Creative Arts K-6
Principal’s Package
I am pleased to release the *Creative Arts K–6 Syllabus* (2000) and support documents. Included in this dispatch is the following set of documents for each teacher:

- *Creative Arts K–6 Syllabus*
- *Creative Arts K–6 Units of Work.*

Also included in this dispatch is a package of support material for the school's parent organisation. This package includes a booklet, *Introducing the Creative Arts K–6 Syllabus to Parents and Community Members*, for use at parent information meetings.

I am also pleased to include the *Principal's Package* with this dispatch. This folio of loose-leaf sheets has been developed to provide school leaders with information about the syllabus and support documents.

The documents in this dispatch are also available on the Board's website ([http://www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). A CD-ROM containing the documents will soon be released to schools.

The syllabus and support documents follow a comprehensive consultation process. The Board appreciates the contributions made by a significant number of teachers, principals, students and academics to the development of the Creative Arts K–6 documents.

(Professor) Gordon Stanley
President
30/11/00
Creative Arts K–6
Principal’s Package
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Introduction

This package has been produced to provide principals with a summary of information about the Creative Arts K–6 Syllabus and the accompanying support documents. Its focus is on matters considered to be of key interest to principals and their school communities.

The Creative Arts K–6 Principal’s Package is one of four documents that have been produced as a syllabus package to support the teaching of the creative arts in primary schools. The other documents in the syllabus package are:

- Creative Arts K–6 Syllabus
- Creative Arts K–6 Units of Work
- Introducing the Creative Arts K–6 Syllabus to Parents and Community Members.

These documents can be found at the Board of Studies K–6 website (http://www.bosnsw-k6.nsw.edu.au).
Overview

The Syllabus

The Creative Arts K–6 Syllabus replaces existing syllabuses in Music (1984), Visual Arts (1989) and Craft (1972). It provides information and guidance about teaching and learning in the artforms of Visual Arts, Music, Drama and Dance from Kindergarten to Year 6. Each of these artforms is acknowledged for its unique contribution to students’ learning in the arts.

In Visual Arts, students develop knowledge and understanding, skills, values and attitudes in making and appreciating by engaging with the concepts of ‘artists’, ‘artworks’, ‘the audience’ and ‘the world’.

In Music, students develop knowledge and understanding, skills, values and attitudes in performing, organising sound and listening by experiencing musical concepts within a range of repertoire.

In Drama, students develop knowledge and understanding, skills, values and attitudes in making, performing and appreciating by engaging with roles, dramatic contexts, elements and forms.

In Dance, students develop knowledge and understanding, skills, values and attitudes in performing, composing and appreciating by engaging with the elements of dance through a range of contexts.

The syllabus includes guidance about what to teach in each stage in each artform. It has been designed to be used by classroom teachers. It is also acknowledged that schools may use other staffing arrangements, such as a combination of teachers who specialise in one or more artform supporting the classroom teacher. Therefore the content has been arranged by artform from Early Stage 1 to Stage 3.
The Support Documents

Creative Arts K–6 Units of Work

This support document provides sample units of work from Early Stage 1 to Stage 3 in Visual Arts, Music, Drama and Dance. These units have been developed from the content and outcomes of the syllabus.

The units vary in length. Some have a short duration while others extend over four or five weeks. They can be incorporated into school plans and teachers’ programs, and adapted or modified according to the resources in the school. They are sample units only.

Each unit has notes to teachers to assist them in planning, programming and assessing. They also contain purpose statements and advice about resources, techniques and the organisation of classroom space. Many units are accompanied by student worksamples.

Introducing the Creative Arts K–6 Syllabus to Parents and Community Members

This booklet provides general information for parents and the community about the Creative Arts K–6 Syllabus, the nature of the artforms and how parents can support their child’s learning at home.

Schools may wish to use this booklet at meetings with parents to help explain the implementation of the syllabus in the school. Information in the booklet can also be incorporated in school newsletters as required.
Key Questions and Answers

1. What are the key features of the syllabus and support documents?

- The syllabus is organised in the artforms of Visual Arts, Music, Drama and Dance.
- Each of the artforms has its own traditions, body of knowledge, skills and methods of learning. These differences are acknowledged in various ways in the syllabus, including in the stage statements, content, outcomes and indicators, and in the general principles for planning, programming, assessing, reporting and evaluating.
- The syllabus has been organised to support the various ways teachers may work within and across the artforms. It is recommended that teachers give consideration to integrating the learning experiences of
  - making and appreciating in visual arts
  - performing, organising sound and listening in music
  - making, performing and appreciating in drama
  - composing, performing and appreciating in dance.
- The Creative Arts K–6 Units of Work support document includes samples of units of work. These have been developed for use by classroom teachers. However, some schools may be able to arrange for one or more specialist teachers to teach artforms across the school.

2. What are the curriculum requirements in Creative Arts?

- The Education Act 1990 (NSW) sets out minimum curriculum requirements for primary schools. It requires that courses of study must be provided in each of the six key learning areas for primary education for each child during each year. The Creative and Practical Arts key learning area is one of the six KLAs.
- Within the Creative and Practical Arts key learning area, the Act states that ‘courses of study in both art and music are to be included in the key learning area of Creative and Practical Arts’.
- This syllabus enables schools to meet this requirement and at the same time broaden students’ experiences in the creative arts through the artforms of drama and dance.

3. How does this syllabus relate to other KLA syllabuses?

- The Creative Arts K–6 Syllabus is consistent with the recently released primary syllabuses in English, Personal Development, Health, and Physical Education (PDHPE), and Human Society and Its Environment (HSIE). It is similar in its organisation, layout and design to these other syllabuses.
- Information about possible links between content in the artforms, as well as links with the content from other key learning areas, is included with each unit of work. The Board of Studies K–6 website (http://www.bosnsw-k6.nsw.edu.au) provides additional information about links across the artforms and across key learning areas.
- Aspects of dance and movement are included in the Personal Development, Health and Physical Education K–6 Syllabus where the focus is on the elements of dance, and on locomotor and non-locomotor movement. The Creative Arts K–6 Syllabus provides further detail on the nature of performing, composing and appreciating in each stage, and on the elements and contexts of dance.
- Aspects of drama are addressed in the English K–6 Syllabus through the literary texts (oral and written) that students can investigate. Particular texts can be used as resource material for learning experiences in drama as well as supporting the content in English K–6.
- Aspects of craft and design (part of the visual arts) are addressed in learning experiences in designing and making in Science and Technology K–6. Particular design tasks in Science and Technology units may involve students using forms (eg painting, fibre, ceramics) and technical skills that they have acquired in visual arts learning experiences.
Fact Sheet 1

Visual Arts

In Visual Arts:

- The subject matter explored in Visual Arts K–6 could include people, other living things, objects, places and spaces, events.

- Students will engage with different types of artworks including drawing, painting, sculpture and three-dimensional forms, ceramics, fibre, photography and digital works. These are referred to as ‘forms’.

- Students develop their knowledge, skills and understanding in making artworks. They do this informed by their investigations of the world as subject matter, by their experience of using expressive forms, and with consideration of the audience for their works.

- Students also develop their knowledge, skills and understanding in appreciating their own work and that of others. They do this by recognising some of the relationships between artists, artworks and audiences and some of the ways the world can be interpreted.

It is recommended that units of work form the basis of programs in Visual Arts. These should be derived from the outcomes and content in the syllabus. Units of work in Visual Arts may have a short duration or may extend over four or five weeks. Some examples are included in the Creative Arts K–6 Units of Work support document.

The Creative Arts K–6 Syllabus contains more detailed information about its approach to Visual Arts in the ‘Overview of Learning in the Creative Arts’ section on pages 9 to 19, and in the ‘Scope in the Artforms’ section on pages 85 to 102.
Fact Sheet 2

Music

In Music:

• Students develop knowledge, skills and understanding in performing music of different styles and from different times and cultures. They do this by singing, playing and moving, and organising sound into musical compositions using musical concepts.

• Students also develop their knowledge, skills and understanding in listening to and discussing their own music and that of others.

• Students develop their skills, knowledge and understanding by organising sound into musical compositions using musical concepts.

• Students learn about musical concepts including duration, pitch, dynamics, tone colour and structure.

• The repertoire used by the teacher or selected by a student may be drawn from different sources including vocal music, instrumental music and student compositions.

It is recommended that units of work form the basis of programs in Music. These should be derived from the outcomes and content in the syllabus. Units of work in Music may have a short duration or may extend over four or five weeks. Some examples are included in the Creative Arts K–6 Units of Work support document.

The Creative Arts K–6 Syllabus contains more detailed information about its approach to Music in the ‘Overview of Learning in Creative Arts’ section on pages 9 to 19, and in the ‘Scope in the Artforms’ section on pages 85 to 102.
Fact Sheet 3

Drama

In Drama:

- Students experience different types of drama such as improvisation, movement, mime, story telling, readers theatre, puppetry, mask, video drama and playbuilding. These are referred to as ‘forms’.

- Students develop knowledge, skills and understanding in making drama collaboratively by taking on roles and creating imagined situations.

- The development of students’ knowledge, skills and understanding is shaped by the elements of drama (dramatic tension, contrast, symbol, time, space, focus and mood), and in performing drama by actively engaging in drama forms.

- Students also develop their knowledge, skills and understanding in appreciating their own dramatic works and those of others.

It is recommended that units of work form the basis of programs in Drama. These should be derived from the outcomes and content in the syllabus. Units of work in Drama may have a short duration or may extend over four or five weeks. Some examples are included in the Creative Arts K–6 Units of Work support document.

The Creative Arts K–6 Syllabus contains more detailed information about its approach to Drama in the ‘Overview of Learning in Creative Arts’ section on pages 9 to 19, and in the ‘Scope in the Artforms’ section on pages 85 to 102.
Fact Sheet 4

Dance

In Dance:

• Students develop knowledge, skills and understanding in composing their own dances.

• Students also develop knowledge, skills and understanding in appreciating their own dances and those of others.

• Students use and consider the elements of dance (action, dynamics, time, space, relationships and structure) in performing their own dances and the dances of others from different times and cultures.

• Students gain increasing accomplishment, and develop their knowledge, skills and understanding in composing their own dances using the elements and contexts of dance.

• The contexts for learning experiences may be drawn from a variety of sources including contemporary and popular dances, social dance, modern dance, Aboriginal dance, Torres Strait Islander dance, and indigenous, folk and traditional dances of the world.

It is recommended that units of work form the basis of programs in Dance. These should be derived from the outcomes and content in the syllabus. Units of work in Dance may have a short duration or may extend over four or five weeks. Some examples are included in the Creative Arts K–6 Units of Work support document.

The Creative Arts K–6 Syllabus contains more detailed information about its approach to Dance in the ‘Overview of Learning in Creative Arts’ section on pages 9 to 19, and in the ‘Scope in the Artforms’ section on pages 85 to 102.
Fact Sheet 5

Outcomes and Indicators

- Syllabus outcomes are statements of the specific results intended by the syllabus. These outcomes are achieved as students engage with the artforms and the content of the syllabus.

- The statements of the outcomes for each stage express the knowledge, skills and understanding and expected to be gained by most students, as a result of effective teaching and learning in the artforms, at the end of the stage.

- Values and attitudes that are central to the development of students’ knowledge, skills and understanding in the artforms have been incorporated into the outcomes, indicators and content in the syllabus. A description of these values and attitudes can be found in the ‘Overview of Learning in Creative Arts’ section in the syllabus on page 18.

- Each outcome in this syllabus is accompanied by a set of indicators. An indicator describes the behaviour that a student might display as they work towards the achievement of the syllabus outcomes.

- The indicators included in this syllabus are examples only. They exemplify the range of observable behaviours that signal the achievement of the outcomes. By being linked to the content, they assist teachers to monitor student progress within a stage and to make an informed judgement about the achievement of the outcomes at the end of a stage.

- Teachers may wish to develop their own indicators or modify the syllabus indicators, as there are numerous ways that a student may demonstrate what they know and can do.

- Outcomes, selected indicators and worksamples are included in the Creative Arts K–6 Units of Work support document.
Fact Sheet 6

School Planning for the Creative Arts

- When planning for the establishment of the Creative Arts in a school, consideration should be given to the content of the artforms, the syllabus outcomes and the different ways that the Creative Arts and each of the artforms may be managed, taught and organised within the school from Early Stage 1 to Stage 3.

- Planning involves creating an overview of the content to be taught during students’ primary years of schooling. The overview should be derived from the content and the outcomes in the syllabus.

- The purpose of planning is to assist in developing shared understanding, good organisational practices and effective programming throughout the school.

- Planning needs to be done at whole-school, stage and class levels as well as at the individual level. Teachers, both individually and collectively, should:
  - take into consideration the prior learning of students and identify students’ learning needs in each stage
  - refer to the following sections in the syllabus: Overview of Learning in Creative Arts (pages 9 to 19), Outcomes and Indicators (pages 33 to 49), Content (pages 51 to 84), and Scope in the Artforms (pages 85 to 102)
  - ensure that students have access to a balanced program that enables them to work in and learn about the artforms
  - develop shared beliefs and understanding in the school community about teaching and learning in Visual Arts, Music, Drama and Dance
  - identify and use the resources available within the school and the wider community
  - develop and make use of a school Creative Arts policy. This should include reference to how the school will provide opportunities for students to learn in Visual Arts, Music, Drama and Dance from Early Stage 1 to Stage 3.
Fact Sheet 7

Assessment in the Creative Arts

- A variety of assessment strategies should be used in the Creative Arts to give students opportunities to demonstrate, in an authentic manner:
  - what they know and understand about the nature of the artforms, and
  - what they can do in terms of the work they undertake during and at the completion of a unit of work.

- When assessing in Visual Arts teachers can:
  - make judgements about the qualities of finished works and works in progress based on the intentions of a unit of work, outcomes and indicators
  - observe and discuss how students have used certain techniques and explored subject matter related to the intentions of the unit, outcomes and indicators
  - have students deliver short oral presentations about their own work or the work of others focusing on, for example, details, areas of interest, intentions
  - have students collect information from exhibitions.

- When assessing in Music teachers can:
  - listen to, observe and discuss students’ musical performances, individually or in small groups, related to the intentions of the unit, outcomes and indicators
  - listen to and discuss students’ simple compositions, created individually or in small groups, related to the intentions of the unit, outcomes and indicators
  - have students deliver short oral presentations or written responses to examples of music they have listened to, either live or recorded.

- When assessing in Drama teachers can:
  - listen to, observe and discuss students’ drama-making in groups related to the intentions of the unit, outcomes and indicators
  - discriminate the range of meanings conveyed through drama works in progress and drama performances
  - have students deliver short oral presentations or written responses to drama works they have viewed, either as live or videotaped performances.

- When assessing in Dance teachers can:
  - listen to, observe and discuss students’ dance performances, individually or in small groups, related to the intentions of the unit, outcomes and indicators
  - listen to, observe and discuss students’ dances or movement sequences related to the intentions of the unit, outcomes and indicators
  - have students deliver short oral presentations or written responses to dance works they have viewed, either as live or videotaped performances.
Fact Sheet 8

Reporting in the Creative Arts

- Reporting is the process of providing information, both formally and informally, about student achievement.

- Reporting should indicate the artforms that students have engaged in over a specified period rather than provide generic information about students’ arts experience.

- Teachers can ensure that reporting on achievements makes reference, over time, to the different artforms and their components and the students’ development of knowledge and understanding, skills, values and attitudes in each artform.

- In Visual Arts specific reference should be made to students’ making and appreciating.

- In Music specific reference should be made to students’ performing and organising sound and listening.

- In Drama specific reference should be made to students’ making, performing and appreciating.

- In Dance specific reference should be made to students’ composing, performing and appreciating.

- Various forms of evidence can be used to report student progress and achievement. These may include artworks, ideas under development, notes on students’ interactions in performance work, including their group work in music, drama and dance in particular.
Fact Sheet 9

Resources

• While schools may have some existing resources in the artforms, consideration should be given to the range of materials that schools may acquire over time to broaden students’ and teachers’ knowledge and skills in each artform.

• Schools should consider the different kinds of resources within the community (including people who work in Visual Arts, Music, Drama and Dance).

• Reference to specific resources is provided in each unit in the Creative Arts K–6 Units of Work support document. In other cases the particular resource is essential to the unit of work. In other cases the suggested resource may be replaced with a resource that incorporates the same elements. Examples of substitute resources are provided in the units where this applies.

• The Board of Studies K–6 website (http://www.bosnsw-k6.nsw.edu.au) includes information about a range of resources and reference material.