

Arts

LEVEL 1	15 TCE CREDIT POINTS
COURSE CODE	ART115123
COURSE SPAN	2023 — 2027
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2023. Use [A-Z Courses](#) to find the current version (if available).

Arts Level 1 is designed for learners to develop basic skills and use fundamental principles of an art discipline to create art

Students choose one art discipline for the year: dance, drama, media arts, music or visual arts. Students learn how to describe their art and what they are intending to convey through it. They identify some of the similarities and differences between their own work and the work of others. Learners will have the opportunity to develop confidence and creativity and communicate their unique perspectives on the world as they create and respond to a range of artworks and performances.

Focus Area

Discipline-based study

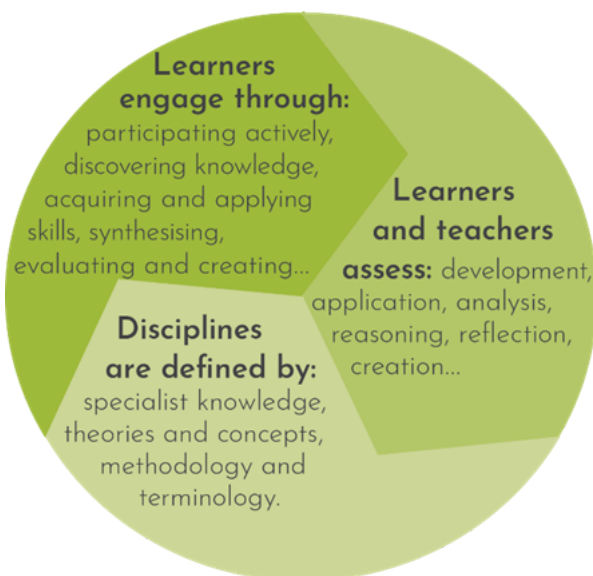
Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

Arts Level 1 is a Discipline-based study course.

Discipline-based study includes content, core concepts and big ideas; enables deep knowledge and understanding of the content and the application of what is learned. Learners consider accepted key disciplinary knowledge, apply distinctive ways of thinking and become increasingly independent learners. They use methodologies specific to the discipline to explore and strengthen their understanding of key concepts and develop deep knowledge, skills and understanding.

Discipline-based study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts and
- methodology and terminology.



In this course learners will do this by:

- understanding the big ideas of art. For example, that they the learner are both the creators of and responders to, art
- experiencing art as a form of meaning making and communication
- using arts practices:
 - in dance, for example, developing dance phrases and using choreographic devices
 - in drama, for example, developing the ensemble through improvisation
 - in media arts, for example, experimenting with different media tools to communicate perspectives
 - in music, for example, experimenting with music and sound
 - in visual arts, for example, experimenting with different technologies and techniques.

Rationale

Art is a fundamental human activity and people have made and responded to art since the beginning of civilisation. Art is created to understand or reflect upon the world, to communicate meaning and express how it feels to be human. The arts can be a powerful motivator for personal and social change and can promote empathy and emotional resilience. All arts disciplines rely on collaboration to different extents and all foster communication and meaning-making skills.

Arts Level 1 is the study of a specific arts discipline to consolidate and develop arts techniques and arts skills. It allows learners to engage with the arts and develop confidence and creativity through their ability to manipulate elements, media and technologies. Learners will have the opportunity to create original, personalised artworks and performances to convey ideas, emotions or issues. They choose one art form from the disciplines of dance, drama, media arts, music or visual arts. Learners will develop a growing appreciation of artworks and performances made by others including those from diverse time periods, cultures and places.

As learners develop technical proficiency, they will be given opportunities to make, present, perform, reflect or respond to their own and others' art works in a guided artistic process. *Arts Level 1* will expand access and opportunities for learners by building learner agency and explicitly addressing the general capabilities.

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course supports the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. use fundamental elements and artistic principles to develop and create their own artworks and performances
2. use and practise artistic techniques
3. express their own views by communicating ideas and emotions through their own artworks and performances
4. observe cultural similarities in artworks and performances and respond to artworks and performances
5. outline their own artworks and performances
6. use goal setting skills when making and responding to art
7. use reflective strategies to inform their art making
8. create artworks and performances to express an intention.

Pathways

- This course reflects and builds upon Years 7-10 Australian Curriculum: The Arts
- This course provides a pathway to courses in the Arts at Level 2 in dance, drama, media arts, music and visual arts.

Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Personal and social capability

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Course Size And Complexity

This course has a complexity level of 1.

For a full description of courses at a complexity level of 1, please refer to the [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 1 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

Course Structure

This course consists of three 50-hour modules. The 150-hour course must be delivered within one academic year.

Module 1: Principles and elements

Module 2: Imagination and expression

Module 3: Connections and context

Course Delivery

The three modules must be delivered in order 1, 2, 3.

The modules work in a progressive way and learners keep a work diary throughout the three modules to document their ongoing development. Learners also collect support material that show evidence of their arts related activities such as going to an exhibition.

The work diary is to be commenced in module 1, continued in module 2 and finalised in module 3.

A work diary is a collection of:

- idea generation records that can include, but are not limited to, mind maps, doodles, sketches, dance notation as drawings, script ideas, story boards, song ideas, recordings, music notation as drawings or brainstorm notes
- artist research
- documentation of the developmental process throughout the year of study
- personal reflection including thoughts, impressions, realisations and response to feedback
- timetables and goal setting plans
- reference materials can include random and specific: postcards, images from magazines, found objects, things from nature, dance videos, play scripts, music films and posters, music recordings, videos and music scores
- acknowledgement of sources
- experiments can include, but are not limited to, playing with materials, sounds, textures, sounds and improvisations
- responses to artworks and performances including exhibitions, gallery visits, shows, films and concerts.

Selection of the arts discipline

Dependent on the arts discipline chosen for this 150-hour course, learners must choose a single discipline from, dance, drama, media arts, music or visual arts that are offered by their provider, the learner will focus on the single discipline throughout the year.

If choosing visual arts, learners can choose a variety of studios, for example drawing, painting and ceramics or concentrate on one.

The term 'artwork and performance' refers to the art that is created, performed or presented by the learner. The term 'artwork and performance' could therefore refer to a dance piece, an improvised contact dance, a scripted drama, an improvised scene, animation, short film, sound installation, performed song, improvised music piece, composition, painting, ceramic, computer graphic or whatever artwork the learner decides to do within their chosen arts discipline.

Course Requirements

Access

Learners may have some prior arts knowledge or experience, but it is not mandatory.

Resource requirements

- dance and drama: clear space will be needed to allow movement
- media arts: computers and smart phones will be needed to make media art works and a range of apps and technologies designed to enhance the learning
- music: musical instruments and voices
- visual arts: a range of arts materials.

Course Content: Module 1

Module 1 – Principles and elements

Module 1 learning outcomes

The following learning outcomes are a focus of this module:

1. use fundamental elements and artistic principles to develop and create their own artworks and performances
2. use and practise artistic techniques
3. express their own views by communicating ideas and emotions through their own artworks and performances
4. observe cultural similarities in artworks and performances and respond to artworks and performances
5. outline their own artworks and performances
6. use goal setting skills when making and responding to art.

Module 1 content

Learners are introduced to a range of fundamental processes, elements and artistic principles and develop a basic understanding of an arts discipline: dance, drama, media arts, music or visual arts.

Key knowledge

- the student is both the artist and the audience
- the artistic process is made up of phases that can include inspiration, development, creation, communication and reflection and these phases can be revisited and repeated throughout the creation of an artwork or to develop specific techniques and skills:
 - **inspiration** phase may include the introduction of a stimulus, experiential activities, exposure to artworks and performances, guided visualisations and movement or character work responding to impulses
 - **development** phase may include processes such as improvisation, experimentation, trial and error, drafting, modelling, practising or asking for feedback
 - **creation** phase may include rehearsing, refining, selecting, polishing or realising
 - **communication** phase may include sharing with a teacher and peers, performing to an audience, displaying work or presenting a film
 - **reflection** phase may include independent note taking, verbalising a response, responding to feedback and goal setting.

Learners are guided to create individual and small group art experimentations following instructions and guidelines. Experimentation is used to develop artistic expression and build confidence in practical realisation.

Learners are introduced to basic elements and principles of the arts discipline and experiment with them to begin making artworks and performances. Learners are introduced to the discipline-specific language and terminology of the chosen arts discipline. Learners are introduced to goal setting strategies and how they might approach creating and finishing artworks and performances.

Depending on the discipline chosen, learners participate in activities that allow them to gain experiences which increase their understanding of:

- fundamental arts principles within all disciplines
- mediums within visual arts
- tools used in media arts and visual arts
- instruments within music
- fundamental elements and performance within dance, drama and music
- fundamental techniques within all disciplines.

Key skills

Art creating

- experimentation and risk taking
- gathering and collating ideas
- using elements and basic devices of dance
- improvising and ensemble activities in drama
- introduction to point of view in media arts
- introduction to instrument within music
- using elements and basic devices of music
- basic principles and elements of design in visual arts.

Art investigations

- reflecting on own artwork
- responding to artwork
- personal response to artworks and performances
- identifying ideas: what artworks and performances may be about.

Module 1 work requirements summary

The work requirements for this module include:

- one artefact: completed artwork or performance
- one short response: comparing art work.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 1 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

Course Content: Module 2

Module 2 – Imagination and expression

Module 2 learning outcomes

The following learning outcomes are a focus of this module:

1. use fundamental elements and artistic principles to develop and create their own artworks and performances
2. use and practise artistic techniques
3. express their own views by communicating ideas and emotions through their own artworks and performances
4. observe cultural similarities in artworks and performances and respond to artworks and performances
5. describe their own artworks and performances
7. use reflective strategies to inform their art making.

Module 2 content

Module 2 allows learners to engage with a range of artworks and performances that informs their own art creation and inspires new approaches.

Learners are encouraged to explore their own and others' artmaking. They identify and respond to inspiration from a variety of sources and use their imagination to create responses in a variety of ways.

Key knowledge

- art can contain cultural knowledge and express cultural ideas
- over time art can present an accumulation of the experiences of others that are presented in organised forms
- art forms include traditional forms such as, culturally agreed, folk or stylistic and non-traditional e.g., a style that breaks away from the conventionally accepted forms
- art is a form of meaning making through aesthetic, practical and cognitive processes, in other words, we use our senses, hands, faces, bodies and minds to create art.

Learners are introduced to traditional and non-traditional approaches to artmaking; these are introduced to allow learners to create artworks and performances that reflect personal meaning and ideas, using a variety of techniques and technologies.

Exposure to a variety of themes, subjects, topics and briefs, structured processes of a task, allow learners to explore responses and guided approaches to create artworks and performances with confidence and developing competence.

Learners gain confidence in creating finished works of art through appropriation and structured collaboration.

Key skills

Art creating:

- expressing themes and ideas in a variety of ways or mediums
- exploring traditional and non-traditional dances
- exploring traditional and non-traditional texts and stories through drama
- exploring traditional and non-traditional materials and techniques within media and visual arts
- exploring traditional and non-traditional music and songs
- adopting ideas of others
- trialling new techniques to express ideas.

Art investigations:

- considering a variety of approaches to creating artworks and performances
- exposure to a variety of ways to express ideas
- discussing inspiration of own and others works
- reflecting on new learning and understanding.

Module 2 work requirements summary

The work requirements for this module include:

- one artefact: completed artwork or performance
- one short response: recognising and reflecting on own learning.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 2 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.

Course Content: Module 3

Module 3 – Connections and context

Module 3 learning outcomes

The following learning outcomes are a focus of this module:

1. use fundamental elements and artistic principles to develop and create their own artworks and performances
2. use and practise artistic techniques
3. express their own views by communicating ideas and emotions through their own artworks and performances
4. observe cultural similarities in artworks and performances and respond to artworks and performances
5. outline their own artworks and performances
8. create artworks and performances to express an intention.

Module 3 content

Module 3 is where the learning of the course comes together and learners are encouraged to resolve their art works, prepare them for presentation and respond to their own work and the work of others.

Learners are encouraged to express personal ideas and feelings in art. They are introduced to a range of artworks and performances and gain experience in artmaking to convey meaning. Artists convey ideas, emotions and issues through artworks and performances and purposefully communicate these to others. Creating art is a process requiring practise and determination.

Key knowledge

Learners are supported to connect their growing understandings of the artistic process to refine and develop their artwork. They shape and define ideas based on their own knowledge and through exposure to the works of others. Learners connect in a variety of ways: with other learners, artists, ideas, and approaches. They use these connections to expand and deepen their own artmaking.

Learners are introduced to techniques and processes to resolve and display their work. Sharing and presenting finished works promotes confidence and encourages learners to respect their own and others' work. Processes for refinement and presentation are further developed and learners respond to their own and others' work when displayed, presented or performed.

Key skills

Learners are encouraged to react to artworks and performances and identify a variety of forms and styles. They view and experience a variety of works by artists from varying cultural backgrounds which should include the work of Aboriginal and Torres Strait Islander artists and those of the Asia-Pacific region.

Art creating

- selecting and using materials or elements for a purpose
- presenting, displaying or performing artworks and performances which may include:
 - selecting
 - recording
 - rehearsing
 - arranging
 - polishing
 - resizing
 - mounting.
- demonstrating techniques
- exploring connections between research and practical application
- resolving work including completing, refining, editing or reworking.

Art investigations

- reflecting on and making judgements about artworks and performances
- responding to artworks and performances using basic disciplinary language
- identifying meaning and purpose of artworks and performances
- exposure to artists when producing artworks and performances.

Module 3 work requirements summary

The work requirements for this module include:

- one extended response: work diary and support materials as developed in module 1 and 2 and finalised in module 3
- one artefact: a completed artwork or performance.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 3 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate endpoint of study. Although assessment as part of the learning program is continuous, much of it is formative and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B' or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Criteria

The assessment for Art Level 1 will be based on the degree to which the learner can:

1. recognise and apply fundamental elements and artistic principles to artworks and performances
2. use artistic techniques when making artworks and performances
3. communicate ideas and emotions through artworks and performances
4. identify cultural similarities in artworks and performances and respond to artworks and performances
5. describe the artistic features of own artworks and performances
6. apply goal setting skills to arts activities
7. recognise and reflect on own learning
8. create artworks and performances.

	Module 1	Module 2	Module 3
Criteria focus	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- Provider standard 1: scope and sequence documentation:
 - course delivery plan
 - course assessment plan, assessment matrix
- Provider standard 2: student attendance records
- Provider standard 3: examples of assessments tools and instruments and associated rubrics and marking guides
- Provider standard 1 and 3: examples of student work including that related to any work requirements articulated in the course document
- Provider standard 4: class records of assessment

This process will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Arts Level 1 will be based on the degree to which the learner can:

1. recognise and apply fundamental elements and artistic principles to artworks and performances
2. use artistic techniques when making artworks and performances
3. communicate ideas and emotions through artworks and performances
4. identify cultural similarities in artworks and performances and respond to artworks and performances
5. describe the artistic features of own artworks and performances
6. apply goal setting skills to arts activities
7. recognise and reflect on own learning
8. create artworks and performances.

	Module 1	Module 2	Module 3
Criteria focus	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

Criterion 1: recognise and apply fundamental elements and artistic principles to artworks and performances

Standard Element	Rating A	Rating B	Rating C
E01 - Recognise artistic elements and principles	describes fundamental artistic elements and principles and the relationship of these artistic principles to the creation of artworks and performances	outlines fundamental artistic elements and principles used in the creation of artworks and performances	identifies fundamental artistic elements and principles used in the creation of artworks and performances
E02 - Apply artistic principles	applies artistic principles to achieve desired outcomes	applies given artistic principles to achieve aspects of desired outcomes	applies given artistic principles to achieve desired limited outcomes
E03 - Solve problems	selects and applies elements and principles to solve simple artistic problems in the creation of their own artworks and performances.	applies elements and principles to solve simple artistic problems in the creation of their own artworks and performances.	applies recommended elements and principles to solve simple artistic problems in the creation of their own artworks and performances.

[†]Refer to Appendix 6 Fundamental Elements, Principles and Techniques

Criterion 2: use artistic techniques when making artworks and performances

Standard Element	Rating A	Rating B	Rating C
E01 - Identify artistic techniques	describes artistic techniques and technologies from a given range	identifies artistic techniques and technologies from a given range	identifies limited artistic techniques and technologies from a given range
E02 - Apply artistic techniques	uses a given range of artistic techniques and technologies to express appropriate ideas	uses a given range of artistic techniques and technologies to express ideas	uses a given range of artistic techniques and technologies to express limited ideas
E03 - Practise artistic techniques	uses given practise strategies to develop and refine own artwork.	uses given practise strategies to develop own artwork.	uses given practise strategies to develop own artwork.

[†]Refer to Appendix 6 Fundamental Elements, Principles and Techniques

Criterion 3: communicate ideas and emotions through artworks and performances

Standard Element	Rating A	Rating B	Rating C
E01 - Communicate artistic intention	clearly communicates artistic intention, in verbal or written form, when making artworks and performances	communicates artistic intention, in verbal or written form, when making artworks and performances	communicates aspects of artistic intention, in verbal or written form, when making artworks and performances
E02 - Use techniques	uses given techniques to effect in the creation of artworks and performances to convey artistic intention	uses given techniques in the creation of artworks and performances to convey artistic intention	uses given techniques in the creation of artworks and performances to convey aspects of artistic intention
E03 - Communicate ideas and emotions	clearly communicates ideas and emotions in their personal artworks and performances.	communicates ideas and emotions in their personal artworks and performances.	communicates aspects of ideas and emotions in their personal artworks and performances.

Criterion 4: identify cultural similarities in artworks and performances and respond to artworks and performances

Standard Element	Rating A	Rating B	Rating C
E01 - Identify work of self and others	describes a range of cultural similarities between the artworks and performances of self and others	identifies a range of cultural similarities between the artworks and performances of self and others	identifies a limited range of cultural similarities between the artworks and performances of self and others
E02 - Identify artistic features	identifies a range of appropriate artistic features of artworks and performances	identifies a range of artistic features of artworks and performances	identifies limited range of artistic features of artworks and performances
E03 - Identify relationship between art and culture	describes a range of given relationships between art and culture	identifies a range of given relationships between art and culture	identifies a limited range of given relationships between art and culture.

Criterion 5: describe the artistic features of own artworks and performances

Standard Element	Rating A	Rating B	Rating C
E01 - Outline artistic principles	describes a range of given arts principles used in own artworks and performances	identify a range of given arts principles used in own artworks and performances	identifies a limited range of given arts principles used in own artworks and performances
E02 - Outline artistic elements	describes a range of given arts elements used in own artworks and performances	outlines a range of given arts elements used in own artworks and performances	identifies a limited range of given arts elements used in own artworks and performances
E03 - Outline artistic techniques	describes a range of given arts techniques used in own artworks and performances.	outlines a range of given arts techniques used in own artworks and performances.	identifies a limited range of given arts techniques used in own artworks and performances.

[†]Refer to Appendix 6 Fundamental Elements, Principles and Techniques

Criterion 6: apply goal setting skills to arts activities

Standard Element	Rating A	Rating B	Rating C
E01 - Develop planning strategies	completes plans that result in completed artworks and performances in an agreed timeframe	develops plans that contribute to completing artworks and performances in an agreed timeframe	identifies planning activities that contribute to completing artworks and performances in an agreed timeframe.
E02 - Set artistic goals	plans [†] and achieves goal of developing artistic skills and techniques	uses given plans [†] to achieve goals of developing artistic skills and techniques	uses given plans [†] that to achieve goals of developing limited artistic skills and techniques

E03 - Produce support material	produces a range of support material that clearly documents development of own artworks and performances.	produces support material that documents development of own artworks and performances.	produces limited support material that documents development of own artworks and performances.
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¹Plans or planning can be written or verbal

Criterion 7: recognise and reflect on own learning

Standard Element	Rating A	Rating B	Rating C
E01 - Work independently	works independently most of the time	works independently at regular intervals	works independently for a limited time
E02 - Recognises own learning	describes a given range of own skills and strengths when making artworks and performances	identifies a given range of own skills and strengths when making artworks and performances	identifies a limited range of own skills and strengths when making artworks and performances
E03 - Incorporate feedback	seeks, discusses and frequently applies feedback when appropriate to improve own work	discusses and applies feedback to improve own work	applies feedback as directed to improve own work
E04 - Reflects on learning progress	reflects on own learning and describes learning progress.	reflects on own learning and with direction, describes learning progress.	reflects on own learning and with direction, identifies learning progress.

Criterion 8: create artworks and performances

Standard Element	Rating A	Rating B	Rating C
E01 - Maintain task focus	sustains task focus for extended periods of time when creating artworks and performances	maintains task focus for periods of time when creating artworks and performances	maintains task focus for limited periods of time when creating artworks and performances
E02 - Produce support material	produces support material that clearly documents the development of finished artworks and performances	produces support material that documents development of artworks and performances	produces limited support material that documents the development of artworks and performances
E03 - Complete artworks and performances	creates resolved and finished artworks and performances that clearly communicate an artistic intention.	creates artworks and performances that communicate artistic intention.	creates limited artworks and performances that are not fully resolved or realised in communicating an artistic intention.

Qualifications Available

Art Level 1 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings.

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the [Years 11 and 12 website](#).

Course Developer

This course has been developed by the Department of Education's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation

Accredited on 17 December 2021 for use from 1 January 2023 to 31 December 2027.

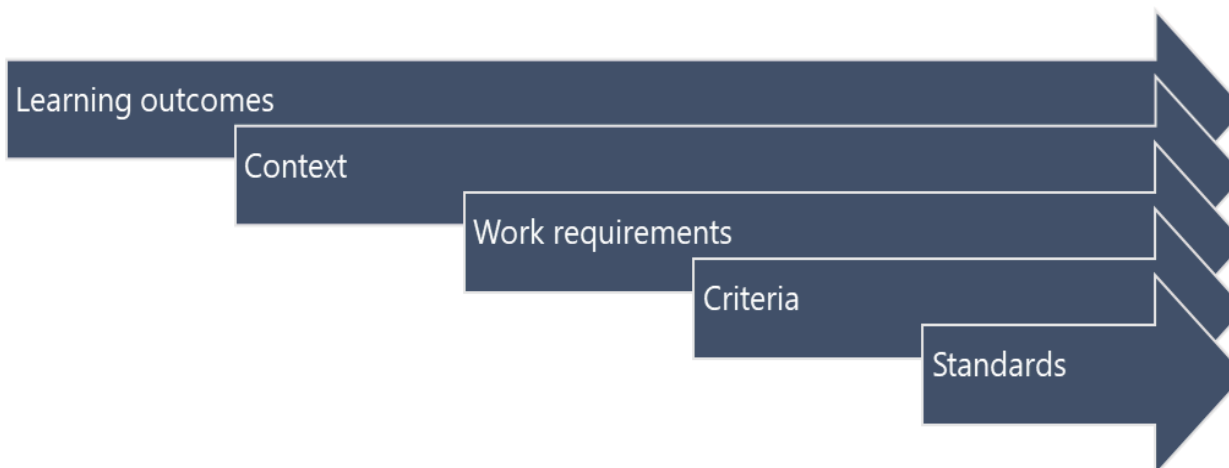
Version History

Version 1

Accredited on 17 December 2021 for use from 1 January 2023 to 31 December 2027. This course replaces *Dance the Basic Moves* Level 1 (DNC110120) and *Art Making* Level 1 (ART110117) which both expired on 31 December 2022.

Appendix 1 – Line of sight

Line of sight



Learning outcomes	Course content: modules	Work requirements: modules	Criteria	Criterion elements
1. use fundamental elements and artistic principles to develop and create their own artworks and performances	1, 2, 3	1, 2, 3	1	1, 2, 3
2. use and practise artistic techniques	1, 2, 3	1, 2, 3	2	1, 2, 3
3. express their own views by communicating ideas and emotions through their own artworks and performances	1, 2, 3	1, 2, 3	3	1, 2, 3
4. observe cultural similarities in artworks and performances and respond to artworks and performances	1, 2, 3	1, 2, 3	4	1, 2, 3
5. outline their own artworks and performances use goal setting skills when making and responding to art	1, 2, 3	1, 2, 3	5	1, 2, 3
6. use goal setting skills when making and responding to art	1	1	6	1, 2
7. use reflective strategies to inform their artmaking	2	2,	7	1, 2, 3
8. create artworks and performances to express an intention	3	3	8	1, 2, 3

Appendix 2 – Alignment to curriculum frameworks

Alignment to curriculum frameworks

- The Government of Western Australia School Curriculum and Standards Authority Creative Arts Life Skills Stage 6 Syllabus
- Level 1 of the Australian Core Skills Framework (ACSF).

Appendix 3 – Work requirements

Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

Module 1 work requirements specifications

Work requirement 1 of 2

Title of work requirement: Completed artwork or performance

Mode or format: artefact

Description: An artwork based on a stimulus, idea or activity that has been rehearsed, refined, developed or trialled.

Size: suggested range of 2 to 10 hours on task

Focus criteria: 1, 2 and 6.

The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

Work requirement 2 of 2

Title of work requirement: Comparing artwork

Mode or format: short response

Description: A short verbal or written response of identification of the similarities and differences between own artwork and the artwork of others.

Size: suggested range between 60 and 120 words or 30 seconds to 1 minute multi-modal.

Focus criterion: 5.

The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

Module 2 work requirements specifications

Work requirement 1 of 2

Title of work requirement: Reflection on learning

Mode or format: short response

Description: A short verbal or written response of recognising and reflecting on their own effectiveness as learners

Size: suggested range between 60 and 120 words or 30 seconds to 1 minute multi-modal.

Focus criterion: 7

The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

Work requirement 2 of 2

Title of work requirement: Completed artwork or performance

Mode or format: artefact

Description: An artwork based on a stimulus, idea or activity that has been rehearsed, refined, developed or trialled.

Size: suggested range of 2 to 10 hours on task.

Focus criteria: 1, 2 and 3

The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

Module 3 work requirements specifications

Work requirement 1 of 2

Title of work requirement: Work diary and support material

Mode or format: extended response

Description: The work diary and support material commenced in Module 1, was further developed in Module 2 and continued in Module 3.

A work diary is a collection of:

- idea generation records that can include, but are not limited to, mind maps, doodles, sketches, dance notation as drawings, script ideas, story boards, song ideas, music notation as drawings, brainstorm notes and recordings
- artist research
- documentation of the developmental process throughout the year of study
- personal reflection including thoughts, impressions
- timetables and goal setting plans
- reference materials can include random and specific: postcards, images from magazines, found objects, things from nature, dance videos, play scripts, films and posters, music recordings, videos and music scores
- acknowledgement of sources
- experiments with materials
- responses to exhibitions, gallery visits, shows, films and concerts

Support material will be collected throughout the course of study and will include the following:

- evidence of research activities such as online or face to face visits to gallery sites, shows, concerts, films etc

- an organised collection of gallery brochures, program or exhibition notes and flyers
- completed works from previous modules
- class notes.

Size: suggested range of between 6 to 18 hours on task.

Focus criteria: 1, 2, 3, 4, 5, 6, 7 and 8.

The criterion elements selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

Work requirement 2 of 2

Title of work requirement: Completed artwork or performance

Mode of format: artefact

Description: An artwork based on a stimulus, idea or activity that has been rehearsed, refined, developed or trialled. An artwork or performance that can combine elements of other completed work from previous modules and is developed and resolved to completion

Size: suggested range of 10 to 20 hours on task.

Focus criteria: 1, 3 and 8.

The criterion elements selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

Appendix 4 – General capabilities and cross-curriculum priorities

General capabilities and cross-curriculum priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General capabilities:

The general capabilities play a significant role in the Australian curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Cross-curriculum priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and culture
- Asia and Australia's engagement with Asia
- Sustainability

Appendix 5 – Glossary

Glossary

Aboriginal and Torres Strait Islander arts

Aboriginal and Torres Strait Islander arts are a rich contribution to the world's culture and to Australia's diverse contemporary culture and national identity. Aboriginal and Torres Strait Islander arts include classical, traditional and contemporary practice, including all new forms of cultural expression.

aesthetic

Specific artistic awareness or a deep appreciation of the meaning of an artistic experience through intellectual, emotional and sensual response to a work of art. In dance, standards of appropriateness and competency relevant to the genre, style, time and place.

In drama, involves subjective responses to non-verbal, affective and verbal devices which can be representative of genre, style, time and place.

In media arts, involves engagement with and increasing understanding of how images, sounds and texts can be used to provoke responses.

In music, involves the subjective responses by which music is perceived and judged, which can be relevant to genre, style, time and place.

In visual arts, the philosophical theory or set of principles governing the idea of beauty at a given time and place.

art form

Specific shape or quality an artistic expression takes, such as dance, drama, media arts, music and visual artworks.

art skills

Abilities required to conceive, design and produce works of art through the manipulation and control of tools, materials and media.

articulation

In dance, the manner in which movement of the body is clearly coordinated and differentiated. For example, lifting the arm with the elbow initiating the movement.

In drama, voice: to form clear, distinct and accurate sounds for dramatic purpose; movement: to isolate and move specific parts of the body for dramatic purpose.

In music, the way a note is sung or played, such as short and detached (staccato), smooth (legato) or accented, which contributes to the overall style and interpretation.

artwork

Generic term for a performance or artwork in each of the five arts disciplines of dance, drama, media arts, music and visual arts. When referred to generically this curriculum uses the word 'artwork'. Within each arts discipline, the discipline specific terms are used. Artworks and performances are also frequently described with reference to forms and styles.

art studios

The classification of the area of art in which an artist is working; for example, ceramics, painting, sculpture, photography.

assemblage

An object made of pieces fitted together; a form of sculpture comprised of "found" objects.

asymmetry

A way of organising the parts of a design so that one side differs from the other without destroying the overall balance and harmony: also called informal balance.

atmosphere

The established mood or feeling conveyed in an artwork or performance.

audience

Individuals or groups of people who experience the arts in a range of settings and contexts such as, formal, informal, virtual or interactive; through intellectual, emotional and social engagement. The artist is audience to their own artwork.

aural skills

Particular listening skills students develop to identify and discriminate between sounds in music. Also referred to as ear training which involves focused listening activities through which students identify sounds such as rhythm, pitch and timbre.

balance

In visual arts:

- a principle of art that refers to the way the art elements are arranged to create a feeling of stability in the work; that is, symmetrical, formal, asymmetrical, informal or radial.

In dance:

- an even distribution of weight enabling someone to remain upright and steady.

body adornment

Items put on to decorate and embellish oneself.

body awareness

Focuses on the individual's own body shapes, body bases, body parts, locomotor and non-locomotor movements.

body bases

In dance, body parts that support the rest of the body. For example, when standing, the feet are the body base; when kneeling, the knees are the body base.

body language

In dance and drama, non-verbal communications through movement, gesture, facial expression, posture and proxemics; non-verbal communication.

body of work

A body of work represents a purposeful selection of an artists' works; the body of work is usually linked by a common subject matter, style, concept, technique, etc.

body parts

In dance, isolated parts or sections of the body; for example, arms, legs, head, torso, feet or hands.

body zones

In dance, body areas of right side, left side, front, back, upper half and lower half.

ceramics

The process of creating functional and non-functional art forms out of clay.

character

Identification and portrayal of a persons' values, attitudes, intentions and actions in imagined relationships, situations and ideas of dramatic action.

choreographic devices

The tools a choreographer selects and uses to communicate ideas, including abstraction, sequence, repetition, transition, contrast, variation and canon.

choreographic form

The arrangement of movement within the structure of a dance.

codes

In media arts, codes can be further broken down into technical codes, such as camera angles, brush strokes, body movement and symbolic codes, such as the language, dress, actions of characters, visual symbols.

In visual arts, accepted ways of arranging materials into familiar forms, such as print, painting, moving image or sculpture.

cohesion

Unity of concept or intention, usually a logical or natural connection is apparent.

collaborative

To work with another person or group to achieve or do something.

collage

Artwork made by attaching pieces of paper or other materials to a flat surface.

colour

An element of art with properties of hue - the colour name, that is, red, blue, etc; intensity - the purity and strength of the colour, that is, bright red, dull red, etc; and value - the lightness or darkness of a colour.

compare

Show how things are similar or different.

complementary colours

Complementary colours are pairs of colours that contrast with each other more than any other colour and when placed side-by-side make each other look brighter.

composition

The placement or arrangement of elements or parts in artworks.

contemporary art

Contemporary art is defined as art that is current, offering a fresh perspective and point of view and often employing new techniques and new media. Current art means works by both emerging and established artists.

contrast

The arrangement of opposite elements, for example, light versus dark colours, rough versus smooth textures, large versus small shapes, in an artwork to create visual interest.

control

The power to direct what the body is doing.

conventions

Traditional or culturally accepted ways of doing things based on audience expectations. Each art form has hundreds of conventions built up over time and widely accepted by audiences. They can be referred to as the 'technical rules'.

craft

An intellectual and physical activity where artists explore the materials and processes to produce unique objects for the purposes of experimentation with form or function, exhibition, production and personal or community need. Indigenous cultures draw no distinction between art and craft and, similarly, contemporary culture values the interplay between the art or craft, design or craft, the art and designer or the design or maker. The crafted and handmade sit alongside the manufactured design object as part of historical, national and cultural identities.

culture

The social practices of a particular people or group including shared beliefs, values, knowledge, customs and lifestyle.

demonstrate

Show by example.

describe

Provide characteristics and features.

design

Plan or blueprint for a visual work of art as well as the outcome or product of applying; may also refer to design in terms of technology and functional art.

design elements

Include line, colour, shape, texture, space and form found in artworks and performances.

design principles

Accepted conventions associated with organising design elements and can include unity, balance, hierarchy, scale, proportion, emphasis, similarity and contrast.

digital art

Computer generated art forms including digital imaging, painting and drawing with a graphics tablet, animation, 3D printing, pixel art, factual art and algorithm and net art.

digital media

Technology driven by computer access with emphasis on web based and print output design.

dimensional

Measurement in one direction. A two-dimensional (2-D) work of art has the two dimensions of length and width; a three-dimensional (3-D) work of art has the three dimensions of length, width and depth.

discuss

Identify issues and provide points for and against.

document

To create a record of (something) through writing or record keeping.

documented forms

Art form where the process and product need to be recorded and described to share out of time and place; for example, performance art.

drama

Drama is a mode of fictional representation through dialogue and performance experienced in all cultures and form the very beginning of human interactions.

dramatic action

The driving force and forward motion of drama to create dramatic meaning, tension, belief and audience engagement. The movement of the drama from the introduction, exposition of ideas and conflict to a resolution.

dramatic meaning

A signified, intended purpose or effect interpreted from the communication of expressive dramatic action.

dramatic play

When learners use their imaginations or pretend. They may use objects, actions and storylines to symbolise things that concern them.

drawing

A picture or diagram made with a pencil, pen or crayon rather than paint.

dynamics

In dance: how dance is performed including weight, force, energy and movement qualities.

In music: how music is performed including volume, energy and intensity.

Environmental art

Environmental art, or eco-art, is an umbrella term for Romanticism, eco-realism and Gaia art: three movements which seek to promote humanity's interconnectedness to the natural world and criticise the destruction of our environment.

evaluate

Make a judgement based on criteria; determine the value of.

expressionism

Expressionism refers to art in which the image of reality is distorted to make it expressive of the artist's feelings or ideas.

expressive skills

In dance, the use of facial expression to communicate in performance.

In drama, the use of facial and vocal expression to communicate in performance.

In music, the use of elements such as dynamics combined with technical skills to enhance performance

fabrication

The action or process of manufacturing or inventing something.

fibre art

A type of art using fibres, yarn and fabric as the medium to create tactile forms and images through surface design, weaving and construction techniques.

focus

To concentrate the attention on a spatial direction or a point in space to intensify attention or increase the projection of intent. For example:

- In dance, to concentrate on the dancer's line of sight or dramatic action.
- In drama, to direct and intensify attention and frame moments of dramatic action or to identify the main idea of the drama.
- In visual arts, to draw the audience's attention to a particular point in the artwork.

forms

In each arts subject, form is the whole of an artwork created by the elements and the way they are structured:

- In Dance, form is the shape or structure of a dance according to a preconceived plan. For example, AB, ABA, rondo, narrative, chance.
- In drama, form is the way drama is structured. Drama forms are shaped by the application of the elements of drama within particular social, cultural and historical contexts.
- In music, form is the sections within a piece of music, for example, binary form (AB) contains section A, then section B; ternary form (ABA) contains section A, section B, then return to section A; rondo form (ABACA) contains section A, section B, section C, then return to section A.
- In visual arts, two-dimensional form (see 2D), three-dimensional form (see 3D) and four-dimensional form (see 4D).

found objects

Common or unusual objects that may be used to create a work of art; specifically refers to scrap, discarded materials that have been "found" and used in artworks.

functional art

Functional objects such as dishes and clothes that are of a high artistic quality and craftsmanship; art with a utilitarian purpose.

fundamental movement skills

Fundamental movement in dance include locomotor movements such as walking or running and non-locomotor movements such as bending and stretching. Fundamental movements can also incorporate spatial and dynamic changes such as jumping, spinning or exploding, reflect conventions and vocabulary of selected dance styles.

gestural

In visual Arts:

- gestural is a term used to describe the application of paint in free sweeping gestures with a brush.

In drama and dance:

- refers to motions of the body that can signify an action or idea for example the gesture of waving goodbye.

graphic design

The art of visual communication that combines images, words and ideas to convey information to an audience, especially to produce a specific effect.

harmony

In art, harmony is the combination or adaptation of parts, elements or related things, to form a consistent and orderly whole.

hybrid art form

The combination of more than one art form within an artwork.

hybridity

The combination of different things resulting in the development of a hybrid.

ideas

In this course the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.

In dance - movement that is created spontaneously, either free-form or highly structured.

In drama - a spontaneous enactment taking on roles and situations to create dramatic action and extend an idea.

In music - spontaneously extending and varying music ideas in response to initial material or responses invented by other performers in an ensemble.

Impressionism

19th-century art movement that rejected the historical themes and nostalgic images favoured by the academic and romantic painters of the day. The Impressionists looked to the life around them as the inspiration for their paintings of sunlit landscapes, middle-class people at leisure and mothers with children. The many inventions of the Industrial Revolution included portable oil paints and easels that allowed the artist to break free of the studio and paint en plein air, out of doors, or from sketches done directly on the spot. This approach encouraged the use of spontaneous, unblended brushstrokes of vibrant colour by these artists.

improvisation

Spontaneous, creative activity applying the elements of an art form:

In dance, movement that is created spontaneously, either free-form or highly structured.

In drama, a spontaneous enactment taking on roles and situations to create dramatic action and extend an idea: usually short and are structured into a complete little play.

In music, spontaneously extending and varying music ideas in response to initial material or responses invented by other performers in an ensemble.

institutions

In media arts, organisations that enable and constrain media production and use.

intention

The meaning an artist wishes to convey.

interpret

Draw meaning from.

key concepts of media arts

Media languages, media technologies, media institutions, media audiences and media representation.

kiln

A furnace in which clay is fired.

kinaesthetic intelligence

Involves how well an individual perceives and controls their body in terms of physical activity and fine motor skills within the space of a dance.

landscape

The subject matter category in which the main theme of the work is natural scenery such as mountains, valleys, trees, rivers and lakes. Traditionally, the space depicted in a landscape is divided into three parts. The foreground is the part closest to you, the viewer. Objects in the foreground are usually larger and more detailed than other objects; they overlap other objects. Objects in the middle ground appear to be behind objects in the foreground. The background is the part of the painting farthest from the viewer. Objects in the background are usually smaller and less distinct than other objects in the work.

language

In drama, ideas and dramatic meaning: the choice of linguistic expression and ideas in drama used to create dramatic action.

life drawing

The act of drawing the human figure from a living model.

lighting

In media arts, light, shade and colour for effect.

locomotor movement

Travelling movements, movement from one space to another such as walking, running, hopping, skipping, leaping or crawling.

magnification

An enlarged representation, image or model.

materials

1. The substances used in the creation of a work of art.
2. Physical resources or equipment including technologies and information used to make artworks and performances. For example, paint, digital camera, pencil, drum and clarinet.

media audiences

The individuals or groups for whom media artworks are made and who respond as consumers, citizens and creative individuals. Audiences engage and interact based on expectation and experience.

media institutions

The individuals, communities and organisations that influence, enable and constrain media production and use. Institutions are framed by the social, historical and cultural context.

media languages

Refers to the system of signs or symbols that media artworks use to communicate ideas and stories. The language system is a combination of symbolic codes and the technical form of media arts technologies. The language systems of media artworks use and control technical and symbolic elements to communicate meaning.

media representation

The act of representing people, places and times, shared social values and beliefs through images, sounds and text or a combination of these. The representations are a constructed reality.

medium

The material used in making an artwork.

metamorphosis

A transformation in physical form or character.

metaphor

A thing regarded as representative or symbolic of something else; the substitution of one idea or object with another.

minimisation

A reduction in scale or proportion relative to other design elements.

mixed media

Any artwork that uses more than one medium.

Modernism

Refers to the overall art movement from the late 1800s to the early 1970s in which artists were primarily interested in how they presented their artistic ideas and issues rather than reproducing the world as it appears visually. This focus on the cultivation of individual style and artistic process led many modern artists toward an abstracted use of the elements of art. The new creative possibilities encouraged a great diversity of activity and artists experimented with new visual formats and ideas. Reflecting this artistic diversity, Modernism can be considered as a larger heading under which several different art movements such as Impressionism, Fauvism, Expressionism, Cubism, Dada, Surrealism and Abstract Expressionism all flourished in succession.

mood and atmosphere

In drama, the feeling or tone of both the physical space and the dramatic action created by or emerging from the performance.

motif

A decorative design or pattern; a distinctive feature or dominant idea in an artwork.

movement

In dance: the way the body moves in and through space.

In drama: using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols.

In media arts: the way the eye discovers images or text; the suggestion of movement through sound.

movement vocabulary

The accumulation of movement, steps, gestures that make up a repertoire for physical expression of feelings or ideas.

movements

A tendency or style in art with a specific common philosophy or goal, followed by a group of artists during a restricted period, usually a few months, years or decades or, at least, with the heyday of the movement defined within several years.

multimedia

Artworks that incorporate a broad range of media including graphics, text, digital media, audio or video.

multimodality

A text may be defined as multimodal when it combines two or more semiotic systems: linguistic, visual, audio, gestural or spatial.

mural

Surface treatment or decoration that is applied directly to a wall. A painted fresco is one form of a mural.

Neoclassicism

"New" classicism movement of the late 18th and early 19th Centuries. Neoclassicism was inspired by the classical style of ancient Greece and Rome and the classical ideals of harmony, idealised realism, clarity and reason are all generally found in examples of neoclassical architecture, painting and sculpture.

non-locomotor movement

Movement of the body occurring above a stationary base, on the spot movement. Also called axial movement. For example, bending, stretching, twisting, shaking, bouncing, sinking, pushing, pulling, swinging and swaying.

notation

Written symbols that represent and communicate sound. Notation can be invented, recognisable to a traditional style or culture or digitally created.

outline

Sketch in general terms; indicate the main features of.

painting

Paintings are made of organic and inorganic materials which are put together by an artist to create a specific image. They form a simple construction consisting of one or more paint layers and a support for those layers.

pathways

In dance, patterns created in the air or on the floor by the body or body parts as a dancer moves in and through space.

perform

Enact or stage a presentation for an audience.

performance style

A type of dramatic expression communicated for a particular effect with distinguishing features and appearance.

personal voice

The personal flavour imparted by the writer when he or she is engaged with a topic. The authors attitude comes through in the writing.

perspective

System of representing three-dimensional objects on a two-dimensional surface, giving the illusion of depth in space. Linear perspective deals with drawing and atmosphericperspective attempts to use colour and value changes to get the effect of distance.

photography

The art or practice of taking and processing photographs.

pictorial space

The illusionary space in a painting or other two-dimensional art that appears to recede backward into depth from the picture plane.

play building

Creating a play through improvisation or devising.

pitch

The relative highness or lowness of sound.

Pop art

Pop art was a style of modern art in the 1960s that used the imagery of mass-media, mass-production and mass-culture.

portrait

Subject matter category in which the main purpose of the artwork is to communicate a likeness of an individual or group of individuals.

Post-modern

A term used to describe the period of art which followed the modern period, i.e., from the 1950s until recently. The term implies a shift away from the formal rigors of the modernists, toward the less formally and emotionally stringent Pop artists and other art movements which followed.

practices

The application of arts skills and knowledge to create, represent, communicate and respond in a specific art form.

practise

Regularly revising, developing and consolidating skills, techniques and repertoire as a class or an individual.

present

To show for others to scrutinise or consider.

primary source

Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs and oral histories recorded later.

printmaking

The category of fine art printing processes, including etching, lithography, woodcut and silkscreen, in which multiple images are made from the same metal plate, heavy stone, wood or linoleum block or silkscreen with black-and-white or colour printing inks.

process drama

A method of teaching and learning drama where both the students and teacher are working in and out of role.

projection

In Dance, the communication of meaning through extension and focus of the body.

In Drama, the loudness of the voice of an actor and how it is carried to the audience.

proportion

The relationship in size of one component of a work of art to another.

Realism

19th-century art movement in which artists focused attention on ordinary people, such as peasants and laborers, who had not been pictured in art up to that time. Realists depicted real scenes from contemporary life, from city street scenes to country funerals. They tried to show the beauty in the commonplace, refusing to idealise or gloss over reality as Neoclassical and Romantic artists had.

realistic

Artwork that attempts a photographic likeness of the subject matter; sometimes refers to the choice of subject that is commonplace as opposed to courtly and idealised.

recognise

Recall particular features of information from knowledge.

relationships

In dance, relationships refer to associations or connections occurring when the body dances.

Relationships might occur between body parts: for example, right arm to left arm or hand to face; the body and the floor: for example, close to or away from; the body and objects: for example, a chair, fan, stick or scarf; the body and space: for example, an expansive or limited relationship; and the body and others: for example, dance to one or more dancers. In drama, the connections and interactions between people that affect the dramatic action.

Renaissance

Literally means "rebirth." The Renaissance period in Europe lasted from the 14th Century through the 16th Century and was distinguished by a renewed interest in classical art, architecture, literature and philosophy.

represent

Use words, images, symbols or signs to convey meaning.

representation

The expression or designation of a character, place, idea, image or information by some other term, character, symbol, diagram, image, sound or combination of visual and aural expression, based on shared social values and beliefs:

In media arts, one of the five key concepts.

A concept in visual arts.

resolved

Completed with a level of refinement and clarity of purpose and vision.

rhythm

In dance, a combination of long and short movement.

In media arts, a technique or effect achieved in editing.

In music, combinations of long and short sounds that convey a sense of movement, subdivision of sound within a beat.

role and character

In drama, the identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action; role focus on type and stereotype; characters are detailed and specific.

role-play

To pretend to be someone else.

Romanticism

Late 18th and early 19th Century movement that emphasised the values of passionate emotion and artistic freedom. Romanticism was a philosophical attitude that emphasised emotion, imagination, mystery and the pursuit of one's unique destiny. The Romantics had a deep fascination with historical literature and artistic styles that stood in contrast to a world that was becoming increasingly industrialised and developed.

safe dance practices

Can be defined as the practice of selecting and executing safe movement. The focus is on providing dance activities and exercises which allow students to participate without risk of injury. All dance movement should be performed relevant to an individual's body type and capabilities.

scene

The dramatic action that occurs in a particular time and place; a section of a play.

score

A collection of notated representations of sound used to communicate musical information. Scores can use graphic, traditional, invented or stylistically specific symbols.

sculpture

Object carved or modelled in wood, stone, etc or cast in metal for an aesthetic, non-functional purpose, or the process of producing it, hence sculptor. "Sculptural" is used to describe art, including painting and drawing, that has pronounced three-dimensional qualities.

sequence

The linking together of series of ideas, much like words are linked together to form sentences and paragraphs:

In dance, a choreographic device where movements are linked together to form a series of movements or phrases.

In media arts, a series of still and moving images with or without sound are intentionally put into an order.

In music, a melodic, rhythmic or harmonic pattern. It can also describe the process or product of arranging blocks of music using 'sequencing' software.

situation

In drama, the setting and circumstances of the dramatic action: the who, what, where, when and what is at stake of the roles and characters.

sound

In media arts, aural effects e.g. Loudness, softness, ambient noise or music.

space

In dance, where the body moves, including level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space, personal space and performance space.

In drama, the space of the performance and audience, fictional space of the dramatic action and the emotional space between characters.

In media and visual arts, the distance and relationship between objects, sounds or text or the depiction of place.

still life

The subject matter category in which the main purpose of the artwork is to show inanimate objects.

stimulus

A thing or event that evokes a reaction and arouses activity or energy in someone or something; a spur or incentive.

story principles

In media arts, selecting and organising the elements of structure, intent, characters, settings and points of view within the conventions of a genre.

Street Art

Artwork that is created in a public space, typically without official permission. The term gained popularity during the graffiti art boom of the early 1980s and continues to be applied to subsequent incarnations. Stencil graffiti, wheat pasted poster art or sticker art and street installation or sculpture are common forms of modern street art. Video projection, yarn bombing and Lock-on sculpture became popularised at the turn of the 21st Century.

style

The influencing context of an artwork, such as Impressionist in visual arts; ballet or hip hop in dance; Romanticism in music; or postmodern, twenty-first century or contemporary, among many others.

stylisation

The act of stylising; using artistic forms and conventions to create a desired effect.

summarise

Express, concisely, the relevant details.

support material

Collection of materials that show the development of and further inform the context of the work in question.

symbol

A thing that represents or stands for something else; a mark or character used as a conventional representation of an object, function or process.

symmetry

A way of organising the parts of a design so that one side duplicates or mirrors the other.

synergy

The interaction of two or more agents or forces so that their combined effect is greater than the sum of their individual effects.

synthesise

To combine to form a new, complex product.

technical skills

Combination of proficiencies in control, accuracy, alignment, strength, balance and coordination in an art form that develop with practice:

In dance, proficiencies developed through the acquisition of appropriate strength, flexibility, coordination and endurance in the performance of body actions, locomotor and non-locomotor movements and developed with practice to perform in specific dance styles.

In music, proficiencies developed with practice in order to sing or play instruments.

technique

In dance, the acquisition and execution of dance skills within a given dance style or genre.

In drama, techniques include ways of using voice and movement to create role and dramatic action; also techniques in lighting, sound, set building and painting, costume making and make-up.

In music, the capacity to control a voice or instrument in order to produce a desired sound.

In visual arts, the manner of making or skills used in making an artwork.

technologies

The term 'technologies' should be understood in its widest sense to encompass the application of devices, tools, machines, techniques and processes to the production of artistic works.

tension

In drama, a sense of anticipation or conflict within characters or character relationships or problems, surprise and mystery in stories and ideas to propel dramatic action and create audience engagement.

text

The means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, visual, spoken, multimodal, in print or digital forms.

texture

In music, the layers of sound in a musical work and the relationship between them.

In visual art, an element of art that refers to the perceived surface quality or "feel" of an object – its roughness, smoothness, softness, etc. Artworks can deal with the actual physical texture of a surface or the illusion of texture, depending on the aim of the artist.

theme

A subject or topic of discourse or of artistic representation.

timbre

In music, the particular tone, colour or quality that distinguishes a sound or combinations of sounds.

time

In dance, time refers to how long a dance takes, including metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat.

In drama, the fictional time in the narrative or setting; timing of one moment to the next contributing to the tension and rhythm of dramatic action.

In media arts, the order, duration and depiction of ideas and events.

time-based media

Time-based art can span a wide range of material, from video and sound artworks and performances, film or slide based projections and includes software-based art and technology-based installations and projections. Time-based media or the 'moving image' is also referred to as the 4th dimension.

tone

In drama, tone of voice.

In music, a musical or vocal sound with reference to its pitch, quality and strength.

In visual art, the lightness or darkness of a colour; value.

transformation

To change the nature, function or condition of; to alter or be altered radically in form, function.

transposition

The act of exchanging or substituting.

unity

Refers to the visual quality of wholeness or oneness that is achieved through effective use of the elements of art and principles of design.

viewpoints

A collection of perspectives, lenses or frames through which artworks can be explored and interpreted.

visual language

The elements and principles of art, design or architectural works.

visual narrative

The context and purpose of art, design or architectural works.

visual synthesis

Structural devices used in art, design or architectural works; the synergy created by fusing two or more ideas or images or manipulating one idea or image into another form or state.

voice

In drama, using voice expressively to create roles, situations, relationships, atmosphere and symbols.

wearable art

The making of individually designed pieces of hand-made clothing and accessories as artistic expressions.

Appendix 6 - Fundamental artistic elements, principles and techniques

Fundamental artistic elements, principles and techniques

There are common artistic principles that apply to all arts disciplines and there are elements, artistic principles and techniques that apply to the discrete arts disciplines of dance, drama, media arts, music and visual arts.

Fundamental artistic principles that apply to all five arts disciplines

- The learner is both the artist and the audience, the learner makes and responds to artworks and performances
- Artistic process is made up of phases that can include inspiration, development, creation, communication and reflection and these phases can be revisited and repeated throughout the creation of an artwork or to develop techniques and skills
- Art is a form of meaning making through aesthetic, practical and cognitive processes, in other words, we use our senses, hands, faces, bodies and minds to create art
- Art is a personal form of communication to express ideas, emotions and information
- Art is a form of cultural transmission; in other words, cultural ideas, traditions and forms are transmitted through the making of art.

Fundamental artistic elements, principles and techniques that are specific to each art discipline

Dance elements, principles and techniques

The elements of dance can be expressed as space, time, dynamics and relationships. When making dances, learners can use simple choreographic devices such as unison and canon, the use of repetition, the use of different levels and the use of locomotor and non-locomotor phrases.

In dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance and appreciation of and responses to dance and dance making.

Dance techniques include developing control of the body, developing strength, flexibility and expressiveness through the body, creating movements to express intentions and remembering and repeating movement.

Drama elements, principles and techniques

The elements of drama can include focus, tension, timing, mood, space, language and movement. When making drama learners can investigate the dramatic space and improvise or create scripted works.

In drama, students explore and depict real and fictional worlds through use of stories, role, bodies and movement to create dramatic action. They create, rehearse, perform and respond to drama.

Drama techniques can include developing improvisation skills, vocal and physical skills, characterisation and role development skills and remembering and repeating scenes.

Media elements, principles and techniques

The elements of media arts can include language, time, space, sound, movement and lighting. Composition is the placement or arrangement of elements or parts in the media artworks.

In media arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They explore the diverse cultural, social and organisational influences on communications practices and draw on this understanding when making and responding to media artworks.

Media techniques can include developing storyboarding and storytelling skills, animation skills, use of technologies such as cameras, audio equipment and computer and graphic design skills.

Music elements, principles and techniques

The elements of music can include harmony, pitch, melody, rhythm, texture, form and expression.

In music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement.

Music techniques can include developing vocal or instrumental skills, using and creating simple chord progressions, playing with others, remembering and repeating songs or music.

Visual arts elements, principles and techniques

The elements of visual arts can include line, shape, tone, colour, pattern, texture and form. Students will develop an understanding of the principles of design and these can include unity, balance, hierarchy, scale, proportion, emphasis, similarity and contrast.

In visual arts, students experience and explore the concepts of artists, visual artworks, the world as context and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design.

Visual arts techniques can include line drawing, sketching, watercolour or acrylic paintwork experimentation, clay or wire experimentation, developing photography and digital skills.