



Creative Arts

in the

National Curriculum



Creative Arts in the National Curriculum

National Institute of Education

M. Chambeylee Villa (Star Clouds),

Majeedhee Magu, 20337,

Male', Maldives.

Tel: +960 3323242,

<http://www.nie.edu.mv/>

Revised by Shirumeen Ahmed - Education Development Officer Coordinator

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Introduction

The Creative Arts is one of the eight key learning areas in the National Curriculum that covers related but distinct art forms – Drama, Music and Movement and Visual Arts. Although these art forms can be often interrelated, each artform involves distinct bodies of knowledge, understanding and skills and each involves different approaches to arts practices.

Rationale

Creative Arts have the capacity to engage, inspire and enrich all students, develop their creativity, imagination, aesthetic awareness and communication and information skills. The Creative Arts syllabus provide opportunities for students to learn, create, design, represent, communicate and share their imagination, conceptual ideas, emotions, observations and experiences.

Creative arts contribute to the development of student’s critical and inventive thinking, imagination, perception of their world and give them new ways of looking at things. Through the development of artistic literacy, creating, presenting, viewing, and listening, students are able to participate in, interpret, value, and enjoy the arts throughout their lives.

Creative Arts play a significant role in fostering students’ sense of identity, culture and place in society. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. It also values, respects and explores the significant contributions of Maldivian artists to the arts and heritage and contemporary arts practices. Creative Arts also helps students understand and appreciate cultures and traditions beyond the Maldives. This enable students to develop respect for others, value harmony and thereby cultivating global awareness and cross-cultural skills.

Creative Arts develops students’ confidence, self-expression, aesthetics, sensorial perceptions, skills in handling various media and conceptual tools. In Creative Arts, students learn to work as both artists and audiences. They learn that designing, producing and resolving their work is as important as creating a finished artwork. Students develop their arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the different art forms. Creative Arts learning also provides students with opportunities to engage with arts professionals and creative industries.

Creative Arts - Key Learning Area

Creative arts is one of the key learning area that comprise of one subject- Creative Arts that draws together three different art forms – Visual Arts, Music and movement and Drama- across the following key stages or grade levels:

- Foundation
- Key stage one – grades 1-3
- Key stage two – grades 4-6
- Key stage three – grades 7-8

Creative Arts is identified as a compulsory subject in the National Curriculum and schools should offer learning experiences in all three arts strands from Foundation to the end of grade 8.

Please note that, learning experiences in Visual arts, Drama and Music and Movement is crucial for developing students’ aesthetics, and contributes to the holistic development of each child. However, students who do not wish to take part in the Music and Movement activities may be exempted.

In key stage four (grades 9-10), students will be able to specialise in one Arts subject – Art and Design.
Table 1: Creative Arts in Foundation – key stage 4

Foundation	Key stage one (grades 1-3)	Key stage two (grades 4-6)	Key stage three (grades 7-8)	Key stage four (grades 9-10)
Creative Arts - Visual arts - Drama - Music & movement	Creative Arts - Visual arts - Drama - Music & movement	Creative Arts - Visual arts - Drama - Music & movement	Creative Arts - Visual arts - Drama - Music & movement	Art & Design

Aim

The aim of Creative Arts is to develop students’:

- creativity, critical thinking, aesthetic knowledge and understanding about drama, music and movement and visual arts practices through making and responding to artworks
- arts knowledge and skills to communicate ideas, value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas while displaying empathy to multiple viewpoints
- understanding of Maldivian history and tradition through the arts, engaging with the artworks and practices of both traditional and contemporary artists of Maldives.
- Understanding of local, regional and global cultures, and their arts histories and traditions through engaging with the world of artists, artworks, and arts professions.

Creative Arts in the National Curriculum

Along with the other subjects in the National Curriculum, Creative Arts curriculum can help students to develop the eight principles and key competencies that would prepare them to face future challenge thereby, help achieve the vision of the National Curriculum.

The Vision

The Creative Arts curriculum is structured in such a way that it paves the road to achieve the vision of the National Curriculum.

The National Curriculum envisions the development of:

- Successful individuals who are motivated to learn and explore; who are inquisitive and eager to seek, use and create knowledge;
- Confident and competent individuals who have a firm belief in Islam, a strong sense of self and cultural identity, and believe in their own capabilities; and
- Responsible and productive contributors to their own family, their local community and the global society.

The learning experience in Creative Arts assist students to develop specific knowledge, skills and processes, and also engage them actively in the process of art making and responding. This provides the ground to develop successful learners who are motivated and eager to learn and explore.

Creative Arts also challenge, provoke responses and enrich our knowledge of self, communities, cultures and histories. The Creative Arts contribute to the development of confident, competent and creative individuals, active and informed citizens. Learning in the Creative Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence across their years of learning.

The Principles

The Creative arts syllabus is underpinned by the principles of the national curriculum

Islam

Teaching and learning in the Creative arts has the scope for strengthening learners Islamic beliefs by providing students with opportunities to value and appreciate the aesthetics of Allah's creations. It also teaches ways to accept and live in harmony with people from other religions and cultures.

Identity and Culture

The Creative Arts incorporates Maldivian history and culture as a priority for learning. Students will expand their knowledge and understandings of Identity, Country, People and Culture through learning in each of the art forms. Important historical figures, events and traditions are communicated through cultural expressions in stories, movement, song and visual artworks. Students will appreciate the intrinsic value of art works and artists' practices as well as their place and value within broader social, cultural, historical and political contexts.

Human Rights, Democracy & Justice

Students get the opportunity to engage in activities related to topics such as empathy, globalization, citizenship, human rights and this empowers students to promote human rights, democracy and justice.

Holistic Development

Learning opportunities offered through Creative arts contributes to the development of students' intellectual, social, physical and emotional growth and well-being.

Personal Excellence

Teaching and learning activities in the Creative arts supports and empowers all students to learn and achieve personal excellence through active arts experiences, regardless of their individual circumstances.

Inclusivity

Creative Arts curriculum provide opportunities for all students to develop awareness and understanding of diversity in the world we live. One of the aspect of this diversity is disability. The study of Creative Arts is an ideal platform for developing inclusive attitudes and beliefs, and for challenging stereotypes based on differences.

Preparation for Life

Students are provided with necessary skills for life and work through the use of authentic situations such as visit to local artists, museums and galleries and create and reflect on artworks and performance as artists.

Relevance

The artistic knowledge and skills developed are of great relevance to the students as they have the opportunity to use them in various personal, social, and cultural contexts.

The Key Competencies

The Creative Arts syllabus engages students in learning that contributes to developing the eight key competencies described in the National Curriculum. Teachers are encouraged to explore the key competency Guide and incorporate the key competencies in their everyday teaching. The following are some ways by which knowledge, skills and values related to key competencies are developed through the subject.

Practising Islam

As students learn about different art forms, they develop knowledge, skills and values related to Practising Islam. For example, they will:

- explore Islamic concepts and Islamic values such as peace, living in harmony, showing empathy, etc through role play/drama, music and movement, art making and responding.
- appreciate and value the aesthetics (beauty) of Allah's creations.
- develop deeper understanding of Islamic arts and culture such as Islamic calligraphy, architecture, symbols and design.

Understanding and managing self

As students engage in exploring different art forms, their sense of self, social and cultural identity is reinforced and they develop self-management skills through art making and responding. These skills are of lifelong importance to them. For example: they will:

- understand oneself through self and cultural expressions and identify
- identify and assess personal strengths, interests and challenges
- set and achieve realistic goals, implement plans and evaluate achievements.
- develop constructive attitude and approaches towards personal challenges.
- demonstrate commitment, perseverance, confidence and responsibility when contributing to arts projects and activities.
- manage time and meet deadlines.
- Take risks, adapt to new ideas, situations and technologies.
- Take increasing responsibility for their own learning.

Relating to people

As students engage in learning about different art forms, they develop social and cooperative skills that are fundamental to their current experiences and future adult life. For example, they will:

- work collaboratively with others during art making and responding.
- negotiate with others to reach agreements when doing arts activities or group projects.
- listen to and respect different viewpoints/diverse perspectives.
- give, receive feedback and support from others.
- Discuss their emotions, reactions and interactions with others.
- empathise with the emotions, needs and situation of others, to appreciate diversity.
- respect others' cultural beliefs, protocols and practices as they explore the works of art from diverse cultures, considering the historical, cultural, social and political contexts.

Living a healthy life

As students engage in different art forms, they develop social and physical skills that contribute to their own emotional well-being. For example, they will:

- demonstrate personal hygiene and safety practices when using tools, materials and equipment, and when participating in performance tasks that might lead to physical injury or emotional distress.
- use effective strategies to maintain positive relationships.
- identify and manage stresses that they may experience while making or presenting artworks.
- use body and voice as effective instruments for artistic expression and everyday communication.
- develop fine-motor skills through activities such as learning an instrument, working with visual arts media and technologies.
- practice appropriate strategies for taking care of their body such as enjoyment, relaxation activities, warming up and warming down.

Making Meaning

As students engage in exploring different art forms, they develop skills in a range of visual, auditory and kinesthetic forms of communication for different purposes. For example, they will:

- communicate ideas, feelings, beliefs and experiences in ways that are culturally meaningful.
- Explore signs, symbols and notations systems used to communicate meaning in a range of contexts.
- Write drama scripts, compose music and make objects and images as forms of personal and cultural expressions.
- Interpret and present their own or others' work to a range of audiences.
- Develop audience skills, such as listening, viewing and responding appropriately.

Thinking critically and creatively

As students learn about different art forms, they develop and use a wide range of critical and creative thinking skills. For example, they will:

- Apply their imagination and higher order thinking to express and communicate their ideas and innovations through arts making and responding.

- Engage in higher order thinking as they experiment with innovative ideas to develop their own solutions to problems.
- Generate relevant questions and contribute meaningfully to discussion in arts learning experiences.
- Seek opportunities from mistakes.
- Recognise that there may be multiple solutions to any given problem.
- Understand relationships and patterns.

Using technology and media

As students engage in learning about different art forms, they develop skills that are necessary to learn about the right use of technology and the media. For example, they will:

- Develop and use information and communication technology (ICT) and electronic media skills when making artwork such as using multimedia, notation or form ideas, plans, processes and solutions to challenges or tasks
- Locate and retrieve information and ideas from various sources.
- Share and exchange information and communicate with a variety of audiences using appropriate technology.
- Apply appropriate social and ethical protocols and practices.

Using sustainable practices

As students engage in learning different art forms, they investigate the concept of sustainability and interrelated nature of social, economic and ecological systems. For example, they will:

- Use the arts to communicate their developing understanding of the concept of sustainability- exploring social, economic and environmental issues.
- Consider the sustainability practices and traditions in the arts.
- Recognise the importance of
- Value and respect the participation of people in the development of cultural and economic activities.
- Take responsibility to reduce, recycle, reuse materials/resources when making artworks.
- Evaluate the different roles of artists in the society and how they contribute to the economy of the country.
- Contribute to the cultural life and well-being of their school or/and community.

Structure of the Creative Arts syllabus

Strands

Creative arts syllabus comprises of three distinct strands (also known as art forms):

1. Visual Arts
2. Music and Movement
3. Drama

Each strand is unique with its own discrete knowledge, symbols, language, process and skills. Each strand focuses on its own practices, terminology and unique ways of looking at the world.

STRAND 1: VISUAL ARTS (VA)

In Visual Arts students work with a range of materials, tools, design elements, technologies and processes to create two- and three-dimensional and design works. Student will get opportunities to critically analyse a wide variety of artworks from different historical periods, styles and cultures.

STRAND 2: MUSIC AND MOVEMENT (MU)

In Music and Movement, students listen to, compose and perform music from a diverse range of styles, traditions and context. Music practices integrates the use of body movements to express meaning. Students also create, shape and share sounds in time and space and critically analyse music.

STRAND 3: DRAMA (DR)

In Drama, students explore and depict real and fictional world through the use of body language, gestures, voice and language and space to make meaning as performers and audiences. They begin with their immediate lives, communities and identify the purposes of drama. In their drama, students use a variety of sources including stories, personal experiences and historical and current events to create meaning through situations and characters. They also draw on their experiences in other arts subjects and learning areas. Students also get opportunities critically analyse dramas they view and create.

Sub Strands

Each of the Creative Arts strands reflects two broad interrelated sub-strands: Making and Responding.

- **Making** includes learning about and using the knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- **Responding** includes exploring, responding to, analysing and interpreting artworks.

Making (M)

Making in each strand engages students' perception, imagination, senses and emotions in conceptual and practical ways and involves them thinking kinesthetically, critically and creatively. Students develop knowledge, understanding and skills to design, produce, present and perform artworks. When making an artwork, students work from an idea, an intention, particular resources or techniques, or an imagination.

Students learn, develop and refine skills both as an artist and as audience. Making involves practical actions informed by critical thought to design and produce artworks. Students independently and collaboratively experiment, conceptualise, reflect on, refine, present, perform, communicate and evaluate. They learn to explore possibilities across diverse art forms, solve problems, experiment with techniques, materials and technologies, and ask probing questions when making decisions and interpreting meaning.

Responding (R)

Responding in each arts strand involves students, as artists and audiences, explore, respond to, analyse, interpret and critically evaluate artworks they experience. Students learn to understand, appreciate and critique the arts through the critical and contextual study of artworks and by making their own artworks. Learning through making is interrelated with and dependent on responding. Students learn by reflecting on their making and critically responding to the making of others.

When responding, students learn to critically evaluate the presentation, production and/or performance of artworks through an exploration of the practices involved in making an artwork and the relationship between artist, audience and artwork. Students learn that meanings can be interpreted and represented according to different viewpoints, and that the viewpoints they and others hold shift according to different experiences.

Students consider the artist's relationship with an audience. They reflect on their own experiences as audience members and begin to understand how artworks represent ideas through expression, symbolic communication and cultural traditions. Students think about how audiences consume, debate and interpret

the meanings of artworks. They recognise that in communities many people are interested in looking at, interpreting, explaining, experiencing and talking about the arts.

Outcomes

The outcomes are statements of knowledge, skills and understandings expected to be achieved by most students at the end of a given stage. These outcomes are achieved as students engage with the content of the syllabus. All outcomes are equally important. The presentation of the outcomes does not imply a sequence of teaching and learning activities.

Indicators

Each outcome in this syllabus is accompanied by a set of indicators. An indicator is a statement of the behaviour that students may display as they work towards the achievement of syllabus outcomes. Indicators reflect and describe aspects of knowledge, understanding, skills and values.

Outcomes and indicators together assist teachers in identifying student's achievement and progress and help them in planning future learning experiences.

The learning outcomes in the syllabus include achievement indicators assist teachers to identify whether students have achieved the learning outcomes. These indicators define the knowledge; skills and or attitudes demonstrated by the students and could be used as evidence to determine whether or not a student has fully met the intent of the learning outcome. The achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. In this regard, the indicators provide teachers with tools that can be used to reflect on what students are learning, and at the same time provide the students with a means of self-assessment and ways of defining how they can improve their own achievement. Finally, teachers should keep in mind that the indicators are not mandatory and they are suggestions provided to assist in the assessment of how well the students achieve the learning outcomes.

Planning, Teaching and Assessing Creative Arts

The Planning Stage

Careful and systematic planning is essential for the success of Creative Arts teaching. To begin with, in order to ensure that children receive a rich learning experience, it is important that teachers become familiar with the outcomes and indicators at each level and have an understanding of how these are translated and implemented in the classroom. The following are some key features to consider when planning Creative Arts education:

Content selection:

It is important to note that children should experience a broad and balanced programme. Teacher should draw content from the different context areas:

- Personal experiences
- Imagination
- Cultures

When planning units, teachers have opportunities to engage people and resources available in the wider school community. In addition, sharing ideas and materials within a school or group of schools during the planning, allows for rich and varied experiences for students and initiates important conversations among teachers about the excitement that can be generated through art.

The following are some key features to consider in planning Creative arts programs:

- **SELECTING THEMES**
Learning of arts concepts and skills should be planned around unifying themes and ensure continuity and progression. Learning through themes provide context in which students learn the application of arts concepts and skills and also connect students' learning with their experiences in the wider world. Teachers also should make decision about the appropriateness of the themes in terms of interest, relevance, time, level of difficulty, needs, and abilities.
- **INTERGRATING LEARNING IN THE ARTS**
Teachers should consider possibilities for meaningful integration of the concepts in visual art, music and movement and drama within the subject strands and across other key learning areas. Integration can be achieved through concepts and skills development (*for example: 'developing awareness of pattern' in Visual arts, Music and Mathematics*) and through activities that develop a theme (*for example, 'Toys' in Visual arts, Drama, and Languages*).

- **STIMULATING ACTIVE PARTICIPATION**

Interactive learning activities stimulate students' intrinsic expressive motivation, feelings and ideas. Students should be able to participate in learning activities which provide them with choices and room for development in art appreciation, criticism and making activities.

- **USING ARTWORKS AND ARTISTS**

Artworks and artists can be used to teach art concepts and the use of traditional and contemporary materials, techniques and technologies. Artworks and artists can be used as stimuli to engage students.

- **CONSIDERING HEALTH AND SAFETY ISSUES**

A wide variety of tools, equipments and materials are used in the art making process. Teachers should consider health and safety issues when planning practical activities in the Creative arts.

Different learning environments should be considered when planning Creative arts lessons. A conducive learning environment enhances and promotes the learning of arts.

- **DISPLAY OF ARTWORKS**

Displaying students' artworks in class, school and public spaces fosters their self-confidence and sense of achievement. The displays are excellent resources to engage students in the discussion and making of art. Students can learn from one another and learn to value artworks made by their peers. Displays of works in progress and of varying achievements levels can also be used to focus on the processes of artmaking. These works can be used to generate discussions and provide feedback for learning and improvement.

- **EXPERIENCES BEYOND THE CLASSROOM**

Different environments provide different sensory experiences for students. Bringing students to places where artworks are produced or displayed also helps to connect their learning with real life.

The following are some suggestions which teachers can consider:

- Visits to concerts, galleries, museums and exhibitions
- Visits to artists' studios, advertising or media production companies
- Talks/demonstrations/workshops by local and/or visiting artists

Teaching and Learning Creative arts

Creative arts syllabus supports teachers in meeting the needs of students through providing a wide range of carefully planned and well-paced learning experiences. Within a rich, supportive environment teachers

should draw upon a skilful mix of teaching learning approaches to promote a climate of creativity and innovation, including:

- active involvement in creative activities and performances
- tasks or performance opportunities which require a creative response
- opportunities to perform or present to an audience
- partnerships with professional performers or artists and other creative adults
- raising awareness of contemporary culture and connecting with student's experiences
- appropriate, effective use of technology
- building on the principles of Assessment for Learning
- both collaborative and independent learning
- establishing links within the Creative arts and with the wider curriculum
- opportunities to analyse, explore and reflect.

The majority of activities in the Creative arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are an integral part of the creative process and are linked to developing creative skills, knowledge and understanding and enhancing enjoyment.

COORDINATION BETWEEN INSIDE AND OUTSIDE SCHOOL HOURS

The Creative Arts curriculum should incorporate the planning of formal, informal and non-formal learning. It assists students in experiencing a wide range of arts activities, knowledge and skills, and also enhancing self-learning abilities and attitudes, thus fostering the notion of Learning to Learn. Students can also make good use of extra-curricular activities and venues outside schools to broaden their visual arts learning experiences.

Recommended Time

CLASSROOM LEARNING

Schools should ensure a balanced school curriculum to develop students holistically in the cognitive, spiritual, social-emotional, physical and aesthetic domains.

As a core subject in the National Curriculum, Creative Arts lessons should be conducted **once a week over 2 periods** during school terms. The minimum duration for each period is 35 minutes. In planning an effective timetable, schools should consider the skills-based and creating a nature of arts and ensure weekly arts lessons are planned and conducted in **double-period blocks (without break between the two periods) throughout the year**. Weekly arts lessons throughout the year provide students with regular engagement in art making and responding to art which facilitate engaged learning and continuous improvement. Students would then be able to build their arts skills and knowledge in a sustained and developmental manner.

About 9- 10% of lesson time is recommended for Creative arts in the formal curriculum at primary level.

The following table shows the allocated time for teaching Creative Arts to KS1 (grade 1, 2 and 3) students:

Key Stage	Contact Time/Weeks	Minimum Contact time/Year
Key Stage 1 (grade 1, 2 & 3)	70 min (2 periods/week)	54.5hrs (123 periods of 35 min)

Assessment

Assessment is an integral aspect of the teaching and learning process. It should be based on the learning outcomes in Visual arts, Drama, Music and Movement that specify what students know, understand and are able to do in the artforms. Assessment should be conducted regularly to provide students with information on their strengths and areas for improvement. Assessment also provides teachers with information on their students' learning and allows review of teaching for further instruction. Teachers are recommended to use variety of assessment strategies to facilitate students' learning in the Creative arts. Some possible assessment strategies teachers can use are:

- Teacher observation
- Teacher-designed tasks and tests
- Assessment rubrics
- Checklists
- Student-teacher conference
- Anecdotal records
- Rating scales
- Self and peer assessment
- Students work samples and portfolios
- Practical performance
- Reflection journals

WHAT SHOULD BE ASSESSED?

Assessment in the Creative arts should be closely related to the syllabus outcomes/ indicators. It should focus on student's skills and abilities to express themselves through creating, presenting, contextualizing, evaluating, and appreciating. Approaches to assessment will also include a focus on their abilities to organize, present and discuss their own feelings and emotions and those of others.

Assessment should reflect all the creative process used to achieve an outcome. Students should constantly be challenged to examine their artwork, discuss and share ideas with others and bring learning to new levels of understanding.

Assessment should also link with other areas of the curriculum within and outside the classroom and, for example, offer students opportunities to become aware of the role of professional arts companies and cultural organizations in society and the economy.

FORMATIVE ASSESSMENT

Formative assessment is the practice of building a cumulative profile of student achievement. This usually takes place during day-to-day classroom activities and involves informal interaction and systematic observation. The intentions developed for particular units of work through the indicators may be used to guide teacher observations. While it may also include more formal assessment procedures, formative assessment can provide a broader profile of the student than just formal testing. It is a valid and valuable part of overall assessment.

SUMMATIVE ASSESSMENT

Summative assessment is the practice of making judgments about student achievement at certain relevant points in the learning program, such as at the end of a unit of work, or at the end of a term or year of schooling.

Formative and summative assessment complement each other and both should be used to form a comprehensive profile of student achievement.

GRADE 4

Strand: Visual Arts

Sub-strand 1: Making

Exploring Ideas: Observe and inquire

Outcome:

VAM401

Explore ideas and artworks from different cultures and times, including artworks by local artists, to use as inspirations for their own representations.

Indicators

This is evident when a student:

- Explores artworks of different styles and artists from different times and cultures to inspire their own representations in different art forms and styles.
- Compares and describe the similarities and differences of two artworks (e.g., abstract and realistic; artwork from two different artists/culture).
- Makes artworks inspired by different artworks/artists from different times and cultures, including local artists.

Developing Skills and Process

Creating visual arts: Elements of Art

Outcome:

VAM402

Create your own doodle art using a variety of lines (straight, curved, wavy, thick, thin lines etc) and shapes.

Indicators

This is evident when a student:

- Explains what a doodle is.
- Makes an artwork using your doodles.
- Describes the kinds of lines and shapes you used in your doodles.

Outcome:

VAM403

Identify intermediate colours and use them to create an artwork.

Indicators

This is evident when a student:

- Identifies intermediate colours.
- Recognizes where intermediate colours are placed on the colour wheel.
- Mixes and creates intermediate colours and use them to create a batik-like painting.

Outcome:

VAM404

Paint a posterised portrait using different tones (value).

Indicators

This is evident when a student:

- Looks at examples of posterised portraits and describe the technique.
- Paints a posterised portrait using different tones of the same colour.
- Uses tones (value) to create the illusion of 3-D on 2-D artworks.

Outcome:

Indicators

This is evident when a student:

VAM405

Identify symbols in artworks and create a symbol to represent something/person.

- a. Explains what symbols are.
- b. Examines examples of symbols used by artists (e.g., Keith Harrin) and/or universal symbols.
- c. Creates a symbol that represents you.

Outcome:**Indicators**

This is evident when a student:

VAM406

Design a cartoon character by combining basic shapes.

- a. Designs a cartoon/imaginative character.
- b. Explains what a composite shape is.
- c. Discusses how basic shapes can be used to create a character.

Outcome:**Indicators**

This is evident when a student:

VAM407

Create a mini sculpture of an animal or insect.

- a. Reviews basic forms and identifies the difference between shape and form.
- b. Creates a mini sculpture of an animal or insect.

Outcome:**Indicators**

This is evident when a student:

VAM408

Make a simple pinch pot and decorate it with textures.

- a. Identifies actual textures.
- b. Discusses ways ceramics can be decorated.
- c. Compares and discusses how textures are created on 2 different ceramic artworks.
- d. Names some tools that can be used to carve texture onto clay.
- e. Makes a simple pinch pot and decorate it with textures.

Outcome:**Indicators**

This is evident when a student:

VAM409

Create form and space in a 3-D artwork.

- a. Identifies actual textures.
- b. Discusses ways ceramics can be decorated.
- c. Compares and discusses how textures are created on 2 different ceramic artworks.
- d. Names some tools that can be used to carve texture onto clay.
- e. Makes a simple pinch pot and decorate it with textures.

Outcome:**Indicators**

This is evident when a student:

VAM410

Draw 3-D forms on 2-D surface using variation in size, overlapping and repeating to create the illusion of depth.

- a. Draws 3-D forms on 2-D surface.
- b. Discusses what should be observed when drawing 3-D form on a 2-D surface.
- c. Discusses how overlapping objects be drawn.
- d. Chooses a 3-D object and create an artwork by overlapping and repeating the object.

Creating visual arts: Principles of Design

Outcome:**Indicators**

This is evident when a student:

VAM411**Make an artwork by repeating objects to create rhythm.**

- a. Describes how and why artists create rhythm in their artworks.
- b. Creates an artwork by repeating objects to create rhythm.

Outcome:**Indicators***This is evident when a student:***VAM412****Design a symmetrical pattern for a Mosaic tile.**

- a. Identifies symmetry in objects, artworks and in things in our environment.
- b. Discusses how symmetry can be used in art.
- c. Designs a pattern for a mosaic tile using symmetry.

Creating visual arts: Art based on imagination, experience and observation**Outcome:****Indicators***This is evident when a student:***VAM413****Make artworks and design that reflects our culture and heritage.**

- a. Identifies and observes artworks that reflect our culture.
- b. Make artworks that reflect our culture and heritage.

Creating visual arts: Visual Art forms

NOTE: It is expected that, the exploration of visual art elements and principles should go in conjunction with the exploration of a range materials, media and technologies. All students should be exposed but not limited to a range of artforms including drawing, painting, digital imaging, mixed media, printmaking, sculpture and fibre crafts.

Creating visual arts: Drawing**Outcome:****Indicators***This is evident when a student:***VAM414****Enhance and practice their drawing skills using a variety of media and effects.**

- a. Practices and develops their drawing skills using a variety of media.
- b. Uses a variety of media and effects in drawing (e.g., draw with a felt pen and then wet the surface, allowing the colours to run, and work back into the drawing with a coloured medium).
- c. Creates a fantasy landscape.

Creating visual arts: Painting**Outcome:****Indicators***This is evident when a student:***VAM415****Apply selected painting techniques in their artworks.**

- a. Experiments with paint of different consistencies such as transparent (thin paint) and/or opaque (thick) paint.
- b. Uses brushes and/or different tools and techniques to apply paint to different surfaces.
- c. Describes the characteristics of impressionistic painting and the reasons why artists create impressionistic painting.

Creating visual arts: Mixed Media/Other Media**Outcome:****Indicators**

VAM416
Experiment using different media together to create artworks.

This is evident when a student:

- a. Creates a cut-paper collage.
- b. Discusses how an object can be represented in a cut-paper collage.
- c. Creates a relief tile by adding forms to Styrofoam tile.
- d. Discusses what is a mural and how a relief can be created.
- e. Uses techniques such as weaving to create a 2D artwork (e.g., make a woven placemat).

Creating visual arts: Printmaking

Outcome:

Indicators

VAM417
Create a monotype printing of a landscape.

This is evident when a student:

- a. Creates a monotype printing of a landscape.
- b. Describes how a monotype can be created.

Creating visual arts: Fibre crafts

Outcome:

Indicators

VAM418
Uses fabric (cloth) and fibre to create artworks.

This is evident when a student:

- a. Experiments with a variety of fabric (cloth) and fibre to create artworks.

Creating visual arts: Sculptures and 3D crafts

Outcome:

Indicators

VAM419
Manipulate a variety of materials to create 3D artworks.

This is evident when a student:

- a. Manipulates and use sculptural materials (e.g., clay, paper) to create simple 3-D forms.
- b. Creates a mini sculpture of an animal or insect.

Creating visual arts: Digital Media & Photography

Outcome:

Indicators

VAM420
Use digital media and software programs as a tool to make artworks.

This is evident when a student:

- a. Designs a character combining shapes to form composite shapes.
- b. Uses computer-generated program to create an impressionistic painting.

Creating visual arts: Graphic Design

Outcome:

Indicators

VAM421
Create your own comic strip

This is evident when a student:

- a. Manipulates and use sculptural materials (e.g., clay, paper) to create simple 3-D forms.
- b. Creates a mini sculpture of an animal or insect.

Creating visual arts: art class practice

Outcome:**VAM422****Follow instruction and use art materials and tools safely and responsibly.****Indicators***This is evident when a student:*

- a. Uses art media and equipment safely.
- b. Uses art materials wisely and appropriately (e.g., replace glue stick lids and replace lids on colour pens to prevent drying out).
- c. Keeps art materials and work space organised.

Sub-strand 2: Responding**Presenting and Displaying Visual Arts****Outcome:****VAR423****Present a message to an audience and reflect about the visual art elements and materials used in artwork.****Indicators***This is evident when a student:*

- a. Displays and presents their own artwork to a specific audience through informal discussion, classroom display and school exhibition.
- b. Shares ideas with peers about the visual choices they made in their artwork.

Reflect, Evaluate and Respond to the Visual Arts**Outcome:****VAR424****Respond to the artworks they view and make by talking about what they see and feel using appropriate art vocabulary.****Indicators***This is evident when a student:*

- a. Describes what they see and feel about artworks they view and make using appropriate vocabulary.
- b. Looks at and talk about artworks that are used in daily life verses those that are only viewed.

Outcome:**VAR425****Evaluate their own artwork and works of others using different strategies.****Indicators***This is evident when a student:*

- a. Evaluates artworks they view and make (e.g., using simple reflective tools).
- b. Demonstrates appropriate behaviour when receiving comments about their own artworks (e.g., Listens carefully to others' feedback/comments without offence).

Strand: Music and Movement

Sub-strand 1: Making

Music Elements/Concepts

Outcome:

MMM426

Experience and apply the following music elements and concepts through listening, creating and performing.

Indicators

This is evident when a student:

- Uses a variety of tempi changes: gradually slowing down/ritardando, gradually getting faster/accelerando, moderately fast, moderately slow.
- Identifies and uses the note values and rhythmic patterns in 2/4, 3/4, 4/4 and 6/8 in simple times and in compound time.
- Identifies and describes AB, ABA, theme and variations rondo forms using movement and symbols.
Uses a variety of dynamic levels (e.g., pianissimo (pp), moderately loud/mezzo forte (mf), moderately soft/mezzo piano (mp) and fortissimo (ff)).

Outcome:

MMM430

Improvise and perform music (singing, playing, moving) to a familiar audience.

Indicators

This is evident when a student:

- Creates sound effects with untuned instruments, body percussion and voice (e.g., experiment with different objects and different surfaces, ways of beating, intensity).
- Responds to a live performance with appropriate audience behaviour (being an attentive listener).

Outcome:

MMR431

Identify the intended purpose and meanings as they listen to music from local and other cultures.

Indicators

This is evident when a student:

- Identifies meaning and describes purposes in music from different social, cultural or historical contexts.
- Communicates their thoughts and feelings about the music that they sing and hear (e.g., How did the music make you feel and why?).
- Uses the elements of music to make comparisons including local and cultural music.
- Explains personal preferences for various styles (e.g., pop, rock, classical, opera) of music using appropriate terminology.
- Identifies members of the string, brass, woodwind, and percussion families and instruments associated with various cultures.

Developing Skills and Process

Outcome:

Indicators

This is evident when a student:

MMM427

Create music, in both vocal and instrumental settings, individually and collaboratively and demonstrate an understanding of music elements and concepts.

- a. Improvises with voice and instruments, rhythmic and melodic responses (pentatonic scales) of at least 2 bars or equivalent.
- b. Composes a melody for a verse of a selected poem and notate it using traditional or electronic tools.
- c. Uses graphic or standard notation (e.g., stick notation, staff notation) to record music ideas to express an idea or a story.
- d. Arranges a melody utilizing various local or instrumental sounds with available technologies.
- e. Uses digital tools to create music (e.g., soundscapes, rhythmic and/or melodic compositions).

Outcome:**MMM127**

Play simple percussion and/home-made instruments in tune and in time, individually and in small groups.

Indicators

This is evident when a student:

- a. Plays simple percussion instruments and moves to demonstrate awareness of beat, tempo, dynamics and melodic direction.
- b. Performs, as an ensemble using classroom instruments, short melodic and rhythmic patterns in ($\frac{2}{4}$, $\frac{3}{4}$ time).
- c. Uses simple home-made or manufactured instruments to accompany songs or nursery rhymes.

Outcome:**MMM428**

Sing a variety of songs with good tone, expression and appropriate singing techniques (e.g., good control of breath, posture and diction) accompanied with movement and/or body percussion.

Indicators

This is evident when a student:

- a. Sings a variety of songs while maintaining good tone, expression and appropriate singing techniques (e.g., good control of breath, posture, pitch, diction).
- b. Sings songs from different cultures, including local songs.
- c. Sings a variety of songs as an ensemble (e.g., 2 or 3- part canons).
- d. Experiments with ways of singing expressively, such as learning and practicing a song with different dynamics and tempo.

Outcome:**MMM429**

Develop performance skills in playing a variety melodic and rhythmic instruments individually and in groups.

Indicators

This is evident when a student:

- a. Performs individually and/or as a group, a variety of tuned and untuned percussion. instruments in the correct manner, using them to accompany singing where appropriate.
- b. Rehearses and performs music using a range of technologies.
- c. Creates different movements using levels of body percussion and percussion instruments to accompany songs.

Sub-strand 2: Responding**Present Music to an audience**

Outcome:

MMM430
Improvise and perform music (singing, playing, moving) to a familiar audience.

Indicators

This is evident when a student:

- a. Creates sound effects with untuned instruments, body percussion and voice (e.g., experiment with different objects and different surfaces, ways of beating, intensity).
- b. Responds to a live performance with appropriate audience behaviour (being an attentive listener).

Reflect, interpret and respond to the Arts**Outcome:**

MMR431
Identify the intended purpose and meanings as they listen to music from local and other cultures.

Indicators

This is evident when a student:

- a. Identifies meaning and describes purposes in music from different social, cultural or historical contexts.
- b. Communicates their thoughts and feelings about the music that they sing and hear (e.g., How did the music make you feel and why?).
- c. Uses the elements of music to make comparisons including local and cultural music.
- d. Explains personal preferences for various styles (e.g., pop, rock, classical, opera) of music using appropriate terminology.
- e. Identifies members of the string, brass, woodwind, and percussion families and instruments associated with various cultures.

Strand: Drama

Sub-strand 1: Making

Drama Elements/Concepts

Outcome:

DRM432

Uses voice, body, movement and language to sustain role and relationships and create dramatic actions.

Indicators

This is evident when a student:

- Experiments with a variety of vocal qualities for dramatic effects to tell a story (e.g., loudness/softness, tone, pace and pitch).
- Varies their facial expressions and movements to create roles and situations.
- Explores roles and situations by trialing the use of language, such as choice of words, expressions and tone.
- Develops characters to a given scenario.
Develops sensory and special awareness when creating dramatic action.

Developing Skills and Process

Outcome:

DRM433

Apply the elements of drama in the various genres and styles of theatre to communicate ideas based on important personal events, stories and/or issues in the community.

Indicators

This is evident when a student:

- Identifies and discusses the different styles of dramas such as melodrama, musical theatre, reader's theatre and radio drama.
- Identifies the 5Ws (who, what, where, when, why) in scripts and improvisation.
- Identifies and explores the basic blocking concepts where actors go on stage such as stage areas, levels and actor's position in dramatization.
Explores multiple ways of staging classroom dramatizations.

Sub-strand 2: Responding

Present Drama to an audience

Outcome:

DRR434

Plan and rehearse their drama for a live or virtual performance.

Indicators

This is evident when a student:

- Plans and presents their drama to a live audience.
- Demonstrates good performance skills when performing a play.
- Demonstrates appropriate behavior (e.g., paying attention) as an audience, when viewing drama.

Reflect, interpret and respond to the Arts

Outcome:

Indicators

DRR435
Identify intended purpose and meaning of dramas, and talk about them using the elements of drama.

This is evident when a student:

- a. Reflects on a drama by discussing how it began, develop and conclude, how did the performers vary their voices, movement and gestures to create and share believable characters.
- b. Examines drama in their community and compares it to a drama from a different culture.
- c. Writes about and discusses with others the meaning and intended purposes of their own drama using drama terminology.

Glossary

This syllabus generally defines and explains significant terms as they are used. This glossary is organized in the syllabus strands (Drama, Music and Movement and Visual arts).

2D	Artworks that are flat, with a height and width, such as painting and drawings.
3D	Artworks that have depth as well as height and width, such as sculpture and installation.
4D	Artworks that have depth, height, width and added temporal and special dimensions. E.g., artworks such as time-based installations, or artworks that incorporate performance on a moving image.
aesthetic	Specific artistic awareness, or a deep appreciation of the meaning of an artistic experience through intellectual, emotional and sensual response to a work of art.
art form	Specific shape or quality an artistic expression takes, such as drama, dance, music and visual artworks.
artists	Artist is used as a generic term for the maker of an artwork in each of the five Arts subjects. For example, artists in: <ul style="list-style-type: none">• Dance: choreographers, dancers, designers• Drama: actors, directors, playwrights, designers• Music: composers, performers, arrangers• Visual Arts: painters, sculptors, designers Students think about themselves as artists.
artwork	Generic term for a performance or an artwork in each of the art forms. When referred to generically this curriculum uses the term 'artwork'. Artworks are also frequently used with reference to forms or styles.
atmosphere	The mood or feeling conveyed in an artwork or performance.
audience	Individual or groups of people who experience the arts in a range of settings and contexts (formal/informal/virtual/interactive). The artist is audience to their own artwork.
aural skills	Particular listening skills students develop to identify sounds in Music. Also referred to as ear training which involves focused listening activities through which students identify sounds such as rhythm, pitch and timbre.
body language	Non-verbal communications through movement, gesture, facial expression, posture.
character	Identification and portrayal of a person's values, attitudes, intentions and actions as imagined situations and dramatic actions.
composition	the placement and arrangement of element or parts in an artwork (visual art).

design principles elements of art	The arrangement or organizing of art elements. They include pattern, unity, balance, proportion, emphasis, movement and contrast. Line, colour, shape, texture, colour, space and form found in artworks, and incorporated in the design of performance space (including sets) for dance and drama.
elements of drama	Role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere.
elements of music	Rhythm, pitch, dynamics and expression, form and structure, timbre and texture
expressive skills	In Drama, the use of facial and vocal expression to communicate in performance. In Music, the use of elements such as dynamics combined with technical skills to enhance performance.
focal point:	the element or object in a work of art on which the viewer's attention is focused.
improvisation	Spontaneous, creative activity applying the elements of an art form: In Drama, a spontaneous enactment taking on roles and situations to create dramatic action and extend an idea; usually short and are structured into a complete little play. In Music, spontaneously extending and varying music ideas in response to initial material or responses invented by other performers in an ensemble.
locomotor movement	Moving from one place to another such as walking, running, hopping, skipping, leaping or crawling.
materials	Physical resources, equipment including technology and information used to make an artwork. E.g., paint, digital camera, pencil, drum.
medium	The materials used in making an artwork.
movement	In drama: using facial expression, posture and action expressively when creating roles, situation, relationships, atmosphere and symbols. In visual arts: direction of the visual path taken by the eye through an artwork; created by the arrangement of line, shape and colour
multimedia	Artworks that incorporate a broad range of media including graphics, text, digital media, audio or video.
pitch	In Music: high and low sounds
rhythm	In Music: combination of long and short sounds that convey a sense of movement and subdivision of sound within a beat. In visual arts: a sense of movement in an artwork, usually created by the repetition of line, shape and colour.
role-play	To pretend to be someone else.
scene	The dramatic action that occurs in particular time and place; a section of a play.

situation	In Drama: the setting and circumstances of the dramatic action- the who, what, where, when and what is at stake of the roles/characters.
space	In Drama: the space of the performance and audience, fictional space of the dramatic action. In Visual Arts: area around or within objects; it can be two or three dimensional.
style	The influencing context of an artwork, such as Impressionist in Visual Arts; hip hop in Dance; contemporary in Music.
symbol	In Drama: associations that occur when something is used to represent something else to reinforce or extend dramatic meaning.
technique:	In Drama: technique include ways of using voice and movement to create role and dramatic action; also techniques in lighting, sound, set building and painting, costume making and make-up. In Music: the capacity to control a voice or instrument in order to produce a desired sound. In Visual Arts: the method or procedure of making or the skills used to create an artwork.
technologies	The tools and equipment that can be used for making and responding.
viewpoints	A collection of perspectives, lenses or frames through which artworks can be explored and interpreted.