



# Victorian Essential Learning Standards

## Discipline-based Learning Strand

# THE ARTS

REVISED EDITION JANUARY 2008



## **Contents**

Discipline-based Learning.....	5
The Arts.....	6
Introduction.....	6
Structure of the domain .....	7
National Statements of Learning.....	9
Level 1 .....	10
Level 2 .....	12
Level 3 .....	14
Level 4 .....	16
Level 5 .....	19
Level 6 .....	22
Glossary.....	25

### **Revised Edition January 2008**

This edition incorporates minor amendments to the domain introductions and learning focus statements to indicate their relationship with the National Statements of Learning.

# Discipline-based Learning

The domains within the Discipline-based Learning strand form a body of knowledge with associated ways of seeing the world and distinct methods of exploring, imagining and constructing that world.

Broadly in line with academic literature and consistent with practice in many schools, the Victorian Essential Learning Standards identify the Arts, the Humanities, English and Languages Other Than English, Mathematics and Science as the disciplines for the curriculum over the stages of learning from Prep to Year 10.

Within the Discipline-based Learning strand the learning domains are:

- The Arts
- English
- The Humanities – Economics
- The Humanities – Geography
- The Humanities – History
- Languages Other Than English (LOTE)
- Mathematics
- Science

Students who develop a deep understanding of the concepts contained in the discipline-based domains are able to apply their knowledge in many different ways. The degree to which they are able to transfer their knowledge depends largely on the degree to which students have achieved mastery over Physical, Personal and Social and Interdisciplinary learning.

Research suggests that students develop deeper understanding of discipline-based concepts when they are encouraged to reflect on their learning, take personal responsibility for it and relate it to their own world. These approaches are explicitly defined in the Physical, Personal and Social Learning domains such as physical education and personal learning.

Students are better able to develop, demonstrate and use discipline-based knowledge and skills when they are able to employ interdisciplinary knowledge, skills and behaviours described in the domains of Communication; Design, Creativity and Technology; Information and Communications Technology; and Thinking Processes.

# The Arts

## Introduction

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society the Arts play a pivotal role socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

The Arts domain encompasses a diverse and ever-changing range of disciplines and forms that can be used to structure teaching and learning programs. The domain allows students to create and critically explore visual culture, performances in contemporary and traditional genres, and works that involve the fusion of traditional forms with digital media. Schools use the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication to plan programs. These programs reflect the cultural diversity of students and school communities and the vast growth in information and communications technology that has made arts forms increasingly visible. They recognise the multicultural world saturated with imagery, sounds and performances that students inhabit. Engagement in the Arts involves the inspired and passionate exploration of ideas and the resultant products and performances. By their very nature, the Arts nurture cultural understanding, invention, new directions and new technology. Imagination and creativity, pivotal to the Arts, are essential to our wellbeing because we create much of our world in order to enhance our experiences and understandings of the diverse perspectives that constitute our cultural heritage. For students, interaction through the Arts brings contact with the Indigenous cultures of Australia and the cultures of our nearest neighbours.

Learning in the Arts allows students to communicate their perceptions, observations and understanding of structures, functions and concepts drawn from other areas of the curriculum. The Arts are a vehicle for confronting and exploring new ideas. Through learning in the Arts, students prepare for their roles in a post-industrial economy that depends on innovative ideas, creative use of technologies and the development of new and blended forms. Arts learning expects ethical conduct in the creating, making, presenting and responding to arts works; for example, adherence to agreed approaches by individuals in a collaborative performance or acknowledgment of the use of other artists' products.

Definitions of underlined terms are provided in the Glossary (page 25)

Learning in the Arts is sequential and students should have continuous experience in the different arts disciplines they undertake at a particular level. At Levels 1, 2 and 3 all students should experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art, including two-dimensional and three-dimensional, and Media) disciplines and forms. The arts disciplines may be offered by schools individually and/or in combination; for example, in a cross-disciplinary manner or using new arts forms that combine traditional arts disciplines. At Levels 4 and 5, the study of a range of arts disciplines broadens and deepens students' understanding of the Arts as an area of human activity and provides increased opportunities for personal expression and communication. All students should have continuous experience in at least two arts disciplines at each of these levels. At Level 6, learning programs should provide opportunities for students to continue sequential development of learning in the arts disciplines they have undertaken at Levels 4 and 5. Opportunities should also be provided for students to explore personal interests and develop skills, knowledge and understanding relevant to specific arts forms and disciplines in increasingly sophisticated ways.

At all levels, learning programs in the arts disciplines should provide opportunities for students to experience a range of traditional, contemporary (including digital) and new media/multi-disciplinary forms and genres.

## Structure of the domain

The Arts domain is organised into six sections, one for each level of achievement from Level 1 to Level 6. Each level includes a learning focus statement and a set of standards. A glossary is included which provides definitions of or information about underlined terms (see page 25).

### Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities. Advice regarding the range of arts disciplines that students should experience is included as an introduction to each learning focus statement.

### Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In the Arts, standards for assessing and reporting on student achievement apply from Level 1.

## Dimensions

Standards in the Arts domain are organised in two dimensions:

- Creating and making
- Exploring and responding.

Standards for the *Exploring and responding* dimension are introduced from Level 3.

The frames of reference – interpreting, responding, performing, presenting, ideas, skills, techniques, processes, context, aesthetics and criticism – are integral to both dimensions as *Exploring and responding* draws on students' experiences as creators, makers, performers and/or audience.

Advice will be published for each arts discipline to accompany the standards.

### Creating and making

The *Creating and making* dimension focuses on ideas, skills, techniques, processes, performances and presentations. It includes engagement in concepts that emerge from a range of starting points and stimuli. Students explore experiences, ideas, feelings and understandings through making, interpreting, performing, creating and presenting. Creating and making arts works involves imagination and experimentation; planning; the application of arts elements, principles and/or conventions; skills, techniques and processes; media, materials, equipment and technologies; reflection; and refinement. Individually and collaboratively, students explore their own works and works by other artists working in different historic and cultural contexts.

### Exploring and responding

The *Exploring and responding* dimension focuses on context, interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgments of arts works. Involvement in evaluating meaning, ideas and/or content in finished products is integral to engagement in the Arts.

Exploration of, and response to, expressive qualities of arts works is informed by critical analysis of the use of elements, content and techniques and discussion about the nature, content, and formal, aesthetic and/or kinaesthetic qualities of arts works. Exploring the qualities of arts works involves use of arts language and also draws on research into the purposes and functions for which the works are created and audiences to whom they are presented. This involves students developing an understanding of social, cultural, political, economic and historic contexts and constructs, and developing a consideration of ways that arts works reflect, construct, reinforce and challenge personal, societal and cultural values and beliefs.

Definitions of underlined terms are provided in the Glossary (page 25)

## National Statements of Learning

The Victorian Essential Learning Standards (VELS) incorporate the opportunities to learn covered in the national [Statements of Learning](http://www.curriculum.edu.au/mceetya/the_statements_of_learning,11893.html) (www.curriculum.edu.au/mceetya/the\_statements\_of\_learning,11893.html). The Statements of Learning describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9 in English, Mathematics, Science, Civics and Citizenship and Information and Communication Technologies (ICT).

The Statements of Learning were developed as a means of achieving greater national consistency in curriculum outcomes across the eight Australian states and territories. It was proposed that they be used by state and territory departments or curriculum authorities (their primary audience) to guide the future development of relevant curriculum documents. They were agreed to by all states and territories in August 2006.

During 2007, the VCAA prepared a detailed map to show how the Statements of Learning are addressed and incorporated in the VELS. In the majority of cases, the VELS learning focus statements incorporate the Statements of Learning. Some Statements of Learning are covered in more than one domain. In some cases, VELS learning focus statements have been elaborated to address elements of the Statements of Learning not previously specified. These elaborations are noted at the end of each learning focus statement.

# Level 1

All students should experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art: two-dimensional and three-dimensional, and Media) disciplines and forms. Learning and teaching programs at this level involve these arts disciplines individually (for example, Music) or in combination (for example, Dance and Drama, or Media and Visual Arts – Art: two-dimensional and three-dimensional).

## Learning focus

As students work towards the achievement of Level 1 standards in the Arts, they make performing and visual arts works that express and communicate experiences, observations, ideas and feelings about themselves and their world. With guidance, they make arts works in traditional and contemporary (including digital) arts forms in response to stimuli drawn from sources such as play, problem solving, imagination, observation, incursions and excursions. Students' natural tendency to discovering possibilities and limitations is encouraged through exploring different ways of using performing and visual arts elements, principles and/or conventions, skills, techniques and processes, media, materials and technologies.

For example, students could:

- in Art, use a range of mark making tools to explore as many ways as possible to apply wet and dry media
- in Dance (after the safe dance practice of a warm up for the body), communicate the idea of a leaf in the wind by using movements to shift body weight in different ways
- in Drama, communicate a character's feelings at different points in a story through facial expression, gesture and other non-vocal language
- in Media, make and record sound effects to accompany a story book they have created
- in Music, use body percussion, found and made percussion instruments and their voices to create a soundscape about changes in the weather.

As part of their arts making, students talk about ways in which the Arts are part of their personal experience, as well as cultural and social events in their community. They discuss and express opinions about arts ideas they are exploring and works they are creating and, with guidance, begin to use arts language to describe features of their own and others' arts works. They learn about ways of making personal responses to arts works based on sensory perception, and consider ways that they and others can be both makers and audience.

Definitions of underlined terms are provided in the Glossary (page 25)

Further examples of arts discipline-specific learning approaches for Level 1 will be available on the Standards website at <<http://vels.vcaa.vic.edu.au>> in 2006.

## Standard

### 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.

In the Arts, standards for the *Exploring and responding* dimension are introduced at Level 3.

## Level 2

All students should experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art: two-dimensional and three-dimensional, and Media) disciplines and forms. Learning and teaching programs at this level involve these arts disciplines individually (for example, Drama) or in combination (for example, Dance and Music, or Media and Visual Arts – Art: two-dimensional and three-dimensional).

### Learning focus

As students work towards the achievement of Level 2 standards in the Arts, they learn about a range of ways arts elements can be used in the Performing and Visual Arts to communicate experiences, observations and things imagined. They begin to select, arrange and make choices about ways of using arts elements, principles and/or conventions from individual arts disciplines as they investigate the use of skills, techniques, processes, media, materials, equipment and technologies relevant to the arts disciplines in which they are working. They explore and, with guidance, maintain a record of ways of creating arts works that use a range of contemporary and traditional arts forms, media, materials, equipment and technologies; for example, they plan and explore ideas in a visual diary or keep an electronic journal with digital records of presentations. Using ideas and concepts taken from themes, scenarios, narratives and visual stimuli, they experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes. Students could present arts works that combine arts disciplines such as a shadow puppet play featuring puppets and a soundtrack the students have designed and created or arts works from individual arts disciplines. For example, students could:

- in Art, hang a display on tree branches made up of three-dimensional, oddly shaped imaginary creatures, each with two sides to its personality, created to show skills in selecting and making choices about use of a range of media and materials
- in Dance, use the whole body or body parts to improvise movements matching sounds or the movement characteristics of particular animals
- explore Drama elements and conventions such as costumes and props to create a character based on their observation and perception of a character in a story
- in Media, create a storyboard depicting their alternative ending for a popular film then discussing these in class
- in Music, combine sounds made by a range of noise making toys with body percussion to accompany a learned song.

Definitions of underlined terms are provided in the Glossary (page 25)

Students respond to arts works to gain experience in identifying personal preferences, reflecting on features that might influence their own arts works, and recognising similarities and differences between works from different cultures and times. In discussions about and responses to their own and other people's arts works, they begin to use arts language to identify characteristics such as similarities and differences. They learn about places where arts works can be found and how arts works can be designed and made to fulfil particular individual and community needs.

Further examples of arts discipline-specific learning approaches for Level 2 will be available on the Standards website at <<http://vels.vcaa.vic.edu.au>> in 2006.

## Standard

### 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.

In the Arts, standards for the *Exploring and responding* dimension are introduced at Level 3.

## Level 3

All students should experience learning in the disciplines and forms of the Performing Arts (Dance, Drama and Music) and Visual Arts (Art: two-dimensional and three-dimensional, and Media). Learning and teaching programs at this level involve these arts disciplines individually (for example Visual Arts – Art: two-dimensional and three-dimensional), or in combination (for example, Dance and Drama, or Media and Music).

### Learning focus

As students work towards the achievement of Level 3 standards in the Arts, they apply and develop their arts knowledge by exploring arts processes and ways to communicate concepts arising from their personal experiences and from the world around them. Through the arts disciplines of Dance, Drama, Media, Music and Visual Arts – Art (two-dimensional and three-dimensional), both individually and in combination, they communicate ideas, observations and feelings using a range of media, materials, equipment and technologies to make arts works; for example, a class presentation could feature the performance of a song from another culture in combination with a traditional dance and/or accompanied by a slide-show presentation featuring paintings and carvings which explore the theme of the song.

Students select, combine and experiment with ways of using a range of arts elements, principles and/or conventions, skills, techniques and processes, to explore arts ideas sourced from their imagination and from their own and other cultures. With guidance they record the development of ideas; for example, in a visual diary or a digital (audio or screen) journal with records of rehearsals and conversations about the ideas/work they are developing. Students consider the purpose and audience of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to feedback. For example:

- in Art, students look at and talk about examples of weaving from various cultures, then explore the potential of weaving techniques and processes to create pattern, repetition and contrast using a range of media
- in Dance, students create a movement sequence based on ideas and feelings suggested by one or more images viewed in class, then modify their work in response to feedback from other students in the class
- in Drama, students discuss the possibilities of communicating without words then create tableaux based on image/s, to suggest what may have happened before and after what is depicted in the image/s
- in Media, students plan, record and edit an interview with someone of interest (or curiosity) to them, then present their work and discuss ideas about it in class

Definitions of underlined terms are provided in the Glossary (page 25)

- in Music, with a journey to an imaginary world in mind, students create sound pictures that show variation in rhythmic patterns and contrasts in pitch and duration.

As they explore and respond to their own and others' arts works, students develop skills, techniques and processes for expressing emotions and ideas, and signifying purpose. Using appropriate arts language they begin to identify and describe ways they and others use specific elements, principles and/or conventions, skills, techniques and processes and discuss how ideas, feelings and purpose are conveyed. They reflect on their own and other people's arts works and ideas, identifying key features of works and performances from their own and other cultures, and discuss the function of the Arts in their community.

Further examples of arts discipline-specific learning approaches for Level 3 will be available on the Standards website at <<http://vels.vcaa.vic.edu.au>> in 2006.

## Standards

### 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.

Definitions of underlined terms are provided in the Glossary (page 25)

# Level 4

Learning in the Arts draws on the arts disciplines of Dance, Drama, Media, Music, and Visual Arts (Art: two-dimensional and three-dimensional) individually and in combination. Learning and teaching programs allow students to develop skills, knowledge and understanding relevant to specific arts disciplines with increasing competence. At this level students begin to explore the interdisciplinary nature of arts disciplines; for example, by making installations that incorporate a number of Visual Arts forms, by creating performances that include combinations of Music, Dance and Drama, and/or by combining visual and performance arts forms. In programs associated with Level 4, students should have experience in at least two arts disciplines.

## Learning focus

As students work towards the achievement of Level 4 standards in the Arts, they investigate a range of traditional and contemporary arts forms, styles, media, materials, equipment and technologies in the arts disciplines of Dance, Drama, Media, Music and Visual Arts – Art (two-dimensional and three-dimensional) individually and in combination. They learn about ways to design, improvise, represent, interpret, make and present arts works that communicate feelings and their interests and understanding of themselves, their relationships and other people. For example:

- in Dance, students mirror the movements of a partner and then perform the same movements expressing contrasting emotions
- in Drama, students role-play situations and events, sustaining role/character throughout their group or solo performance.

They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements, principles and/or conventions to explore the potential of ideas, gaining inspiration from a broad range of sources, including arts works from different cultures, styles and historical contexts. For example:

- in Art, students view and discuss examples of portraits by artists from different cultural contexts, then using mixed media, they create a work using techniques from a culture that is not their own
- in Music, students listen to and discuss the mood created in selected advertisement jingles or sound tracks for a cartoon or a theme for a movie character, then using a variety of sound sources and a range of sounds they create two arrangements of group-devised music to convey two different moods.

Definitions of underlined terms are provided in the Glossary (page 25)

Students research, improvise, practise and rehearse skills, techniques and processes, using a range of media, materials, equipment and technologies. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim. They also record the refining of specific aspects of the work when ideas or attempts are not realising their intended purpose. Students learn to evaluate their own and other people's arts works showing some understanding of selected arts forms and their particular techniques and processes as well as an emerging understanding of the qualities of arts elements, principles and/or conventions. They independently and collaboratively explore and experiment with different ways of presenting arts works and consider appropriateness of presentation for intended audience. Through exploring and responding, students begin to develop a vocabulary of appropriate arts language they can use to describe and discuss the content and structural qualities of their own and other people's arts works. They begin to research, and with guidance, analyse arts works to interpret and compare key features, symbols and cultural characteristics of arts works in a range of contemporary and traditional forms from different historic, social and cultural contexts. For example:

- in Media, students research media texts focusing on the use of a range of media technologies in the production and presentation of news in different historical contexts, and then create a real or imagined news item for their school community by working collaboratively from pre-production to post-production and presentation of the news item.

They begin to reflect on their responses to other people's works and consider other's perspectives when discussing arts works.

Further examples of arts discipline-specific learning approaches for Level 4 will be available on the Standards website at <<http://vels.vcaa.vic.edu.au>> in 2006.

## Standards

### **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.

## Level 5

At Level 5, learning in the Arts draws on the disciplines of Art: two-dimensional and three-dimensional, Dance, Drama, Media, Music, and Visual Communication, individually and in combination. Learning and teaching programs allow students to develop skills, knowledge and understanding relevant to specific arts forms and disciplines in an increasingly competent manner. In programs associated with Level 5, students should have continuous experience in at least two arts disciplines.

### Learning focus

As students work towards the achievement of Level 5 standards in the Arts, they use a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas. For example:

- in Drama, students work as an ensemble to explore cultural diversity by sharing experiences and observations through improvisation and role-play about a familiar situation, maintaining a diary of personal reflections throughout their performance making
- in Art, following several lessons exploring line, tonal rendering, perspective and foreshortening as ways to represent and define form, students work from direct observation of people/places/objects and create the illusion of space and form on a two-dimensional surface.

Students explore different contemporary and traditional arts forms and styles to develop understanding of the concept of style. Students apply their arts knowledge and, with guidance, an understanding of style when experimenting with, selecting and using a range of contemporary and traditional media, materials, equipment and technologies to explore and expand their understanding and use of a range of skills, techniques and processes in the arts disciplines of Art (two-dimensional and three-dimensional), Dance, Drama, Media, Music, and Visual Communication. For example:

- in Dance, students learn and present dance sequences from different cultures and styles.

Students work both independently and collaboratively to develop creative and effective ways of combining and manipulating arts elements, principles and/or conventions when designing, making and presenting arts works for particular purposes and audiences. For example:

- in Media, students video or photograph two alternate interpretations of a short visual narrative, to present the story from the point of view of two characters, using variations in lighting, camera angle and shot types

Definitions of underlined terms are provided in the Glossary (page 25)

- in Visual Communication, students explore the potential of symbols and cartoons and elements of shape, line and colour to fulfil a design brief.

Students use processes of rehearsal, reflection and evaluation to develop skills in refining and shaping their works to effectively communicate their intended aims, and experiment with imaginative ways of creating solutions to set tasks. They maintain a record of their exploration and development of ideas and problem solving processes; for example, in a visual diary, on video or in an electronic journal.

Students explore and respond to arts works from a range of styles, forms, times, traditions and cultures. They use research to inform their concept of style and apply their observation skills when describing, comparing and analysing arts works. Students use appropriate arts language when discussing their own and other artists' intentions and expressive use of arts forms, elements, principles and/or conventions and when describing, analysing and interpreting the content and meaning of arts works. They develop skills in analysing, interpreting and evaluating specific expressive, technical and aesthetic qualities of their own and others' works. For example:

- in Music, they listen to and discuss excerpts from music that explores the aural aesthetics of musical representations of air and earth.

Students develop their ability to listen to, reflect on and acknowledge others' perspectives when discussing their own and others' responses to arts works.

Further examples of arts discipline-specific learning approaches for Level 5 will be available on the Standards website at <<http://vels.vcaa.vic.edu.au>> in 2006.

## Standards

### **Creating and making**

At Level 5, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making arts works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

### **Exploring and responding**

At Level 5, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

# Level 6

Learning in the Arts draws on the arts disciplines of Art, Dance, Drama, Media, Music, and Visual Communication, both individually and in combination. At this level learning and teaching programs allow students to explore personal interests and develop skills, knowledge and understanding relevant to specific arts forms and disciplines in increasingly sophisticated ways, and provide opportunities for students to continue sequential development of learning in arts disciplines they have undertaken in previous arts programs.

## Learning focus

As students work towards the achievement of Level 6 standards in the Arts, they design, make and present arts works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of and manipulate arts elements, principles and/or conventions to effectively realise their ideas, represent their observations and communicate their interpretations of issues and concepts. For example:

- in Music, in response to learning and performing songs, that reflect the 'human spirit' students, individually or collaboratively, compose and using conventional or unconventional notation, write down, then present their musical response to an issue holding personal interest for them.

Students consider others' perspectives when seeking solutions and contributing to collaborative arts tasks. For example:

- in Art, students research installation artists who use natural settings as their gallery, then collaboratively design and present an installation art work that uses found forms and works in harmony with the selected site.

Students begin to develop a personal style and become more independent in their approach to exploring, developing and refining arts works. For example:

- in Dance, students individually develop their own dance sequence and teach it to others, then, working collaboratively, they combine the sequences and present as one work.

Within and across specific arts disciplines and arts forms, students experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes and a variety of media, materials, equipment and technologies drawn from a range of contexts. For example:

- in Visual Communication, students develop a website home page for a fictitious organisation.

Students consider the purpose and presentation context when they prepare and present arts works to different audiences. For example:

- in Drama, students devise, rehearse, and design an ensemble performance. They construct sets, costumes and props suitable for a selected performance space, and present the performances.

Students use evaluation and reflection on their arts experiences to improve the making and presenting of their arts works. They maintain a record of their exploration, development and refining of ideas, use of elements and principles and/or conventions and application of techniques and processes when making and presenting their arts works.

When exploring and responding, students focus on the development of knowledge and understanding of key concepts, techniques, processes and practices associated with particular arts forms. They develop aesthetic and critical awareness through observation, research, discussion and analysis of arts works from different social, historical and cultural contexts. They compare arts works to consider similarities and differences in the styles, themes, intentions and aesthetic qualities of works by particular artists and arts works made at a particular time within specific cultural contexts. They develop skills in presenting and justifying personal interpretations of, and opinions about, arts works using appropriate arts language. They investigate and discuss the contribution of the arts to society and other disciplines, such as Mathematics and History, focusing on ways contemporary, and traditional arts disciplines, forms and works reinforce and challenge social, cultural, personal and artistic practices and values. For example:

- in Media, students research issues related to 'body image' and the visual media's role in the construction of the 'ideal body form', then they identify, analyse and discuss images found in popular magazines that contribute to 'body image' issues.

Further examples of arts discipline-specific learning approaches for Level 6 will be available on the Standards website at <<http://vels.vcaa.vic.edu.au>> in 2006.

## Standards

### Creating and making

At Level 6, within and across areas of specialisation, students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

### Exploring and responding

At Level 6, students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples. They comment on the impact of arts works, forms and practices on other arts works and society in general.

# Glossary

## arts disciplines

Arts disciplines encompass distinct bodies of knowledge each with its own conventions, skills, expressive forms and language involving creation and performance, aesthetics, traditions, contexts and analysis. Schools use the six disciplines of Art, Dance, Drama, Media, Music and from Level 5, Visual Communication as the starting points for delivery of student learning programs in the Arts.

## arts elements, principles and/or conventions

### arts elements

The visual, tactile, sonic and spatial qualities and sensory components used to create and talk about two-dimensional, three-dimensional and time-based arts works. Arts elements traditionally associated with particular arts disciplines and forms include:

- *Art*: line, shape, space, texture, colour, form, tone, movement, surface, composition, sound
- *Dance*: space, time, energy, the body. Dance also uses production elements including music, sound, projected image, costume, make-up, properties, lighting and set-design
- *Drama*: voice, movement, gesture, focus, language, sound, silence, tension, conflict, climax, contrast, mood, symbol. Drama also uses stagecraft elements including acting, direction, dramaturgy, stage management, sound effects and/or accompaniment, properties, lighting, costume, make-up and set design
- *Media*: sound, colour, movement, light, images, pattern
- *Music*: pitch (melody and harmony), duration (rhythm, time and metre), dynamics and volume, tempo, tone colour, texture/timbre, instrumentation, tonality, articulation
- *Visual communication*: point, line, shape, tone, colour, texture, colour, letterform, sound.

Contemporary arts works often combine elements from a range of traditional arts disciplines and forms.

### arts principles and/or conventions

Ways arts elements are used, arranged, manipulated and/or organised to create arts works. Arts principles are sometimes referred to as design principles and may also be referred to as compositional or structural devices or conventions; for example, theatrical conventions.

Arts principles and/or conventions include: unity, balance, harmony, distortion, abstraction, juxtaposition, contrast, space, hierarchy, level, scale, symmetry/asymmetry, proportion, cropping, repetition, relationships, pattern, sequence, emphasis, movement, rhythm, augmentation, diminution, variation, tension and release.

## arts forms

Arts works can be categorised as forms representative of particular formal and informal fields, genres, products and/or structures.

This categorisation is generally determined by characteristics of the work such as the organisation of and relationships between arts elements in the work and/or specific technical, aesthetic and/or expressive qualities evident in the work. Some arts forms are traditionally associated with particular arts disciplines although these distinctions are less influential in the categorisation of contemporary arts works which are frequently described as being for example, 'multi-disciplinary' and/or in a 'hybrid form'.

Arts forms associated with specific disciplines include:

- *Art*: two-dimensional, three-dimensional, digital, collage, drawing, painting, photography, print-making, sculpture, textile/fibre (for example, tapestry, weaving, costume), installation, performance art, mask-making, mixed-media, ceramics, conceptual
- *Dance*: improvisation, learnt movement material, self- or group-devised, set movement material, solo, duet/partner dance, ensemble/group. Dance includes many genres which in turn each encompass a range of styles: for example, the genre of Classical Ballet includes styles such as Romanticism and Neo-Classicism; Contemporary Dance includes styles such as Graham, Cunningham, Limon and Horton; folk and ethnic genres include traditional dance forms of countries, cultures and indigenous societies, Musical Theatre and Commercial dance genres include jazz dance, funk, hip hop and tap
- *Drama*: story-telling, mime, puppetry, improvisation, spontaneous dramatic play, role-play, movement, process drama, enactment, devised drama, scripted drama, monologue, ensemble work, physical theatre, dance drama, theatrical forms such as poor theatre, or commedia dell'arte

- *Media*: television programs, film, video, photography, interactive CD-ROMs/DVDs, computer/electronic games, radio, print layout (for example, magazine, newspaper), sequence, collage, role-play, animation, claymation
- *Music*: instrumental, vocal, soundscape, composition, improvisation. Other music forms are based on compositional structures; for example, symphony, raga, blues, and song-form
- *Visual communication*: map, graph, symbol, diagram, chart, illustration, instrumental drawing, architectural drawing, three-dimensional model/form, poster, flyer/brochure, package, logo/corporate identity, two-dimensional layout, multimedia.

### arts language

Arts language is used throughout the Arts domain as an umbrella term for 'arts language, arts terminology and arts expressions'. Each of these facilitates the range of learning required in the Arts domain. Students can learn to speak/write about their works, about other people's works, they can learn to use symbol systems as appropriate and they can develop skills in speaking about arts in terms of content and use of technique, process, elements, principles and/or conventions, media, materials, equipment and technologies. Arts language includes:

- Arts language – aesthetic, oral, visual, symbolic including notation, gestural, physical, kinaesthetic and/or written language used in an agreed way to portray, communicate, describe, discuss, analyse, evaluate, and/or comment on arts works, events, ideas and/or concepts; for example, the symbol system that is Western music notation, or the symbols used by Cecchetti to document choreography and techniques.
- Arts terminology – formal learned terms used in particular ways to define, explain, and show recognition of and/or understandings specific to each arts discipline. Arts specific terms are associated with specific arts disciplines; for example, in Art, formal elements such as line, shape and/or texture. Many of these terms are used in more than one arts discipline and the meaning across disciplines can have strong connections (for example, sequence in Music and Media). More generally, however, the meaning is different between disciplines; for example, tone in Drama and Visual Arts.
- Arts expressions – words and phrases often associated with particular aesthetic perspectives and/or the vernacular of cultural artistic

communications and aesthetic interpretations that are subject to change over time. For example, arts expressions such as 'primitive understanding' or 'soulless expression' can be used in arts works and commentaries/analyses etc to communicate ideas, meanings, messages, observations, perceptions and/or concepts. Often these expressions combine formal terms and more colloquial language; for example, 'mise en scene' or 'structured improvisation'. Arts expressions are also used to communicate affective understandings; for example, a description of a movement phrase from a dance work such as 'crumpled up like a dried leaf'. Arts expressions vary according to the perceptions and understandings of the user and the audience and are dependent on cultural and experiential contexts.

### media, materials, equipment and technologies

Two-dimensional, three-dimensional, time-based, sonic and physical objects and/or resources found in the natural and human environments and used to make and/or present arts works.

Media, materials, equipment and technologies often associated with traditional arts disciplines include:

- *Art and Visual communication*: two-dimensional and three-dimensional, hard, soft, wet, dry, papers, clays, videotape, pens, pencils, wire, crayons, washes, woods, metals, information and communications technology hardware and software, paints, dyes, cameras, natural (for example, shells, leaves, grasses, rice, sand, pasta), threads, plastics, film, canvas, fabric, moulds, glues, glass, light, cards, water, markers, chalks, plasticine, papier maché, straws, kiln, knives, sponge, ceramicists' tools (for example, clay-cutter, tools for creating decorative effects), silk-screen, balloons
- *Dance*: the body, whole or part body movements, locomotor and non-locomotor gestures and actions, dance studio/rehearsal room, music, technologies to support dance-making processes and presentation such as sound, lighting, make-up, properties, costume and information and communications technologies
- *Drama*: the body, voice, acting space, stimulus materials (for example, books, music, film/video, personal experience, pictures, myths, environments), technologies to support drama processes, production and presentation such as sound, lighting, properties, make-up, costume and information and communications technologies

- *Media*: images, sounds, objects, digital, recycled materials, technologies for making and recording and/or manipulating images and sounds (for example, film, camera, editing software), technologies for presenting media products
- *Music*: voice, instruments (acoustic, electronic, digital), objects (for example, washboard, gourd), body percussion, recorded sounds, technologies for recording, sequencing and manipulating sounds, technologies for presenting performances; for example, microphones, speakers.

### **multimodal**

Multimodal forms combine; for example, visual images and sound in an installation work, or music, dramatic, kinaesthetic and visual elements in an opera, musical or shadow puppet play.

### **sensory perception**

Students' sense of the aesthetic is expressed through a heightened and increasingly focused awareness of the ways arts works and even environments and objects look, feel and sound, and the impact it has on them and other people. For example, in the early years of schooling, students might comment on the way that lines in a drawing represent the path flight of a bird they have seen flying or how the sounds they are making on a drum are like the sound of rain on a pavement.

### **skills, techniques and processes**

Ways and methods of using and manipulating elements, principles, media, materials, equipment and technologies. Skills, techniques and processes can be used to realise ideas, achieve specific effects, investigate creative outcomes for expressive, aesthetic and/or technical tasks and/or to explore (practically, by observation and/or through discussion) aesthetic and communicative potential of media and materials. Skills and techniques can be practised in isolation but are generally used as part of an arts-making process.

Artists also use a range of processes to document (in verbal, written, physical and/or visual forms) working and/or thinking practices, and/or comment on/critique arts works.

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