

The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-primary to the end of Year 8. It is a requirement that students study a performance subject and a visual subject.

In Years 9 and 10 the study of the Arts is optional.

In the Arts, it is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.

Dance

Year 9 Syllabus

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

Year Level Description

In Year 9, Dance students are given further opportunities to choreograph using the elements of dance (BEST), choreographic devices and structures to develop choreographic intent. They build on and refine technical competence in their dance skills in specific dance styles. Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality. They further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. They investigate the evolution of particular dance genres/styles.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

A suggested learning focus should enable teaching the content through student interest in dance. Suggested genres or styles that may be taught, but are not limited to, include contemporary, ballet, jazz, hip hop, street dance, tap and cultural dance, for example Spanish, Indian, Bollywood.

The learning focus that teachers select should shape and drive the teaching of the content.

Content description

Making

Choreographic processes

- Improvisation skills to find new movement possibilities for the same idea
- Elements of dance: body, energy, space, time (BEST), selected and manipulated to create dance that communicates choreographic intent
- Choreographic devices (unison, canon, repetition, abstraction, contrast, motif) and choreographic structures (narrative, binary, ternary) to create group dance that communicates choreographic intent
- Group work practices (collaborative dance planning, giving and applying critical feedback) in dance

Skills and techniques

- Dance skills that further develop and refine technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance, coordination, articulation and endurance
- Safe dance practice of style-specific techniques
- Importance of warm-up and cool down procedures for dance and rehearsal preparation

Performance

- Practical and reflective rehearsal strategies, focusing on movement retention, clarity of movement and choreographer's intention
- Dance performance opportunities, demonstrating appropriate expression, projection, focus and musicality

Responding

Dance reflecting and analysing

- Reflective writing, using dance terminology, on their own and others' work, evaluating the effectiveness of choices made in dance making (ACADAR025)
- Interpretation using dance terminology, of how the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) contribute to the meaning of a dance work (ACADAR025)

Dance in context

- Evolution of various dance genres/styles

Drama

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

Year Level Description

In Year 9, Drama students will be given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts (e.g. Australian drama pre-1960 or world drama), using selected drama forms and styles. Student work in devised and scripted drama is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language.

Teachers are required to address knowledge and skills in Drama through one or more of the forms and styles below. Other forms and styles may be used in addition to teach knowledge and skills in Drama.

Drama forms and styles for Year 9: melodrama, neoclassical drama, multi-formed devised drama, commedia dell'arte, or Kabuki theatre.

Content description

Making

Voice and movement

- Voice and movement techniques for selected drama forms and styles
- Preparation techniques for voice and movement for selected drama forms and styles
- Mime techniques (isolation of body parts; clear signalling of engaging with, or releasing, objects) in drama

Drama processes and the elements of drama

- Drama processes through shaping one or more elements of drama (role, character and relationships; voice and movement; time, space and situation; mood, atmosphere and dramatic tension) to shape dramatic meaning and engage audiences in different relationships
- Approaches to characterisation suited to the demands of the text or devised drama

Drama forms and styles

- Script interpretation of a scene or section through the elements of drama to shape and manipulate mood and communicate themes to audience
- Devised drama exploring national themes based on research and selected drama forms and styles

Drama conventions

- Drama structures based on the 'well-made play' approach
- Drama conventions controlled for selected drama forms and styles
- Improvisation conventions (creating dramatic tension, building to a climax)

Spaces of performance

- Levels, status, proxemics and focus in making drama
- Stage geography, blocking notation and the impact of promenade and traverse stages
- Imaginary spaces controlled by stage components and properties; the elements of drama and audience

Design and technology

- Design and technology to emphasise dramatic tension and mood
- Design principles (balance, contrast, repetition) used to make meaning and add to the experience of theatre

Self-management and group management skills and processes

- Effective group work processes (giving and receiving critical feedback) in drama
- Safe practices in drama (audience area planning and monitoring during performance)(ACADRM051)

Responding

Drama reflections

- Reflective writing, on their own and others' work, evaluating the impact of choices in drama making and using specific drama terminology and language (ACADRR052)

Drama responses

- Analytical writing on viewed live performances (live or digital copies of live performances) focusing on the elements of drama to make meaning (ACADRR053)

Media Arts

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

Year Level Description

In Year 9, students are provided with opportunities to view media work from contemporary and past times to explore viewpoints from Australian and/or international media work. They consider the impact context and audience have on media work, and explore the impact of trends on how audiences use media.

Students extend and refine their skills and processes for problem-solving, working as a team, following timelines and using processes and strategies to ensure safe and responsible use of media equipment.

Teachers are required to address knowledge and skills in Media Arts through one or more of the foci and media below. Other foci and media may be used in addition to teach knowledge and skills in Media Arts.

Media focus options may be either Media Fiction (for example, TV fiction, comics and graphic novels, magazines) or Media Non-Fiction (for example, documentaries, news stories, current affairs stories).

Students are expected to work within, or across, the following media in each year level: film, television, photography, print media, radio or online media.

Content description

Making

Media languages

- Introduction to key terminology and technologies related to selected context and focus
- Codes and conventions for constructing meaning in the selected media type, genre and/or style studied
- Point of view for different audiences in the context of the media type, genre and/or style studied
- Media works that experiment with narrative conventions in the context of the media type, genre and/or style studied

Representation

- Representation of ideas, issues or people in the media now, and/or in the past, and the values they represent (consideration of stereotypes)

Production

- Controls and audience values impacting the production context of media work

Skills and processes

- Media production skills to integrate codes and conventions in media work for a specific purpose, meaning and style
- Independent awareness of safe production practices when using technologies and resources
- Team skills and specific role responsibilities
- Personal and group timelines and development of problem-solving skills
- Production process using appropriate technical skills and processes, scripts, storyboards and layouts

Responding

Analysing and reflecting on intentions

- The impact of their own and others' media work for the intended audience, purpose and context
- Media work from contemporary and past times to explore differing viewpoints in Australian media work and/or international media work
- Media conventions, social and/or cultural beliefs and values that underpin representations in media work

Audience

- Impact of intended audience on the producer's selections in choosing codes and conventions, styles, narrative, genre, representations, stereotypes, differing points of view and values
- Intended audience profile of specific media work
- Impact of current trends in how audiences use media

Music

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

Year Level Description

In Year 9, students continue to build on music skills and knowledge across a range of performing, composing, aural and listening activities. They continue to develop aural skills and aural memory to identify, sing/play and notate rhythmic and melodic phrases based on familiar scale forms and familiar chord progressions in major and minor keys.

Students use composition models and techniques, applying stylistic features and conventions to compose works in a range of styles.

They listen to a variety of musical works, using scores and music terminology, to analyse and describe the use of the elements of music in structured activities. They examine similarities and differences between musical works and identify cultural, historical and stylistic features.

As soloists and ensemble members they practise and perform a range of music to develop technical skills and control, and expression. As performers and audience members they form opinions and preferences about music and the practices of others', across a range of contexts, to inform their own music making.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning, and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning appropriate to context.


Content description

Making


Music literacy (aural/theory)

- Development of aural skills, aural memory and inner hearing to identify, sing/playback and notate rhythmic passages, melodic patterns based on familiar scale and intervals, and simple chord progressions
- Aural identification of the elements of music in isolation and combination in a range of music excerpts (not all content may be relevant to the selected context):

Rhythm

- beat groupings/subdivision in simple time:  and

compound time: 

- rests 
- swung rhythms
- tempo: (*andante*, *allegretto*)

Pitch

- scales: add harmonic minor, Blues up to 3 sharps and 3 flats in treble and bass clefs
- intervals: add m6, M6, m7, M7 ascending and descending
- chords: major and minor triads, primary triads in isolation and simple progressions, add (i, iv, V) in minor keys, (vi) in major keys and (V7) in both major and minor keys
- tonality: relevant to scales listed, modulation to relative major/minor
- riff/ostinato, pedal, sequence

Dynamics and expression

- dynamic gradations and articulations to create contrast and alter timbre

Form and structure

- use of theme

Timbre

- instruments and voice types, groups/ensembles, method of sound production, mutes, pedals and distortion

Texture

- polyphonic/multi-voice

Composing and arranging

- Use and application of composition models to shape and refine arrangements and original works; improvising, combining and manipulating the elements of music; applying compositional devices, stylistic features and conventions to reflect a range of music styles
- Use of a range of invented and conventional notation, appropriate music terminology and available technologies, to organise, record and communicate music ideas

Practical and performance skills

- Development of technical skill and control; musical expression; and consideration of relevant stylistic musical features when practising, refining and performing a variety of repertoire
- Consideration of the music practices of others to inform and shape their own music making through regular self-directed practice of performance skills and techniques
- Development of ensemble skills, working collaboratively to perform with expression, tonal control and awareness of ensemble

Responding

Analysis and context

- Identification and description of the use and stylistic treatment of the elements of music, comparing and discussing similarities and differences between musical works from a range of styles and contexts
- Identification, comparison and evaluation of a variety of music with an understanding of cultural and historical features, stylistic characteristics and associated conventions and music practices (ACAMUR104; ACAMUR105)

Response interpretation and evaluation

- Use of specific criteria and given frameworks to discuss strategies to improve and inform music making when evaluating performances and giving and receiving constructive feedback
- Development of personal opinions and musical preferences, analysing and discussing the influence of music and appreciating differing opinions and perspectives about music (ACAMUR105)
- Evaluation and comparison of attitudes and practices towards the role of audience and performer, recognising that different practices and stylistic conventions can influence a performance and affect audience response and interpretation (ACAMUR104; ACAMUR105)

Visual Arts

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

Year Level Description

In Year 9, students use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artwork which communicate artistic intention. Resolved artwork are displayed and appraised, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists in the production of their own work.

Students are required to critically analyse traditional and contemporary artwork using various analysis frameworks, incorporating appropriate visual art language, art terminology and conventions.

Teachers are required to address knowledge and skills in Visual Arts through one art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (painting, printmaking, drawing, photo and digital media, graphics, collage)

3D (ceramics, sculpture, installations, textiles and jewellery)

Art styles:

Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

Content description

Making

Inquiry

- Ideas for art-making appropriate for chosen discipline (e.g. brainstorm, mind map, annotations/sketches, photography, media testing)
- Exploration of media, materials and technologies in order to understand how they can be applied to a variety of art forms
- Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. applying colour to a black and white print)
- Recognition and use of visual art conventions (e.g. examining the representation of the human form in cultural contexts)
- Personal responses in written and visual form to illustrate understanding of themes, concepts or subject
- Introduction of ideas inspired by an artistic style in their own artwork

Art practice

- Materials, techniques and technologies explored to develop and represent their own artistic intention
- Safe and sustainable practices when producing artwork
- Processes and resolved artwork appraised; ways to improve art practice; reflection
- Techniques and processes chosen to develop and refine artwork when representing ideas and subject matter

Presentation

- Consideration of audience engagement and display options when exhibiting artwork related to an art form (e.g. site-specific, 'Sculptures by the Sea')
- Resolved artwork presented with consideration of personal expression and audience; can be verbal or written

Responding

Analysis

- Critical analysis frameworks (STICI, Feldman or Taylor) used to analyse artwork from contemporary and past times
- Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. dot point, short answer essay, verbal format)
- Visual conventions identified in complex compositional arrangement of artwork (e.g. metamorphosis, Cubist fragmentation)

Social, cultural and historical contexts

- Identification of representations in artwork within a given context
- Viewpoints in artwork from particular artists and styles
- Practices, techniques and viewpoints of artists from different cultural groups

Interpretation/response

- Evaluation of their own artwork and the artwork of others', using examples and evidence to support judgements