



St. Mary's Primary School YOUNG

CREATIVE ARTS POLICY





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Creative Arts Policy

1. SCHOOL VISION AND MISSION STATEMENT:

SCHOOL VISION

We the Christian staff of St. Mary's Primary School, Young, believe that our school is a place where:

- ❖ The whole school community should strive to live out Gospel values...
- ❖ It is recognised that parents are the prime educators of their children and therefore an environment is provided whereby parents can make a valuable contribution to school life...
- ❖ Teachers and parents have the opportunity to work together for the development of the children...
- ❖ A climate of prayer is encouraged and where Christian values such as love, trust, faith, truth and justice are integral parts of the lives of the children...
- ❖ The individuality of all children is recognised, valued and nurtured...
- ❖ We encourage the development of the children's talents and gifts by offering challenges which will help the children attain academic, spiritual, cultural and sporting goals appropriate to their ability...
- ❖ Opportunities are provided for children to develop self-discipline and respect for others...
- ❖ Realistic participation in worthwhile community activities is encouraged.

St Mary's Mission Statement

"Following the example of Mary, our Mother we strive for the growth of each individual through excellence in Catholic Education in a spirit of love and service".

In accordance with the school Vision Statement, our Creative Arts Policy recognises that:

As the study of Creative Arts involves the study of images, thought, emotions and ideas, we the teachers of St Mary's Primary School aim to create for the children a process by which they grow in understanding that works of art can be personal and shared recreations of the world.

2. ACHIEVEMENT STANDARDS

Children completing their education at St. Mary's Young will have been given the opportunity to be:

SPIRITUALLY ALIVE

- prayerful
- know about God and His relationship with themselves and others.
- hopeful
- gain an understanding of Catholic traditions, values and teachings
- witnesses of their faith
- unique creations of God

HEALTHY

- physically active
- appreciative of themselves and their abilities
- responsible for choosing what is best for them
- productive users of leisure time including relaxation
- decision makers who can choose healthy options to enhance a healthy lifestyle and good well being.

INDEPENDENT PEOPLE

- creative
- critical thinkers
- risk takers
- researchers
- problem solvers
- recognisers of own strengths and weaknesses

SKILLED COMMUNICATORS

- orally
- in written language
- critical interpreters of visual media
- socially
- technologically

WELL BALANCED

- joyful
- cooperative
- secure
- decision makers
- interested
- tolerant
- achieving

RESPONSIBLE

- community members
- in school and home environments
- towards others
- for actions
- interdependent citizens
- for their lives and able to contribute to the society in which they live

CARETAKERS OF THE ENVIRONMENT

- appreciation of and responsibility for the natural environment

- knowledgeable
- actively aware
- in harmony with our environment

As a result of seven years of primary schooling at St Mary's the students should have:

Knowledge and understanding of:

- Biological science (PC)
- Chemical science (PC)
- Earth and space science (PC)
- Physical science (PC)
- An inquiry approach to learning. Students' questions become the focus for student-planned investigations and the basis for developing scientific explanations. (***Primary Connections, 2008***).
- Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.
- Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.
- Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.
- Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.
- Communicating: Conveying information or ideas to others through appropriate representations, text types and modes. (***ACARA Australian Curriculum, Assessment and Reporting Authority.***)

Skills/Science Inquiry Skills to:

- Consider different points of view and develop solutions to problems.
- Share knowledge, ideas and experience.
- Develop social skills of sharing, leading, communicating, building trust and managing conflict.
- Place in context "a range of contemporary and sensitive issues from a Catholic perspective". (Treasures New and Old Core Document 926).
- Develop an understanding of the subject-specific vocabulary and design features of genres of science.

Values and attitudes:

- Towards themselves so that the children will grow in self-worth and integrity
- Towards others with a tolerance and understanding of other cultures
- Towards science and technology where they understand, appreciate and preserve our environment.
- Towards the connection of science to students' everyday lives and local communities.

Through the interaction with the above content strands and values students will have had the opportunity to engage in the learning processes of Science and Technology. "They will be provided with opportunities to develop a moral sensitivity and a heightened capacity to distinguish between what is life giving and what is dehumanising." (*Treasures New and Old Core Document.p24*).

3. RATIONALE

At St. Mary's, the Creative Arts provide opportunities for students to learn to work within and learn about the art forms of Visual Arts, Music, Drama and Dance. The Creative Arts key learning area promotes individual expression, through skills, talents and a greater understanding of our distinctive Australian culture and cultures of other countries.

Although the 'art forms' are often used in interrelated ways, each has its own characteristics and body of knowledge, and each makes its own distinctive contribution to learning. The relationships between 'learning to' and 'learning about' are central to the students' development of knowledge, skills and understanding and their development of values about the art forms (*Creative Arts K-6 p 9*). Visual Arts, Music, Drama and Dance offer students opportunities for personal expression, enjoyment, creative action, imagination, emotional response, aesthetic pleasure and the creation of shared meanings.

Visual Arts, Music, Drama and Dance are the language of a whole range of complex signs and symbols through which understanding of the human experience can be made possible. Not only can we begin to understand realities different from our own, but we also become the creators of our own realities. This necessitates the child being creator of the meaning making experience. By being empowered to make sense of the world themselves, the children can become independent and co-operative human beings.

4. ACROSS CURRICULUM PERSPECTIVES

As a Catholic School we value all members of the community. Teachers at St. Mary's endeavour to address 'across curriculum perspectives' where pertinent within their daily teaching programme. The presence of these perspectives across all learning areas assists all students to develop knowledge, skills attitudes and behaviours in areas that are important to their successful participation in society.

CATHOLIC ETHOS AND CREATIVE ARTS

At St. Mary's, we believe that our Catholic Ethos should permeate all that we do.

Therefore, teachers:

- reflect Gospel values through all facets of their classroom.
- use the Creative Arts to explore the Gospel message.
- expect that children respect the work of others.
- appreciate that children express their thoughts, feelings and spirituality through different mediums and should be provided with these opportunities.

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION AND CREATIVE ARTS

At St. Mary's we believe that through Aboriginal Arts and Torres Strait Islander Arts, all students can gain an appreciation, respect and sensitivity for Aboriginal people and Torres Strait Islander people. Therefore teachers:

- believe that Indigenous Arts play an important role within Australian culture.
- provide students with opportunities to gain an appreciation and respect for the uniqueness of Art within Indigenous groups.
- include Indigenous community members to enhance students' understanding of the importance of Indigenous Arts.

ENVIRONMENTAL EDUCATION AND CREATIVE ARTS

At St. Mary's we believe that Creative Arts provide avenues for students to appreciate, understand and learn more about the environment. Therefore teachers:

- foster enjoyment, understanding and appreciation of the fragility, diversity and beauty of life on earth.
- develop understandings about our environment and positive attitudes towards the earth and its life.
- encourage an appreciation of other students' perceptions of the environment.
- believe that The Arts are a valuable means of communicating ideas and feelings about the environment and analysing values and beliefs about environmental issues and possible solutions to environmental problems.

QUALITY TEACHING FRAMEWORK

St Mary's implements the NSW model of pedagogy, presented in the Quality Teaching Frameworks. This pedagogy promotes high levels of Intellectual Quality. It establishes a High Quality Learning Environment and generates Significance by connecting students with the intellectual demands of their work. This pedagogy requires active construction and engagement with higher order thinking and strong communication skills. It also reinforces productive working with high and explicit expectations and develops positive relationships between teachers and students. This Framework makes learning more meaningful and important to our students. It draws clear connections with student's prior knowledge, identity, values, acceptance and social context. It gives our students multiple strategies of knowing and cultural perspectives.

CO-OPERATIVE LEARNING STYLES

Cooperative learning is one of the most extensively researched educational innovations and at St Mary's we endeavour to utilise these strategies. We believe that Cooperative Learning produces gains across KLA's, grade levels, and involves all types of students including special needs, high achieving and gifted .

INFORMATION COMMUNICATION, TECHNOLOGY AND CREATIVE ARTS

At St. Mary's we believe that Information Access incorporates both Information Literacy and Information Technology. Therefore teachers:

- allow the use of a range of information technology equipment in production and presentation processes.
- enable children to access and use electronic means to publish artwork

LITERACY AND CREATIVE ARTS

At St. Mary's we believe that Literacy plays an important role in Creative and Practical Arts. Therefore teachers:

- allow students the opportunity to "talk and write about their own work and the work of others".
- Explore and research techniques and a variety of artists across all mediums.
- Activities are promoted that allow students to reflect on their experiences of making, organising, composing, listening and appreciating.

MULTICULTURAL EDUCATION AND CREATIVE ARTS

At St. Mary's we recognise that fundamental aspects of culture are represented through Art. A study of Creative Arts enables students to appreciate how important features of their own culture and those of others are expressed. Therefore teachers:

- provide access to performers and artists from diverse cultural backgrounds who facilitate exploration of relationships between artistic expression and communication.
- encourage students to use cultural diversity as a resource to enrich their work.

SPECIAL NEEDS AND CREATIVE ARTS

At St. Mary's the outcomes of Special Needs perspective emphasise the ability of students with a wide range of individual differences to participate and experience success in their learning. Therefore teachers:

- build upon the students' experience and skills.
- enhance self esteem by enabling students to develop competencies.
- vary assessment procedures in recognition of individual differences.
- encourage independence in learning.
- teach elementary organisational skills and processes.
- are aware of the supplementary resources available for specific requirements.

CARETAKERS OF THE ENVIRONMENT

- appreciation of and responsibility for the natural environment
- knowledgeable
- actively aware
- in harmony with our environment

At St. Mary's each of the art forms is acknowledged for its unique contribution to the Creative Arts and students' learning:

- **Visual Arts** - students develop their knowledge, skills and understanding in making artworks informed by their investigations of the world as subject matter, use of expressive forms, and consideration of the audience for their works. They also develop their knowledge, skills and understanding in appreciating their own artworks and those of others, recognising some relationships between artists, artworks, audiences and how the world is interpreted.

- **Music** - students develop knowledge, skills and understanding in performing music of different styles and from different times and cultures by singing, playing and moving, and in organising sound into musical compositions using musical concepts. They also develop their knowledge, skills and understanding through listening to and discussing their own music and that of others.

- **Drama** - students develop knowledge, skills and understanding in making drama collaboratively by taking on roles and creating imagined situations shaped by the elements of drama, and in performing drama by actively engaging in drama forms. They also develop their knowledge, skills and understanding in appreciating their own dramatic works and those of others.

- **Dance** - students develop knowledge, skills and understanding in composing their own dances using the elements and contexts of dance and in performing their own dances and the dances of others from different times and cultures. They also develop knowledge, skills and understanding in appreciating their own dances and those of others.

5. BROAD SUBJECT OUTCOMES

Outcomes in the St Mary's Creative Arts Policy are directly linked to the NSW Creative Arts K-6 Syllabus document.

Visual Arts

- Making
- Appreciating

Music

- Performing
- Organising Sound
- Listening

Drama

- Making
- Performing
- Appreciating

Dance

- Performing
- Composing
- Appreciating

6. COURSE DESCRIPTION

It is expected at St Mary's Primary School, that Creative Arts be taught for approximately:

Time Allocation:

Music and drama lessons are one hour per week.

Early Stage 1- 40 minutes- 60 minutes – per week.

Stage 1- 40 minutes- 60 minutes – per week.

Stage 2- 60 minutes – per week.

Stage 3 – 60 minutes – per week.

In addition to this time each Class has an allocated time to go to the Computer Lab each week where they have access to all Computer Resources.

Early Stage One – _pprox.. 30 – 40 minutes per week

Stage One – _pprox.. 45 – 50 minutes per week

Stage Two and Three – _pprox.. 45 – 60 minutes per week

Teachers and students also utilize the laptops and other computers within their classroom.

OUTCOMES – NSW CREATIVE ARTS K-6 SYLLABUS

VISUAL ARTS

Year Groups	Term One	Term Two	Term Three	Term Four
Kindergarten	VAES 1.1 Makes simple pictures and other kinds of artworks about things and experiences.	VAES 1.2 Experiments with a range of media in selected forms.	VAES 1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.	VAES 1.4 Communicates their ideas about pictures and other kinds of artworks.
Year One	VAS 1.1 Makes artworks in a particular way about experiences of real and imaginary things.	VAS 1.2 Uses the forms to make artworks according to varying requirements.	VAS 1.1 Makes artworks in a particular way about experiences of real and imaginary things.	VAS 1.2 Uses the forms to make artworks according to varying requirements.
Year Two	VAS 1.3 Realises what artists do, who they are and what they make.	VAS 1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.	VAS 1.3 Realises what artists do, who they are and what they make.	VAS 1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.
Year Three	VAS 2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject manner.	VAS 2.2 Uses the forms to suggest the qualities of subject matter.	VAS 2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject manner.	VAS 2.2 Uses the forms to suggest the qualities of subject matter.
Year Four	VAS 2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	VAS 2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.	VAS 2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.	VAS 2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.
Year Five	VAS 3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.	VAS 3.2 Makes artworks for different audiences assembling materials in a variety of ways.	VAS 3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.	VAS 3.2 Makes artworks for different audiences assembling materials in a variety of ways.
Year Six	VAS 3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.	VAS 3.4 Communicates about the ways in which subject matter is represented in artworks.	VAS 3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.	VAS 3.4 Communicates about the ways in which subject matter is represented in artworks.

OUTCOMES – NSW CREATIVE ARTS K-6 SYLLABUS

MUSIC

Year Group/s	PERFORMING	ORGANISING SOUND	LISTENING
Kindergarten	MUES 1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.	MUES 1.2 Creates own rhymes, games, songs and simple compositions.	MUES 1.4 Listens to and responds to music.
Years 1 and 2	MUS 1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.	MUS 1.2 Explores, creates, selects and organises sound in simple structures. MUS 1.3 Uses symbol systems to represent sounds.	MUS 1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.
Years 3 and 4	MUS 2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical	MUS 2.2 Improvises musical phrases, organises sounds and explains reasons for choices. MUS 2.3 Uses commonly understood symbols to symbols to represent own work.	MUS 2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
Years 5 and 6	MUS 3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.	MUS 3.2 Improvises, experiments, selects, combines and orders sound using musical concepts. MUS 3.3 Notates and discusses own work and the work of others.	MUS 3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

OUTCOMES – NSW CREATIVE ARTS K-6 SYLLABUS

DRAMA

Year Groups	Semester One	Semester Three
Kindergarten Making Performing Appreciating	DRAES 1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.	DRAES 1.3 Dramatises personal experiences using movement, space and objects. DRAES 1.4 Responds to dramatic experiences.
Year One Making Performing Appreciating	DRAS 1.1 Takes on role in drama to explore familiar and imagined situations.	DRAS 1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.
Year Two Making Performing Appreciating	DRAS 1.3 Interacts collaboratively to communicate the action of the drama with others.	DRAS 1.4 Appreciates dramatic work during the making of their own drama and the drama of others.
Year Three Making Performing Appreciating	DRAS 2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.	DRAS 2.2 Build the action of the drama by using the elements of drama movement and voice skills.
Year Four Making Performing Appreciating	DRAS 2.3 Sequences the action of the drama to create meaning for an audience.	DRAS 2.4 Responds to, and interprets drama experiences and performances.
Year Five Making Performing Appreciating	DRAS 3.1 Develops a range of in-depth and sustained roles.	DRAS 3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.
Year Six Making Performing Appreciating	DRAS 3.3 Devises, acts and rehearses drama for performance to an audience.	DRAS 3.4 Responds critically to a range of works and performance styles.

OUTCOMES – NSW CREATIVE ARTS K-6 SYLLABUS

DANCE

Year Groups	Term Three
Kindergarten Performing Composing <i>Appreciating</i>	DAES 1.1 Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities. DAES 1.2 Explores movement in response to a stimulus to express ideas, feelings or moods. DAES 1.3 Responds to and communicates about the dances they view and / or experience.
Year One Performing Composing <i>Appreciating</i>	DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement DAS 1.2 Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods.
Year Two Performing Composing <i>Appreciating</i>	DAS 1.2 Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods. DAS 1.3 Gives personal opinions about the dances and their purpose that they view and / or experience.
Year Three Performing Composing <i>Appreciating</i>	DAS 2.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement. DAS 2.2 Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods.
Year Four Performing Composing <i>Appreciating</i>	DAS 2.2 Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods. DAS 2.3 Gives personal opinions about the use of elements and meaning in their own and others' dances.
Year Five Performing Composing <i>Appreciating</i>	DAS 3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities. DAS 3.2 Explores, selects, organises and refines movement using the elements of dance to communicate intent.
Year Six Performing Composing <i>Appreciating</i>	DAS 3.2 Explores, selects, organises and refines movement using the elements of dance to communicate intent. DAS 3.3 Discusses and interprets the relationship between content, meaning and context in their own and others' dances.

Teachers are also aware of the links between the Dance Outcomes in *Creative Arts K-6* and those in *Personal Development, Health and Physical Education*.

DAES 1.7	Moves in response to various stimuli.
DAS 1.7	Performs simple dance sequences incorporating basic movement skills and patterns.
DAS 2.7	Performs familiar movement patterns in a variety of dance situations.
DAS 3.7	Performs a range of dance styles and sequences confidently.

7. SCOPE AND SEQUENCE

VISUAL ARTS

The St. Mary's Scope and Sequence has been developed with the understanding that it reflects a portion of what will actually be covered during the term in Visual Arts. The Scope and Sequence indicates the specific focus that the teacher will use for direct teaching of the elements of Visual Arts. It is important to note that teachers will integrate other Visual Arts techniques into their teaching programme, but these will not be used for direct instruction and development of Visual Arts skills and understandings.

	TERM 1	TERM 2	TERM 3	TERM 4
KINDER	Drawing Painting	Paper Craft Painting	Print making Digital Forms	Drawing Paper Craft
YEAR 1	Printmaking Drawing Painting 3D Forms Digital Forms	Printmaking Drawing Painting 3D Forms Digital Forms	Printmaking Drawing Painting 3D Forms Digital Forms	Printmaking Drawing Painting 3D Forms Digital Forms
YEAR 2	Printmaking Drawing Painting 3D Forms Digital Forms	Printmaking Drawing Painting 3D Forms Digital Forms	Printmaking Drawing Painting 3D Forms Digital Forms	Printmaking Drawing Painting 3D Forms Digital Forms
YEAR 3	Painting Photography	Sculpture and 3D Forms	Drawing	Fibre Digital Form
YEAR 4	Painting Photography	Sculpture and 3D Forms	Drawing	Fibre Digital Form
YEAR 5	Digital Form	Painting	Printmaking	Fibre
YEAR 6	Asian Art	Portraits	Landscapes Seascapes	Persuasive Art advertising

MUSIC PROGRAM SCOPE AND SEQUENCE 2012

SCOPE AND SEQUENCE

MUSIC

St. Mary's students' progress through a spiral curriculum and specific themes are taught each year. Teachers use music to enhance learning in other curriculum areas. In doing so, however, they are using music as a tool rather than teaching particular musical knowledge or skills. For this reason, this integrated dimension of the curriculum is not included within this document. The Scope and Sequence outlines the major musical concepts that will be taught in Term 2 and Term 4, and will be incorporated into a Whole School Musical and Drama production every odd year.

YEAR	TERM 1	TERM 2	TERM 3	TERM 4
K-1	<p>Singing and movement. Keeping the beat Pitch -High and Low Dynamics -Loud and Soft Tempo- fast and Slow Body Percussion. Playing – Percussion Instruments – Naming locating and playing. Dynamics - Character voices – high and low, loud and soft, fast and slow.</p>	<p>Singing and movement Keeping the beat using percussion. Reading symbols and pictures used to represent a musical value. Pitch –Singing and storytelling in high and low sounds and vocal effects. Tempo- Response to fast and slow through singing, dance and percussion.</p>	<p>Singing and movement Reading a graphic music score. Recognising a changing beat or sound without beat. Creating and playing a music score using instrument pictures. Music from other lands. Exploring types of bands. Listening to and giving an opinion on a range of music styles. National Anthem – Singing and playing</p>	<p>Singing and movement. Styles of dance Ballet, Rock and Roll, Hip-Hop, Hokey Pokey. Music for special occasions. Miming performances. Using percussion to express feelings or to tell a story. Performance practise for end of year concert or pre - school visit.</p>
2-3	<p>Singing and movement. Difference between musical and non-musical sounds. Soft or loud. High and low pitch. Active listening. Playing an instrument in time to music. Listening to a wide range of instruments. Families of instruments: Woodwind, Brass, Strings & Percussion. Classifying the main instruments by family.</p>	<p>Singing and movement. Jazz and what it means. Experiencing different styles of music Performing a swing jazz beat. A walking bass line. Instruments in a Jazz band. Identifying jazz music by listening. Improvisation in a simple melody. Different types of bands Instruments in a concert band. Difference between a concert band and an orchestra. Identifying different bands by hearing</p>	<p>Singing and movement. Different styles of music. Exploring instruments that are not 'Western' in origin. Identifying styles of music by sound alone. Repeating a rhythm. Playing percussion with musical accompaniment. Basics music notation. Writing music for the first time. Treble clef – What it is and how to draw it. Learning a simple song to be played on</p>	<p>Singing and movement Becoming more familiar with the guitar. Listening to different types of guitar played independently of other instruments. High and low pitch. Parts of a guitar. Becoming more familiar with the piano. Listening to different styles of music that the piano can play. Four different keyboard instruments: pianos, electric pianos, harpsichords and organs, and</p>

	<p>Identifying basic instruments by their sound. Exploring percussion family. Names of several percussion instruments they may encounter in the music room. Students identify that music has a steady beat. Fast or slow beats. Copying simple beat patterns. Identifying the speed of music. Playing in time with percussion instruments.</p>	<p>them. Playing Jembe drums to a simple beat in time with music. Working together to play a simple drum beat. Instruments in a rock band. Difference between a rock band and other types of bands. Bass guitar function. Difference between an electric guitar and a bass guitar, acoustic and acoustic/electric guitar. Roles in a rock band- What each instrument does.</p>	<p>tuned percussion. Rhythm notation. Short and long sounds by ear. Ordering a set of sounds from shortest to longest. Sounds that correspond with the notation. Constructing and decorating a shaker for percussion. Composition using simple notation. Performance of composition using constructed instruments.</p>	<p>understanding the difference between them Layout of the black and white notes on the piano keyboard. Improvising a short tune on the black keys. Students experience composing their own piece of music for the first time. Graphic notation Listening to a piece, and writing a simple percussion score. Exploring sounds in our environment. Class performance</p>
4-5	<p>Singing. Introduction to recorder. Keeping the Beat. Notation on the treble clef. Exploring ways to remember placement of notes on a staff. Parts of the recorder. Fingering patterns for major notes only on recorder Low C to High D. Introduction to timing and note values. Recording notes on a musical staff using a notation guide. Mastering low C. Playing and practising a range of familiar tunes in C Major. Introduction to two part recorder score. Treble only.</p>	<p>Singing Revision of not values and timing. Recording note values and remembering them. Introduction to rests and ties. Recording rests in a bar of music. Developing fluency using a metronome. Variation in dynamics from loud to soft. Recording notes on a musical staff with little use of a notation guide. Exploring more complex musical scores with the introduction of some percussion parts to accompany recorders.</p>	<p>Singing Introduction to # notes and fingering patterns. Playing in time using a metronome to establish beat. Ordering of sounds highest to lowest. Introduction to partner notes for harmony arrangements 3rds and 5ths. Performing a two part score and learning both parts. Writing C Major and G Major Scale on a musical staff. Playing the C Major and G Major Scale. Introduction to rhythm in a beat using percussion to accompany recorder tunes. Choosing percussion to match the tune.</p>	<p>Singing Revision of all notes taught and practise of scales. Introduction to the keyboard. Identification of sharps and flats on the keyboard. Simple treble clef accompaniment with keyboard and recorder. Using large Jembe Drums to keep the beat. Writing in correct notes below a treble clef staff without using reference chart. Identifying and describing diminuendo and crescendo and other common Italian terms found on music. Identifying ties, slurs and rests and. Playing staccato notes.</p>
6	<p>Singing History of Rock Chuck Berry, Bill</p>	<p>Singing History of Rock Cont. British Invasion, Soul</p>	<p>Singing History of Rock Cont. The Punk</p>	<p>Singing History of rock Cont. The king of Pop, the</p>

	<p>Halley, Elvis Presley, Big Bopper, Jerry Lee Lewis, Buddy Holly.</p> <p>Introduction to a wide range of percussion instruments.</p> <p>Technique for playing Jembe drums.</p> <p>Technique for playing Tambourine.</p> <p>Technique for drumming using sticks.</p> <p>Introduction to note names and time values.</p> <p>Introduction of 4/4 time.</p> <p>Introduction to a musical staff and bars.</p> <p>Writing a short percussion score in 4/4 time.</p> <p>Playing percussion instruments to the correct time of the score.</p> <p>Introduction to notation of the treble clef and notes of the keyboard from middle C up 1 octave.</p>	<p>Music, Surfs Up in America Woodstock, Disco fever.</p> <p>Improving technique on the drums. Playing double time.</p> <p>Introduce semi-quaver.</p> <p>Matching percussion to songs for good effect.</p> <p>Identifying percussion through listening.</p> <p>Introduction to reading music.</p> <p>Identifying notes on a treble staff.</p> <p>Sharps and Flats on the keyboard.</p> <p>Experimenting with the keyboard to write a simple melody in groups.</p> <p>Recording the melody on a musical staff using correct notation, timing and rests.</p> <p>Using percussion to express mood.</p> <p>Choosing suitable instrument to represent a mood or situation in a story.</p> <p>Percussion in story - telling.</p>	<p>Generation, Disco Fever, Solo Artists of the 70s and 80s</p> <p>Heavy Rock in the 70s and 80s.</p> <p>Special FX and percussion.</p> <p>Creating a noise to represent another event. E.g. Glass breaking.</p> <p>Rests and ties.</p> <p>Treble clef notes revise.</p> <p>Notes above and below the treble staff.</p> <p>Creating a simple melody in common time using the keyboard. 4 bars only</p> <p>Writing a simple melody on the staff.</p> <p>Colour coding notes on a staff for playing Boom Whackers.</p> <p>Adding 3rds and 5ths to create chords on Boom Whackers.</p> <p>Playing Chopsticks on the Boom Whackers, chime bars and keyboard.</p>	<p>Grunge movement, Dance music of the 80s and 90s, One hit wonders.</p> <p>Designing 1 tuned and 1 untuned instrument using scrap materials.</p> <p>Instruments of the orchestra.</p> <p>Identify orchestra instruments through viewing and listening.</p> <p>The role of the conductor.</p> <p>Classical music appreciation using a range of composers.</p> <p>Create a music composers timeline to use as a permanent room display.</p> <p>Preparation for end of year concert presentations both singing and instrumental.</p>
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SCOPE AND SEQUENCE - DRAMA

The St. Mary's Drama Scope and Sequence has been developed with the same understanding as the Visual Arts Scope and Sequence. It identifies the main teaching emphases for each term, while being based on the understanding that teachers will use drama as an integrated part of the curriculum and will incorporate aspects of drama other than those specified.

Drama will be taught in Term 1 and Term 3 and will incorporate a Whole School Musical and Drama production every odd year.

	Semester One	Semester Two
KINDER Performing Organising Sound Listening	Mime	Storytelling
YEAR 1 Performing Organising Sound Listening	Storytelling Puppetry	Movement Readers Video Drama
YEAR 2 Performing Organising Sound Listening	Storytelling Puppetry	Movement Readers Video Drama
YEAR 3 Performing Organising Sound Listening	Improvisation Puppetry Masks	Storytelling Video Drama
YEAR 4 Performing Organising Sound Listening	Improvisation Puppetry Masks	Storytelling Video Drama
YEAR 5 Performing Organising Sound Listening	Video Drama Play building Movement	Storytelling Masks
YEAR 6 Performing Organising Sound Listening	Puppetry	Movement and Mime

SCOPE AND SEQUENCE - DANCE

The Scope and Sequence for the Dance component of the Creative Arts curriculum is included in the Personal Development, Health and Physical Education policy. Whilst acknowledging the overlap between the Creative Arts and PDHPE the staff believes that, for programming purposes, this information is more suitably located within the PDHPE document.

8. AGREED PRACTICE FOR TEACHING / LEARNING

Across the areas of Dance, Visual Arts, Music and Drama, we believe that creativity and structure go hand in hand across the stages. To this end a wide range of teaching and learning strategies should be employed. A variety of strategies are detailed in this book which are well suited to the Creative Arts.

Again, additional information can be found in the statements about Teaching and Learning of all individual Key Learning Areas, located in St. Mary's Policy and Procedure Manual.

Students at St Mary's are engaged in Creative Arts through the following experiences:

Visual Arts

Making

- Using media to record their direct experiences of their world, including other artworks integrated across all KLAs
- Recalling events and objects and using these to produce artworks, to sequence stories or recount excursions etc.
- Visualising and imagining situations that might be outside their experiences in time and or place and using these to produce artworks

Appreciating

- Exploring the qualities and properties of materials and symbols
- Perceiving in their environment qualities and relationships of colour, line, texture, tone, form, patterns, movement, repetition and structure
- Discussing and evaluating artworks

Music

Performing

- *singing* - allowing students to use the most accessible sound source – the voice (Integrated with the RE Curriculum)
- playing – using sound sources to enhance their aural awareness
- moving – using sensory motor skills to enrich understanding of musical concepts

Organising Sound

- students will make musical decisions to explore the tonal quality and effect of sound use (i.e. improvising, arranging, and composing)

Listening

- musical concepts – developed through balanced attention to performing, organizing sound, and listening

Drama

Making

- *role* – located in the dramatic context, expressed through a drama form and enhanced by the elements of drama
- dramatic context – what – where - when create the dramatic context
- elements of drama – creation of elements to shape the action

- drama forms – engagement in drama forms

Performing

- students will be given the opportunities to communicate their roles and imaginative ideas to others through voice and movement through involvement in:
- biennial school musical – odd years
- class performances at school assemblies
- class performances at the Retirement Village
- social (disco) nights
- formal social activities – e.g. Year 6 farewell
- eisteddfods
- Wakakirri – even years

Appreciating

- students will be given the opportunity to describe, reflect and analyse their own drama work and that of others

Dance

The dance component will be integrated in Term Three within the P.E. programmes.

9. ASSESSMENT

Assessment is the process of collecting, analysing and recording information about student progress towards achievement of specified syllabus outcomes. Teachers will focus on children's positive achievements and their interest, enthusiasm and satisfaction.

At St Mary's we believe that assessment:

- should be related to the syllabus content and be based on the syllabus outcomes, that specify what students know, understand and are able to do in the art forms
- procedures should relate to the knowledge and skills that are taught within the Creative Arts programme
- should accurately reflect the students' capabilities
- should recognise and value the diverse backgrounds and experiences of the students

We also believe that:

- All teaching and learning activities provide opportunities for assessment of student knowledge and understanding, skills, attitudes and values
- Assessment activities should be constructive; focus on what the children can do, look for strengths and encourage further learning.
- Assessment will require systematic observation of student's work, questioning and appraisal of the products of children's work.
- Assessment will focus on proficiency in using the required skills
- Teacher's observations will focus on positive achievements
- Teachers will use a range of Assessment strategies to ensure information is gathered and focuses on proficiency in using the required skills pertinent to this key learning area. Assessment data should indicate students' strengths wherever possible. The class teacher should use assessment strategies and techniques that

begin with, and build on, the students' strengths. They include strategies such as:

- Observation – both formal and informal
- listening
- student - teacher discussions
- student demonstrations and explanations
- anecdotal records of student's performance
- analysing samples of students work
- formalised testing where deemed appropriate
- photographs and videos of activities where appropriate.
- checklists of learning outcomes for each component

Further information related to assessment strategies in Creative Arts is outlined in the *Creative Arts K-6 Syllabus*.

Additional information about Assessment at St Mary's is more fully detailed in the Assessment Policy (St. Mary's Policy and Procedure Manual – Programming, Assessment and Reporting Policy).

10. REPORTING

Reporting at St. Mary's reflects the spirit of the school's mission statement. As such, it should be undertaken in the ways that:

- acknowledge parents rights to be adequately informed of their child's progress
- are meaningful, appropriate and clear
- are appropriate to the stage of student development
- seek to build on achievements
- demonstrate links to stage outcomes
- foster productive school/home understanding and interaction

As a result of ongoing assessment and discussion with children, parents will be informed of their child's progress in the following ways:

- Three- Way Conferences – During Term 1 and Term 3.
- Written Formal Report – At the end of Term 2 and Term 4.

Additional information about Reporting at St Mary's is more fully detailed in the Reporting Policy (St. Mary's Policy – Programming, Assessment and Reporting Policy).

11. RESOURCES

Creative Arts K-6 Syllabus. Board of Studies. NSW.

Creative Arts K-6 Units of Work. Board of Studies. NSW.

Treasures New and Old-Religious Education Curriculum K-12. Archdiocese of Canberra and Goulburn 2000

Teaching Strategies Resource Book - Treasures New and Old. Religious Education Curriculum K-12. Archdiocese of Canberra and Goulburn 2000

Interactive whiteboards and ICT resources

School Art/Craft Resources

Musical Instruments

Technology – Video, Computers, lap tops, various Computer programs and Digital Cameras.

Additional teacher resource material is available in the Teacher Resource section of the Library. Musical instruments are available in the Music Room.

EVALUATION

Evaluation is carried out in order to determine the effectiveness of teaching and learning. Teacher programme evaluation is an important process used by all staff to give insights into future needs and planning.

Teachers need to gather, organize and interpret the effectiveness and appropriateness of:

- Plans for the teaching of specific units
- Teaching programmes
- Teaching strategies and practices
- Assessment strategies
- Resources
- Staff development programmes