

Arts – Creating Scope and Sequence

	Phase 1	Phase 2	Phase 3	Phase 4
Overall expectations	Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.	Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.	Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.	Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.
Conceptual understandings	<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p> <p>Our experiences and imagination can inspire us to create.</p>	<p>We can communicate our ideas, feelings and experiences through our artwork.</p> <p>We solve problems during the creative process by thinking critically and imaginatively.</p> <p>Applying a range of strategies helps us to express ourselves.</p> <p>We are receptive to the value of working individually and collaboratively to create art.</p>	<p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts.</p>	<p>We act on the responses to our artwork to inform and challenge our artistic development.</p> <p>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p> <p>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p>
Dance	<p>Learners respond to word, rhythm and/or music through movements</p> <p>Learners communicate and express feelings through body movements</p> <p>Learners explore the dynamic flow</p>	<p>Learners create movement to various tempos</p> <p>Learners interpret and communicate feeling, experience and narrative through dance</p> <p>Learners design a dance phrase with a beginning, middle and ending</p>	<p>Learners explore various sources of musical and natural rhythms such as beat, breath, emotional and environmental rhythms</p> <p>Learners investigate and perform a cultural or historical dance form with an understanding of the function of the dance form as artistic, ritual or social</p>	<p>Learners improvise to create various movements for specific purposes</p> <p>Learners choreograph movement to music, word and sound</p> <p>Learners choreograph performance</p>

Phase 1

Phase 2

Phase 3

Phase 4

	<p>of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation</p> <p>Learners move freely through the space to show levels of low, medium and high and change of direction</p> <p>Learners use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes</p> <p>Learners develop physical awareness in using isolated body movements and gross motor skills</p> <p>Learners explore different types of movements such as travelling, jumping and turning</p> <p>Learners develop the ability to cooperate and communicate with others in creating dance</p> <p>Learners work individually or in groups with trust and confidence.</p>	<p>Learners create movement that explores dimensions of direction, level and shape</p> <p>Learners develop physical balance and coordination</p> <p>Learners share dance with different audiences by participating, listening and watching</p> <p>Learners work cooperatively towards a common goal, taking an active part in a creative experience</p> <p>Learners consider and maintain appropriate behaviours in dance, as an audience member or as a performer, by listening, watching and showing appreciation.</p>	<p>perform increasingly more difficult sequences with control</p> <p>Learners create movement to show contrast in designs such as symmetry/asymmetry and opposition/succession</p> <p>Learners develop physical flexibility and strength</p> <p>Learners experience varying groupings when performing dance, including ensemble performance</p> <p>Learners express their unique values, beliefs and interests through a dance form</p> <p>Learners interpret and replicate a variety of dance styles and genres.</p>	<p>to express and communicate an idea, feeling, experience, relationship or narrative.</p> <p>Learners create and perform in a variety of dance genres and cultural dance types</p> <p>Learners show physical confidence in the use of their bodies</p> <p>Learners work to develop each other's ideas during the creative process</p> <p>Learners analyse and integrate the reflections of others into the creative process when evaluating and improving.</p>
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Drama	<p>Learners engage in imaginative play using a range of stimuli</p> <p>Learners develop the ability to cooperate and communicate with others in creating drama</p> <p>Learners explore basic bodily movements and the use of space</p> <p>Learners explore familiar roles, themes and stories dramatically</p> <p>Learners create roles in response to props, set and costumes</p> <p>Learners work individually or in groups with confidence.</p>	<p>Learners share drama with different audiences by participating, listening and watching</p> <p>Learners identify with characters through role-play development</p> <p>Learners use performance as a problem-solving tool</p> <p>Learners work cooperatively towards a common goal, taking an active part in a creative experience</p> <p>Learners make use of simple performance conventions to share ideas</p> <p>Learners consider and maintain appropriate behaviours in drama, as an audience member or as a performer</p> <p>Learners value and develop imaginary roles or situations.</p>	<p>Learners create a devised or scripted performance for a particular audience or purpose</p> <p>Learners make artistic choices about role, situation and context</p> <p>Learners identify how cultural connections can be made with different types of drama</p> <p>Learners identify and develop the personal and related skills encountered through the drama experience</p> <p>Learners find appropriate ways to communicate specific meaning using dramatic action</p> <p>Learners express their unique values, beliefs and interests through a dramatic form</p> <p>Learners interpret written dialogues or scenarios.</p>	<p>Learners manipulate a variety of different drama strategies and techniques to create informed scripts, characterizations and contexts</p> <p>Learners work to develop each other's ideas during the creative process</p> <p>Learners create and perform a sequential drama that explores a particular issue by experimenting with different dramatic forms</p> <p>Learners consider the skills and techniques used by a range of drama practitioners in the performing arts</p> <p>Learners show an awareness of audience and adapt performances accordingly</p> <p>Learners consider the advice and feedback of others as an essential part of the creative process</p> <p>Learners explore writing for performance.</p>

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Music	<p>Learners use vocal sounds, rhythms and instruments to express feelings or ideas</p> <p>Learners create and accompany music using a variety of sounds and instruments</p> <p>Learners play untuned percussion instruments in time with a beat</p> <p>Learners use the voice and body to create musical patterns</p> <p>Learners explore sound as a means of expressing imaginative ideas</p> <p>Learners recreate sounds from familiar experiences</p> <p>Learners participate in performing and creating music both individually and collectively</p> <p>Learners record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)</p> <p>Learners create their own basic musical instruments.</p>	<p>Learners explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings</p> <p>Learners express one or more moods/feelings in a musical composition</p> <p>Learners create music to represent different cultures and styles</p> <p>Learners create a soundscape based on personal experiences</p> <p>Learners collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)</p> <p>Learners read, write and perform simple musical patterns and phrases</p> <p>Learners create music for different purposes.</p>	<p>Learners create a musical composition expressing their own ideas and feelings on a social issue</p> <p>Learners deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends)</p> <p>Learners create and perform a movement sequence using known musical elements</p> <p>Learners improvise upon a basic pattern to reinforce the importance of the individual within the group</p> <p>Learners create and record a composition focusing on form, structure and style to give more meaning to their message</p> <p>Learners express themselves as individuals through musical composition</p> <p>Learners read and write music using non-traditional notation.</p>	<p>Learners create music that will be continually refined after being shared with others</p> <p>Learners present, in small groups, innovative musical performances on a selected issue</p> <p>Learners incorporate the other arts and available resources in order to broaden their creative expression</p> <p>Learners read and write music in traditional and/or non- traditional notation.</p>

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Visual arts	<p>Learners engage with, and enjoy a variety of visual arts experiences</p> <p>Learners select tools, materials and processes for specific purposes</p> <p>Learners combine different formal elements to create a specific effect</p> <p>Learners realize that their artwork has meaning</p> <p>Learners use their imagination and experiences to inform their art making</p> <p>Learners create artwork in response to a range of stimuli</p> <p>Learners take responsibility for the care of tools and materials</p> <p>Learners take responsibility for their own and others' safety in the working environment</p> <p>Learners participate in individual and collaborative creative experiences.</p>	<p>Learners identify, plan and make specific choices of materials, tools and processes</p> <p>Learners sharpen their powers of observation</p> <p>Learners demonstrate control of tools, materials and processes</p> <p>Learners make predictions, experiment, and anticipate possible outcomes</p> <p>Learners combine a variety of formal elements to communicate ideas, feelings and/or experiences</p> <p>Learners identify the stages of their own and others' creative processes</p> <p>Learners consider their audience when creating artwork.</p>	<p>Learners show awareness of the affective power of visual arts</p> <p>Learners make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</p> <p>Learners create artwork for a specific audience</p> <p>Learners use a personal interest, belief or value as the starting point to create a piece of artwork</p> <p>Learners use a range of strategies to solve problems during the creative process.</p>	<p>Learners become increasingly independent in the realization of the creative process</p> <p>Learners adjust and refine their creative process in response to constructive criticism</p> <p>Learners identify factors to be considered when displaying an artwork</p> <p>Learners utilize a broad range of ways to make meaning</p> <p>Learners select, research and develop an idea or theme for an artwork</p> <p>Learners develop an awareness of their personal preferences.</p>