

Dance

Year 7 Syllabus

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

Year Level Description

In Year 7, Dance students build on their understanding of improvising and experimenting with the elements of dance (BEST) and choreographic devices to create dance that communicates an idea. They continue to improve their dance skills, focusing on developing technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, balance and coordination. They are provided with opportunities to present dance to an audience, developing their performance skills of expression, projection and focus. As they make dance and respond to it, they reflect on the meaning, interpretations and purposes of dance.

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 explore new movement ideas
- Different elements of dance: body, energy, space, time (BEST), explored and combined to develop choreographic intent

- Choreographic devices (unison, canon, repetition) and choreographic structure (narrative) to create dance that communicates meaning
- Group work practices (sharing ideas, problem-solving, giving feedback, listening skills) in dance

Skills and techniques

- Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, balance and coordination (ACADAM015)
- Safe dance practice of style-specific techniques (ACADAM015)
- Warm-up and cool down as part of a dance class (ACADAM015)

Performance

- Techniques that focus on developing retention of movement (ACADAM017)
- Performance skills (expression, projection, focus) demonstrated to an audience and appropriate to the dance genre/style (ACADAM017)

Responding

Dance Reflecting and Analysis

Reflective processes, using dance terminology, on their own and others' work, and the use in dance works of the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging)

Dance in context

- Distinguishing features and purposes of dance (ACADAR019)

Drama

Year 7 Syllabus

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Year Level Description

In Year 7, Drama students will be given an opportunity to plan, develop and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be improvised, or taken from appropriate, published script excerpts (e.g. Australian or world drama), using selected drama forms and styles (Note: students will have an opportunity to present a scripted drama and improvisation performance at least once over Year 7 and Year 8). Student work in devised and/or scripted drama is the focus of informal reflective processes using generalised drama terminology and language.

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

Drama forms and styles for Year 7: restoration comedy, circus, Kathakali, medieval theatre or ritual theatre.

Content description

Making

Voice and movement

- Voice and movement techniques for selected drama forms and styles (ACADRM043)
- Preparation techniques for voice and movement for selected drama forms and styles (ACADRM043)

- Mime techniques (creating objects using shape and weight) in drama (ACADRM043)

Drama processes and the elements of drama

- Drama processes through exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time and situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and action-audience relationships (ACADRM042)
- Approaches to characterisation (adapting archetypes) (ACADRM041)

Drama forms and styles

- Script interpretation of a scene or section through the elements of drama to create mood and reinforce themes (ACADRM040)
- Extended improvisation exploring personal themes based on research and selected drama forms and styles (ACADRM040)

Drama conventions

- Drama structures based on episodic structures and non-linear dramatic storytelling (ACADRM042)
- Drama conventions for selected drama forms and styles (ACADRM043)
- Improvisation conventions (establishing scenarios and role/character) (ACADRM043)

Spaces of performance

- Levels and status in making drama (ACADRM041)
- Stage geography, blocking notation and the impact of thrust stages (ACADRM044)
- Imaginary spaces created by stage components and properties, the elements of drama and audience (ACADRM044)

Design and technology

- Design and technology to support dramatic meaning and create smooth transitions (ACADRM044)

Self-management and group management skills and processes

- Effective group work processes (problem-solving, listening skills) in drama (ACADRM042)
- Safe practices in drama (backstage management to ensure safe movement) (ACADRM044)

Responding

Drama reflections

- Reflective processes on their own and others' work, the impact on meaning of the use of the elements of drama in performance and general drama terminology and language (ACADRM045)

Media Arts

Year 7 Syllabus

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

Year Level Description

In Year 7, students are provided with opportunities to view media work within the context of the selected focus. They are introduced to the basic communication model, explore different viewpoints in contemporary media, plan and create representations in media work and respond to their own work and the work of others.

Students work as a team, follow timelines, and use 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: advertising (for example, television commercials, film trailers, magazine advertising, film posters), mass media (for example, commercial television, blockbuster films, video games) or press (for example, television news, newspapers, current affairs) and broadcasting (for example, marketing campaigns, commercial radio, commercial podcasts).

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 (ACAMAM066)
- Introduction to the basic communication model (ACAMAM066)
- Codes and conventions of media type, genre and/or style studied (ACAMAM066)
- Point of view in the context of the media type, genre and/or style studied (ACAMAM066)
- Narrative conventions in the context of the media type, genre and/or style studied (ACAMAM066)

Representation

- Representation of ideas, issues or people in the media and the values they represent (consideration of stereotypes) (ACAMAM067)

Production

- Controls and audience values influencing the production of media work (ACAMAM070)

Skills and processes

- Basic media production skills to integrate codes and conventions in media work for a specific purpose and meaning (ACAMAM068)
- Awareness and safety when using technologies and resources (ACAMAM069)
- Team skills and specific role responsibilities (ACAMAM068)
- Production process using basic technical skills and processes, scripts, storyboards and layouts (ACAMAM068)

Responding

Analysing and reflecting on intentions

- The effectiveness of their own and others' media work for the audience and intended purpose (ACAMAR072)
- Media work from contemporary times to explore differing viewpoints (ACAMAR072)

Audience

- The role of the audience (interests, values, expectations) in influencing the producer's selection process (selection, omission, emphasis) (ACAMAR069)
- Intended audiences for which media work is produced (ACAMAR071)
- Ways audiences use media for a specific purpose (ACAMAR072)

Music

Year 7 Syllabus

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Year Level Description

In Year 7, students are given opportunities to apply their music skills and knowledge when performing, composing and listening to music. They develop their aural skills and aural memory to identify, sing/play and transcribe music, making connections between sound and notation.

They experiment with the elements of music to improvise and create simple compositions within given frameworks, using invented and conventional notation and music terminology to record and communicate music ideas.

Students are provided with opportunities to participate in listening, analysis and score reading activities, focusing on the use of the elements of music and key stylistic features.

Students practise, rehearse and perform a range of solo and ensemble music to develop technical skills and an increasing awareness of musical expression.

As performers and audience members, they are encouraged to express their thoughts and feelings about music, identifying personal preferences and the reasons for them.

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/play back and transcribe pitch and rhythm patterns (ACAMUM092)
- Aural recognition of specific elements of music in short excerpts (not all content may be relevant to the selected context):

Rhythm

- simple time: 2/4, 3/4, 4/4 semibreve, minim, crotchet, quavers, 4 semiquavers and compound time: 6/8 dotted minim, dotted crotchet, quavers, 6 semiquavers, crotchet quaver
- rests: rest, hat
- pause, ostinato/riff
- tempo: very slow/largo, slow/adagio, moderate/moderato, fast/allegro, very fast/presto

Pitch

- scales: major pentatonic, major scales up to 1 sharp and 1 flat in treble clef
- intervals: steps and leaps, half step/semitone, whole step/tone, Perfect 5th and Perfect 8ve
- triads: major
- tonality: pentatonic, major and minor
- pedal/drone, ostinato/riff

Dynamics and expression

- very soft/pianissimo (pp) to very loud/fortissimo (ff) including mezzo piano (mp) and mezzo forte (mf)
- legato, staccato

Form and structure

- repetition and contrast
- riff/ostinato, call and response
- binary, ternary/popular song form (verse, chorus), rondo

Timbre

- instrumental and vocal types and groups/ensembles

Texture

- unison/monophonic/single line, homophonic/melody and accompaniment (ACAMUM092; ACAMUM093)

Composing and arranging

- Use of structured composition tasks to compose and arrange music, improvising and experimenting with specific elements of music to explore and develop music ideas (ACAMUM093; ACAMUM095)
- Use of invented and conventional notation, specific music terminology and available technologies to record and communicate music ideas (ACAMUM095)

Practical and performance skills

- Development of technical and expressive skills, through practice and rehearsal, of a variety of solo and ensemble music (ACAMUM094; ACAMUM096)
- Application of strategies to regularly practise and improve performance skills and techniques (ACAMUM094)
- Development of ensemble skills, working together to balance and blend tone and volume; and maintain safety, correct posture and technique when using instruments, voices and technologies (ACAMUM094; ACAMUM096)

Responding

Analysis and context

- Identification of, and discussion about, the use of specific elements of music and stylistic features in structured listening activities, using appropriate music terminology (ACAMUR097)
- Identification of features and performance practices that determine a specific musical style or culture, and description of ways that music contributes to a culture or a context (ACAMUR098)

Response interpretation and evaluation

- Use of given frameworks and reflective strategies to evaluate music performances and discussion of different points of view (ACAMUR098)
- Communication of thoughts and feelings about music using given criteria to form and express personal opinions (ACAMUR098)
- Exploration and discussion of different audience behaviour and performance traditions across a range of settings and musical styles (ACAMUR098)

Visual Arts

Year 7 Syllabus

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

Year Level Description

In Year 7, students have opportunities to use and apply visual art language and artistic conventions in their design and production process. They create 2D and/or 3D artwork through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual art practices, and present their artwork for display.

Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artwork/art style which, in turn, allows them to link their own production to a given context. They consider how to present artwork to enhance audience interpretation.

Students are introduced to a critical analysis framework to analyse artwork and use visual art terminology when responding.

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 (drawing, painting, printmaking, textiles, illustration)

3D (ceramics, sculpture, installations)

Art styles:

Aboriginal and Torres Strait Islander art, contemporary Australian and international art.

Content Description

Making

Inquiry

- Ideas and design development for art-making (e.g. brainstorm, mind map, annotation/sketches, media testing) (ACAVAM120)
- Application of techniques and processes suited to 2D and/or 3D artwork (e.g. one-colour lino print, observational drawing) (ACAVAM121)
- Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. using repetitive shapes and colour to create a pattern) (ACAVAM118)
- Introduction to one or two of the visual art conventions (e.g. compositional devices, such as the use of directional leading lines to direct the eye into the composition; colour theory) (ACAVAM118)
- Art-making intentions identified through annotations or conversations (e.g. keeping a written or digital journal, or portfolio or question/answer; one-to-one, or group debriefs; discussing responses to artwork) (ACAVAM120)

Art practice

- Processes to develop and produce artwork (ACAVAM121)
- Safe work practices (e.g. hand placement when using a lino tool) (ACAVAM121)
- Processes and finished artwork appraised; ways to improve art practice; reflection (ACAVAM122)
- Techniques and processes to support representation of ideas in their art-making (ACAVAM119; ACAVAM121)

Presentation

- Display options of finished artwork to enhance audience interpretation (ACAVAM122)
- Presentation convention of attributing artwork (e.g. printmaking convention of the edition for each print) (ACAVAM122)

Responding

Analysis

- One critical framework (STICl or Taylor) to discuss artwork (ACAVAR123)
- Use of visual art elements (line, tone/value, colour, shape, texture, form and space; principles of design (movement, balance, rhythm, harmony, pattern, contrast, unity, repetition, scale)); visual conventions and visual art terminology to respond to artwork (e.g. dot point form, discussion or written format) (ACAVAR123)
- Key features identified in the organisation of a composition (e.g. use of focal point, cropping) (ACAVAR123)

Social, cultural and historical contexts

- Key features identified in artwork belonging to a given artist, movement, time or place (ACAVAR124)
- Purpose and meaning associated with artwork from the selected artists and art styles (ACAVAR124)

Interpretation/response

- Personal opinions about their own artwork and the work of others', supported by examples within artwork (ACAVAR123)