

The Arts Levels 1–4

In the Arts Levels 1–4 progression points focus on the arts disciplines of Art, Dance, Drama, Media and Music individually and/or in combination. From Level 5 progression points have been developed for the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication.

The Arts – Progressing towards Level 1

Progression Point 0.5

At 0.5, the work of a student progressing towards the standard at Level 1 demonstrates, for example:

Creating and making

- use of the body and/or voice to communicate an imaginative and sensitive response to stimulus material
- awareness of sound, silence, beat/pulse and pitch when singing and playing tuned and untuned instruments
- exploration of textures and shape using mark-making and collage media, materials and techniques in two- and three-dimensional art works
- sequencing of images; for example, to recount an event or retell a familiar story
- contribution to classroom conversations about aspects of performing and visual arts works they have made and experienced

The Arts – Level 1

Creating and making

At Level 1, students make and share performing and visual arts works that communicate observations, personal ideas, feelings and experiences. They explore and, with guidance, use a variety of arts elements (on their own or in combination), skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms. They talk about aspects of their own arts works, and arts works and events in their community.

Exploring and responding

In The Arts, standards for the *Exploring and responding* dimension are introduced at Level 3. Learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

The Arts – Progressing towards Level 2

Progression Point 1.25

At 1.25, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

Creating and making

- exploration of effective ways to use arts elements such as colour, sound or shape to communicate imagined ideas
- memorisation of expressive movements and/or actions created in response to stimulus material
- exploration of ways that shapes, colours, images and/or sounds can be repeated to communicate an idea or observation
- making of visual, sound and/or voice effects to represent ideas in response to stimulus material
- identification of features of performing and visual arts works they and others have made

Progression Point 1.5

At 1.5, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

Creating and making

- selection of arts elements when using media, materials and/or equipment in planned ways to communicate ideas and observations
- planning of ways to combine movements and/or actions
- trials showing ways selected arts elements can be used to create repetition to communicate ideas or observations
- trials showing the use of visual, sound and/or voice effects
- identification, for example, by talking, moving or drawing, of ways selected features are arranged in their own and others' performing and visual arts works

Progression Point 1.75

At 1.75, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

Creating and making

- arrangement of arts elements to enhance expressive qualities of arts works and communicate ideas as intended
- selection of movements and/or actions to enhance expressive qualities of own dance, drama or music works
- trials showing use of repetition, for example, to create patterns or a focal point, to present an idea or observation in a particular way
- decisions about how visual, sound and/or voice effects should be arranged to create intended effects
- use of arts language in discussion about why they and others have chosen to arrange aspects of arts works in particular ways



The Arts – Level 2

Creating and making

At Level 2, students create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms. They identify, describe and discuss characteristics of their own and others' arts works.

Exploring and responding

In The Arts, standards for the *Exploring and responding* dimension are introduced at Level 3. Learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

The Arts – Progressing towards Level 3

Progression Point 2.25

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

Creating and making

- awareness, based on investigation of other works, of how effects can be created when selected arts elements, principles and/or conventions are used and combined
- improvisation, or visual brainstorming, using selected arts elements, principles and/or conventions to explore ways a given concept can be communicated
- awareness of ways performing or visual skills or techniques observed in other people's arts works could be used to communicate their own experiences and feelings
- experimentation with different combinations of media, materials, equipment and/or technologies to create arts works that suit a chosen purpose
- awareness in their own work of techniques and/or features drawn from other people's works

Exploring and responding

- awareness of ways they and others express ideas, feelings and purpose in arts works
- identification, using appropriate arts language, of key features of their own and other people's arts works

Progression Point 2.5

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

Creating and making

- planning for arts works that is informed by an understanding of ways other artists have used and combined selected arts elements, principles and/or conventions to achieve specific effects
- self-evaluation, focusing on selected arts elements, principles and/or conventions to enhance communication of a concept or idea
- trials of ways of performing or visual arts skills or techniques observed in other people's arts works could be used to communicate their own experiences and feelings
- use of skills and techniques to effectively apply selected media, materials, equipment and/or technologies
- awareness of ways other artists' works have informed their own work

Exploring and responding

- identification, using appropriate arts language, of ways ideas and feelings are explored and/or developed in their own arts works

Progression Point 2.75

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

Creating and making

- planning, informed by feedback, of ways to present arts works so that meaning and intentions are effectively communicated
- refinement of works in response to feedback such as peer evaluation about the selection and use of arts elements, principles and/or conventions
- use of performing or visual arts skills or techniques observed in other people's arts works to communicate their own experiences and feelings
- responses to feedback about the application of techniques and the use of selected media, materials, equipment and/or technologies
- understanding of where and how specific techniques, media, materials, equipment and/or technologies, and/or other features of artists' works have been used in their own arts works

Exploring and responding

- reflection, using appropriate arts language, on the exploration, development and/or presentation of ideas and feelings in their own arts works

Progression Point 2.25

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- contribution to discussion about the cultural and historical contexts of their own and other people's arts works

Progression Point 2.5

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- identification of selected arts elements, principles, skills, techniques, processes, media, materials, equipment and/or technologies in their own or other people's arts works
- documentation of an investigation of the cultural or historical contexts of their own or other people's arts works; for example, a collection of images

Progression Point 2.75

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- commentary on ways specific arts elements, principles, skills, techniques, processes and/or use of media and materials communicate ideas in their own or other people's arts works
- identification of, key features of arts works from their own and other cultures and times that shows emerging understanding of contexts

The Arts – Level 3

Creating and making

At Level 3, students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies. They show evidence of arts knowledge when planning arts works for different purposes and audiences and identify techniques and features of other people's works that inform their own arts making. They refine their work in response to feedback and self-evaluation.

Exploring and responding

At Level 3, students comment on the exploration, development and presentation of their arts works, including the use of specific arts elements, principles and/or conventions, skills, techniques and processes. They identify and describe key features of arts works from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's arts works.

The Arts – Progressing towards Level 4

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Creating and making

- exploration of ideas generated from presented sources; for example, ideas for a music work prompted by viewing a photograph
- manipulation of selected dramatic elements to explore the potential of ideas
- exploration of skills, techniques and processes associated with cultural or historical features of selected art works
- representation in a media product of ideas about self and others
- documentation that identifies qualities and influences in their own arts works

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Creating and making

- planning for a music work that outlines the intended and possible inclusion of influences from source material
- manipulation, using appropriate skills and techniques, of selected dramatic elements to communicate ideas for a specified purpose or audience
- incorporation of appropriate skills, techniques and processes when interpreting and performing drama works influenced by different cultural or historical traditions
- refinement of media products to communicate intended representation of ideas about self and others
- documentation that outlines ways ideas developed from influences have been incorporated in a group arts work

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Creating and making

- self-evaluation and responses to feedback when planning how to perform a music work for an audience
- refinement, through ongoing manipulation, of characteristics associated with cultural or historical aspects of selected art works
- preparation of drama works for a presentation in a particular location
- refinement, based on feedback, of ways they incorporate influences from specific culture/s, tradition/s and/or time/s in a media product
- documentation that outlines self-evaluation of their contribution to group dance work, noting why and how changes were made

Exploring and responding

- identification of key features of arts works from different times, places and/or cultures
- understanding, for example through annotations, of processes used to manipulate specific arts elements

Exploring and responding

- identification, using appropriate arts language, of the use and manipulation of specific arts elements, principles and/or conventions in arts works from different times, places or cultures

Exploring and responding

- comparison, using appropriate arts language, of ways arts works from different times, places and/or cultures use specific arts elements, principles and/or conventions to create similar effects

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- contribution to discussions about content and purposes of selected arts works

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- contribution to discussion about cultural and historical influences on specific arts forms, including consideration of ways to incorporate influences into their own arts works
- consideration of possibilities, content and influences when planning, developing and refining their own arts works for presentation to specific audiences

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- understanding, for example through annotations, of where and how influences from other cultures, traditions and times have been incorporated into their own arts works
- interpretation of the expressive qualities of selected traditional and contemporary arts works (including their own)

The Arts – Level 4

Creating and making

At Level 4, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works. They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

Exploring and responding

At Level 4, students discuss traditional and contemporary arts works using appropriate arts language to describe the content, structure and expressive qualities of their own and other people's works from a range of arts disciplines and forms. They interpret and compare key features of arts works made in a range of times, places and cultures. They identify and describe influences on their own works and discuss the purposes for which arts works are created in different historical and cultural contexts.