

Arts – Responding Scope and Sequence

	Phase 1	Phase 2	Phase 3	Phase 4
Overall expectations	Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.	Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.	Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.	Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.
Conceptual understandings	<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>We are receptive to art practices and artworks from different cultures, places and times (including our own).</p> <p>People communicate ideas, feelings and experiences through the arts.</p> <p>We can reflect on and learn from the different stages of creating.</p> <p>There is a relationship between the artist and the audience.</p>	<p>When experiencing arts, we make connections between different cultures, places and times.</p> <p>People explore issues, beliefs and values through arts.</p> <p>There are different kinds of audiences responding to different arts.</p> <p>We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</p>	<p>Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>We reflect and act on the responses to our creative work.</p>
Dance	<p>Learners show curiosity about live and recorded dance performances</p> <p>Learners describe the ideas and feelings communicated through body movements</p>	<p>Learners compare a variety of dance genres over time to the contemporary dance form of their culture</p> <p>Learners recognize the theme of a dance and communicate their personal interpretation</p>	<p>Learners recognize that dance plays an innovative role in communicating ideas within cultures and societies</p> <p>Learners reflect on their personal</p>	<p>Learners investigate a cultural or historical dance form and identify how it communicates artistic, ritual or social issues, beliefs or values</p> <p>Learners recognize the role and relevance of dance in</p>

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	<p>Learners identify and explain why certain body postures and movements communicate certain ideas and feelings</p> <p>Learners display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance</p> <p>Learners respond to dance through spoken, written, visual and/ or kinesthetic mediums.</p>	<p>Learners identify dance components such as rhythm and use of space in their own and others' dance creations</p> <p>Learners describe and evaluate the learnings and understandings developed through their exploration of dance</p> <p>Learners realize that there is a dynamic connection between the audience and performer.</p>	<p>and family history and make connections with cultural and historical dance forms</p> <p>Learners consider the composition of an audience when preparing an effective formal and/or informal presentation</p> <p>Learners reflect on artistic processes in dance achievements and how to incorporate new ideas into future work</p> <p>Learners recognize how dance can be used to express and understand our inner thoughts and our understanding of the world around us.</p>	<p>their own society through exposure to a variety of performers and their perspectives</p> <p>Learners analyse how the meanings of movements can change in various cultural and historical contexts</p> <p>Learners analyse and integrate the reflections of others into the creative process when evaluating and improving.</p>
Drama	<p>Learners respond to live performances, stories and plays from other times and/or places</p> <p>Learners talk about ideas and feelings in response to dramatic performances</p> <p>Learners display audience etiquette and appropriate responses</p> <p>Learners realize that dramatic conventions are used to craft performance</p> <p>Learners use materials to symbolically show location and character</p> <p>Learners respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums.</p>	<p>Learners compare varied styles of performance with drama from their own culture</p> <p>Learners use drama performance to tell stories about people and events from various cultures, including their own</p> <p>Learners discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance</p> <p>Learners describe and evaluate the learning and understandings developed through their exploration of drama</p> <p>Learners describe the dynamic connection between the audience and performer.</p>	<p>Learners discuss aspects of drama that illustrate relationships between culture, history and location</p> <p>Learners explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community</p> <p>Learners consider the composition of an audience when preparing an effective formal and/or informal presentation</p> <p>Learners reflect on achievement and challenges and how they can incorporate these influences in future work</p> <p>Learners recognize and discuss how the consequences and actions of a performance teach audience members and performers life lessons.</p>	<p>Learners describe how drama plays an innovative role in communicating ideas within cultures and societies</p> <p>Learners understand the role and relevance of drama in their own society through exposure to a variety of performers and their perspectives</p> <p>Learners reflect on a variety of dramatic forms to identify new understandings within the arts</p> <p>Learners recognize and explore some of the different roles in theatre</p> <p>Learners use responses to drama to adapt and improve work, considering the original intention.</p>

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Music	<p>Learners use voice to imitate sounds and learn songs</p> <p>Learners bring music from home to share</p> <p>Learners describe the differences in music</p> <p>Learners move their bodies to express the mood of the music</p> <p>Learners describe how music makes them feel</p> <p>Learners distinguish the sounds of different instruments in music</p> <p>Learners listen to music and create their own work in response</p> <p>Learners express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</p> <p>Learners explore body and untuned percussion instrument sounds</p> <p>Learners recognize different sources of music in daily life</p> <p>Learners recognize that sound can be notated in a variety of ways.</p>	<p>Learners sing individually and in unison</p> <p>Learners recognize music from a basic range of cultures and styles</p> <p>Learners express their responses to music from different cultures and styles</p> <p>Learners create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)</p> <p>Learners explore individually or collectively a musical response to a narrated story</p> <p>Learners reflect on and communicate their reactions to music using musical vocabulary</p> <p>Learners record and share the stages of the process of creating a composition</p> <p>Learners share performances with each other and give constructive criticism.</p>	<p>Learners sing with accuracy and control focusing awareness on the musical elements</p> <p>Learners sing partner songs</p> <p>Learners discuss music that relates to social issues and/or values</p> <p>Learners compare aspects of music from different times and places</p> <p>Learners create and perform a movement sequence accompanied by music that they have created</p> <p>Learners share and compare their experiences as audience members at various performances</p> <p>Learners describe the process used to create their own music and compare it with others, in order to improve their compositions</p> <p>Learners analyse different compositions describing how the musical elements enhance the message</p> <p>Learners reflect upon how their music expresses their personal voice and the impact it has on others.</p>	<p>Learners sing individually and in harmony</p> <p>Learners explain the role and relevance of music in their own culture, its uses and associations through place and time</p> <p>Learners interpret and explain the cultural and/or historical perspectives of a musical composition</p> <p>Learners modify their practices and/or compositions based on the audiences' responses</p> <p>Learners explore different artistic presentations that are/ were innovative and their implications.</p>

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Visual arts	<p>Learners enjoy experiencing artworks</p> <p>Learners show curiosity and ask questions about artworks</p> <p>Learners describe what they notice about an artwork</p> <p>Learners identify the materials and processes used in the creation of an artwork</p> <p>Learners analyse the relationships within an artwork and construct meanings</p> <p>Learners communicate their initial responses to an artwork in visual, oral or physical modes</p> <p>Learners make personal connections to artworks</p> <p>Learners express opinions about an artwork</p> <p>Learners create artwork in response to a variety of stimuli.</p>	<p>Learners investigate the purposes of artwork from different times, places and a range of cultures including their own</p> <p>Learners sharpen their powers of observation</p> <p>Learners identify the formal elements of an artwork</p> <p>Learners use appropriate terminology to discuss artwork</p> <p>Learners describe similarities and differences between artworks</p> <p>Learners identify the stages of their own and others' creative processes</p> <p>Learners become an engaged and responsive audience for a variety of art forms.</p>	<p>Learners compare, contrast and categorize artworks from a range of cultures, places and times</p> <p>Learners identify and consider the contexts in which artworks were made</p> <p>Learners use their knowledge and experiences to make informed interpretations of artworks</p> <p>Learners reflect on their own and others' creative processes to inform their thinking</p> <p>Learners use relevant and insightful questions to extend their understanding</p> <p>Learners recognize that different audiences respond in different ways to artworks</p> <p>Learners provide constructive criticism when responding to artwork.</p>	<p>Learners explain the cultural and historical perspectives of an artwork</p> <p>Learners understand the role and relevance of visual arts in society</p> <p>Learners reflect on the factors that influence personal reactions to artwork</p> <p>Learners reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities</p> <p>Learners critique and make informed judgments about artworks.</p>