
- experiment with basic musical notation as a way of recording sounds.

### **Objective 3**

Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

### **Outcomes**

- MLS5 experiences and responds to music from a variety of social, cultural and historical contexts
- MLS6 demonstrates an awareness of the concepts of music when responding to music

### **Content**

Students:

- communicate an understanding of musical concepts: duration, pitch, dynamics and expressive techniques, tone colour, texture, structure
- respond to aspects of *duration* including:
  - beat (such as strong beat, no sense of beat)
  - metre (such as grouping of the beat)
  - tempo (such as slow, fast, constant, gradual change, sudden change)
  - rhythm (such as subdividing the beat, repeated patterns, groupings of notes, patterns of long and short notes)
- respond to aspects of *pitch* including:
  - high, medium and low sounds
  - recurring pitches
  - repeated pitch patterns (such as a bass riff)
  - melodic contour
  - same and different phrases
  - use of harmony (such as two or more notes at once)
- respond to aspects of *dynamics* and *expressive techniques* including:
  - changes in volume (such as gradual and sudden)
  - articulation (such as smooth movement between notes, detached notes)
- respond to aspects of *tone colour* including:
  - types of sound sources (such as orchestral, rock band, non-western, hand drums, computer generated sounds, voices)
  - groups of instruments (such as strings, wind, percussion)
  - specific instruments (such as guitar, violin, flute)
  - methods of producing the sound (such as blowing, hitting, scraping, shaking, plucking)
  - manipulation of sound including different playing techniques such as strumming, plucking, tapping the sound board or finger board, changing the sound with a mute, use of effects such as distortion and pedals
- respond to aspects of *texture* including:
  - a single layer of sound (such as one instrument or voice)

- blocks of sound (such as several instruments or voices moving as one)
- several layers of sound (such as two or more instruments or voices with their own part)
- instrumental role (such as providing an accompaniment, playing the melody, taking a solo)
- change within the texture
- respond to aspects of *structure* including:
  - recurring sections (such as chorus)
  - same and different sections
  - call and response or question and answer phrasing
  - patterns that repeat
- recognise and respond to music of different cultures (such as Aboriginal, African, South American, Polynesian, European, Asian, Indian)
- experience and respond to music from different periods in musical history (such as Medieval, Renaissance, Baroque, 18th century, 19th century, 20th and 21st century music)
- recognise and respond to different styles of music (such as rock, jazz, folk, classical)
- recognise and respond to music for small ensembles and large ensembles, including:
  - many instruments or voices, only a few instruments or voices
  - instruments playing the same (doubling) or different parts
  - many instruments producing a soft sound compared with many instruments producing a loud sound
- experience and respond to music associated with different social occasions and settings (such as music for ceremonies, formal concerts, outdoor celebrations, large venues, small intimate venues)
- understand and display appropriate audience behaviour during musical performances at a variety of venues
  - eg – recognise difference in audience response at a rock concert in the park and a concert at the Opera House
    - stay seated and quiet throughout a classical concert
    - dance at an outdoor rock music concert
- identify preferred music for personal listening and communicate what they like about it (such as loud and fast, peaceful, good for dancing), as well as ideas about melody, rhythm and beat, dynamics, instruments used and structure
- communicate ideas about favourite instruments such as guitars, drums or voice
  - eg – communicate what they like about the instruments
    - communicate the playing techniques they have heard used on these instruments
- listen to preferred music in a manner appropriate to the occasion and considering personal safety
  - eg – use headphones when others may be disturbed

- listen to music at an appropriate volume to the environment
  - listen to music through headphones at an appropriate volume to avoid damage to hearing
- listen to preferred music using a range of technology
  - eg – turn on the radio by hand or switch
  - listen to music using a computer
- access concerts or musical performances for enjoyment and appreciation.

## **Module 4: Visual Arts**

This module includes terminology specific to the artform of Visual Arts. Teachers wishing to obtain further information should refer to the *Visual Arts Stage 6 Syllabus* or the content overview section of the *Visual Arts Years 7–10 Syllabus*.

### ***Module description***

This module provides opportunities for students to investigate different ideas and interests that can be represented in 2D, 3D and 4D artworks. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills and recognise the importance of representing meaning in their work. Each of the forms offers opportunities for self-expression and personal choice, communication, and sharing of cultural views.

Through making and appreciating their own artworks and responding to the works of other artists, students may enjoy their learning and participate in the visual arts in post-school environments.

### **Safe working practices**

All Visual Arts programs should be developed with consideration of safe working practices and environments as appropriate to the skills and technical requirements of particular forms. Teachers should encourage students to be aware of and consider the occupational health and safety procedures required for particular forms and materials. For example, studios should be adequately ventilated and materials recycled in a safe and environmentally-friendly manner.

Adequate space to ensure safe working areas and storage for works in progress should be provided. Other provisions may need to be made – for example, non-slip mats in wet areas.

Syllabus content is to be delivered in accordance with all policies and guidelines relating to the safe handling of materials, chemicals, equipment, and tools.

Schools have a legal obligation in relation to safety. Teachers will need to ensure that they comply with all current legislation relating to occupational health and safety as well as system and school requirements regarding safety, when implementing their programs.

### ***Objectives***

Students will develop knowledge, skills and understanding to:

- represent a point of view and interpretations of the world in artmaking
- represent a point of view about the visual arts in critical and historical studies.

### **Area of Content: Practice**

#### ***Outcomes***

VALS1 experiences a variety of artmaking activities using a range of materials, techniques and processes

VALS2 develops understanding and skills in using a range of 2D, 3D and/or 4D forms

VALS9 makes an individual work or series of works using a range of materials, techniques and processes

### **Content**

Students:

- participate in a variety of artmaking activities using 2D, 3D and 4D forms
  - 2D forms: drawing, painting, printmaking, photography, digital media, design
  - 3D forms: sculpture, ceramics, textiles and fibre, designed objects
  - 4D forms: film and video, digital animation, performance works
- explore, manipulate and experiment with a range of 2D, 3D and 4D media to make artworks that represent ideas and interests in the world
  - 2D media: wet and dry materials, charcoal, ink, pencil, crayon, paint, on paper and other surfaces, collage, montage, computer generated images
  - 3D media: clay, plaster, wire, papier-mache, found objects
  - 4D media: film and video, digital animation, documenting performance works
- experiment with a range of technical processes and the properties of 2D, 3D and 4D forms to make artworks
  - eg – *painting*: use different paint mediums (watercolour, oil, acrylic, impasto) and techniques such as scumbling, dry brush, wet on wet
  - *photography*: use digital and/or analog (film) cameras, and non-camera based techniques such as photograms, scanning, montage and collage
  - *sculpture*: use processes such as assembling, carving and casting
  - *film and video*: use video cameras and software programs to film and edit a narrative, record a performance or animate still images
- explore the ways that ideas and interests in the world can be represented in artworks (such as the environment, places, objects, animals, people, social and national identity, other living things, theories and references to art movements and styles, issues about art, events including world news, celebrations, exhibitions and excursions)
- develop a Visual Arts Process Diary to document the development of works
  - eg – record ideas, interests and experiences of the world as potential subject matter (using collages, photographs or descriptions)
  - collect information about relevant artists and artworks, eg artists who use the same subject matter, technical processes from books, websites or gallery visits
  - investigate techniques, processes and materials through experiments or structured activities
  - record the development of their artworks over time (using diagrams, photos, film or descriptions)
  - evaluate or make judgements about the development process and the artwork (using records of verbal discussions, annotated photographs or recorded comments)
  - document student and teacher's comments and advice
- make individual works or a series of artworks following a procedure
  - eg – select an idea, interest or aspect of the world as subject matter
  - choose appropriate 2D, 3D and/or 4D media to represent the ideas

- explore the qualities and properties of the media
- learn skills and techniques for the selected media
- make preliminary drawings of works and record these in the Visual Arts Process Diary
- experiment with different ways of representing ideas, subject matter and meaning in the Visual Arts Process Diary
- develop a finished or a resolved work
- exhibit finished work in an appropriate context
  
- explore the different ways that artists work, including:
  - as an individual on their own artmaking
  - on a commissioned project such as a design concept
  - as part of a group on a collaborative project such as an installation or site-specific work
  - as an audience responding to the works of other artists in galleries or through interactive websites
  - in a studio or a specific workplace such as an architect's office.

## **Area of Content: Conceptual framework**

### **Outcomes**

- VALS3 explores the function of and relationship between artists, artworks, the world and audiences
- VALS4 documents and represents ideas about the world including personal, social and cultural experiences and events
- VALS7 explores the ways in which ideas and experiences of the world are represented

### **Content**

Students:

- identify and recognise that artists can include men and women from different backgrounds, and times and places, working individually and in groups
- explore the work of a variety of artists
  - eg – investigate different types of artists (such as designers, painters, printmakers, performance artists, sculptors, multimedia artists, photographers, filmmakers, architects, interior designers, ceramists, crafts people)
  - explore different places and ways artists work (such as by visiting a studio, exhibition, working with an artist in residence or as a visitor to the school)
- compare how artworks from different times and places have represented similar subject matter, interests and ideas about the world
  - eg – identify the ways that different portraits in paintings or photographs from historical and contemporary contexts communicate ideas about their subjects
  - explore the ways architectural spaces reflect ideas particular to a place or culture
  - explore how filmmakers record and communicate different aspects of a place or culture
- identify that artworks are made by artists for different purposes and audiences, such as to:
  - represent personal points of view about the world
  - make a functional object
  - communicate cultural ideas through symbols
  - protest about an issue
- recognise and explore artworks as images and objects including in 2D, 3D and 4D forms
  - eg – identify how artworks exist in different ways such as paintings, drawings, designed objects, architectural spaces, interactive and virtual artworks or site-specific sculptures
  - explore where artworks are displayed (such as galleries, public spaces, virtual spaces or personal contexts such as a studio or an artists sketch book) and who views them
  - explore how the artworks were made using different materials or processes

- identify and use techniques and processes that artists use when working with a variety of 2D, 3D and 4D forms such as:
  - a painter represents ideas about the world using a range of paints, materials and techniques
  - a ceramist decorates claywork using glazes, oxides and engobes and uses a kiln to fire their work
  - a sculptor makes objects in three dimensions by carving, assembling, casting, soldering
  - a filmmaker edits film, manipulates lighting, composition, sound and action
- respond to artworks and participate appropriately as an audience
  - eg – view and respond to artworks in a variety of contexts such as at an exhibition, in a public place, in a school building, in a book, on the internet
  - identify ideas and subject matter represented in artworks (such as happiness, love, fear, animals, a desert environment)
  - describe, explain and interpret the ideas and experiences of the world represented in artworks
  - communicate a like or dislike for an artwork
  - offer an opinion about an artwork
  - record their responses to an artwork or exhibition of works eg conduct a radio interview, write a newspaper article, develop a catalogue, write an artist's statement, make a class presentation, write a poem, take photographs
- explore the ways in which ideas and experiences of the world can be recorded, constructed and represented in artworks
  - eg – make an individual work or series of works about an interest or event in their own lives or an event of community interest
  - take a series of photographs to represent important experiences or a narrative
  - make and decorate an individual or series of ceramic works to represent natural forms in the landscape and seascape
  - make a sculpture from natural, manufactured and found objects to represent a visit to the beach, a day in the city, a bushwalk
  - make a series of drawings or paintings representing the personalities and features of family members, friends, pets
  - make a video to document a performance, record a series of events, present a story about an interest or person
  - collect different textured papers and two-dimensional objects to make a relief print representing a landscape or cityscape
  - make a collage representing the different patterns and shapes in the environment by collecting different textural rubbings, drawing and photographs.

## Area of Content: Frames

### Outcomes

- VALS5 appreciates, interprets and makes judgments about the meaning and significance of their own and others' artworks
- VALS6 makes a variety of artworks that reflect their experiences and responses or point of view
- VALS8 explores ways in which different ideas and meanings are developed in artworks

### Content

#### Students:

- explore how different meanings and intentions can be represented and interpreted in artworks
  - eg – respond to personal or imaginative ideas in works
    - recognise different signs and symbols in a work and how they communicate ideas
    - identify social issues or ideas such as environmental issues or significant cultural events that are represented in the work
    - recognise the ways that artists have appropriated (adapted, revised, reinterpreted) other works to create new meanings
- make judgements about artworks from different times and places
  - eg – identify areas of interest, eg subject matter, colours, patterns, shapes
    - provide an explanation about the work
    - provide an interpretation about the meaning of a work
    - recognise the ways that artists have appropriated (adapted, revised, reinterpreted) other works to create new meanings
- describe and discuss their interpretations with others
  - eg – identify particular features and consider why they are important
    - compare their interpretations with others, respecting different points of view
- make artworks that represent experiences, responses or a point of view, eg make an artwork that communicates and represents:
  - a happy event
  - fun at the beach
  - an exciting adventure
  - friends and family
  - a favourite pet
  - the beauty of a landscape
- explore how personal ideas, feelings and emotions can be represented in artworks
  - eg – suggest aspects of a work that help to interpret a meaning
    - recognise how aspects of a work connect with their own interests and understanding of the world
    - describe visual qualities and features of an artwork
- use signs and symbols to communicate/represent ideas and interests, meaning and information in artworks

- eg – identify how artists use a range of symbols to communicate meanings, eg Aboriginal artworks, Egyptian hieroglyphics
  - devise symbols to communicate ideas about a place or story
  - use existing signs and symbols to communicate ideas
- make artworks to represent ideas and develop meaning by organising and experimenting with visual qualities such as line, colour, shape, texture, pattern, tone, space
  - eg – line: to represent swirling water, an angry face, a furry animal, a spiky plant, a skyscraper, telegraph poles and railway tracks
    - colour: to represent an emotion, mood, how objects appear in different lights, to create contrasts and harmonies
    - shape: to represent natural and manufactured objects, leaves, shells, stones, rain, clouds, buildings, bridges, cars, interiors, street signs
    - texture: to represent how manufactured and natural objects look and feel
    - tone: to represent shadows, light, moods and feelings, to create modelling and form
    - pattern: to represent the decorative qualities of fabrics, natural objects (such as shells, bark, spider webs, insects, rocks) and manufactured objects (such as buildings, car tyres, wheels, bicycles, roads, stairways)
    - space: to represent perspective, objects in the distance and close up, shallow and deep space
- respond to artworks that represent significant events, or experiences for groups or individuals within a society or culture
- explore how images can be adapted, revised and reinterpreted from an existing artwork to produce a new artwork
  - eg – use existing artworks to create another artwork
    - combine the subject matter of two artworks into one hybrid work
    - change the meaning of a work by adding text or changing the context, setting or background of the work (such as leaving the central figure in place).

## 11 Employability Skills

The employability skills build on and replace the Mayer key competencies (developed in 1992) which attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), in consultation with other peak employer bodies, produced the *Employability Skills for the Future* report which was officially released in May 2002. The report indicated that business and industry required a broader range of skills than the Mayer Key Competencies Framework provided and recommended the following eight employability skills:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

These employability skills are developed through the objectives, modules, outcomes and content of each of the Stage 6 Creative Arts Life Skills courses, in ways which address individual student needs. The development of employability skills may also contribute to effective participation in other post-school environments, such as further education, and community living.

## 12 Assessment and Reporting

### 12.1 Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course.

The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide opportunities for teachers to make judgements about student achievement in relation to outcomes.

Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs. Such assessment strategies may include:

- observation of engagement in learning experiences such as:
  - artmaking activities
  - practical tasks and performances
  - creative tasks
  - group work
  - discussions
  - observation of a physical response
- responses using augmentative and alternative communication (AAC) systems
- responses using assistive technology
- videos and photographs
- interviews and role-plays
- investigations
- class debates
- visual displays
- exhibitions
- oral reports
- presentations including oral, PowerPoint, multimedia
- written responses
- recording of activities and learning in a process diary, logbook, journal or portfolio.

Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.

Students may demonstrate the achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's UAI.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. The information following is designed to assist teachers in determining whether outcomes have been 'achieved independently' or 'achieved with support'.

An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either:

- without adjustments or
- with the adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments will have been determined through the collaborative curriculum planning process.

Examples of such adjustments might include:

- the positioning of a student in a classroom
- additional time to communicate
- use of assistive technology
- provision of alternate formats, eg large print or Braille
- provision of a reader or writer.

Some students will only be able to demonstrate achievement if they are provided with additional support. This type of adjustment is provided when a student requires assistance to demonstrate the achievement of an outcome. In such cases an outcome should be considered as 'achieved with support'.

Examples of additional support include:

- verbal prompts
- visual prompts
- physical assistance
- provision of partial responses.

Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support, and to list the most relevant examples of syllabus content that demonstrate achievement towards particular outcomes.

## 12.2 Reporting using the Profile of Student Achievement

The Board of Studies provides schools with an electronic HSC Profile of Student Achievement available from the Board's website. The profile lists the outcomes for each Life Skills course. Schools will use the profile to report on student achievement of the syllabus outcomes identified in the planning process for the individual student.

Schools can download the profile and customise it for the individual student by selecting the Life Skills outcomes appropriate to the student's learning needs from the Stage 6 Life Skills course(s) in the student's pattern of study.

As the student demonstrates the achievement of an outcome, the relevant section of the Profile of Student Achievement will be signed off and dated by the relevant school teacher. The teacher indicates whether the designated outcome is achieved independently or with support. Where a student demonstrates achievement of an outcome with support, the type of support required is recorded on the profile. Where a student demonstrates partial achievement of an outcome, the student's achievement may be recorded by listing the relevant content points that have been achieved and indicating whether they have been achieved independently or with support.

Before the student leaves school, the Profile of Student Achievement is verified by the school principal as a true and accurate record of the Life Skills outcomes demonstrated by the student.

The Profile of Student Achievement is a permanent record of all outcomes attained by the student during Stage 6 and will be issued before he or she leaves school.

More detailed information on reporting using the Profile of Student Achievement can be found on the Board's website.