Preliminary Arts Stage 2

LEVEL PRE	0 TCE CREDIT POINTS
COURSE CODE	PRA005219
COURSE SPAN	2019 — 2023
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2019. Use A-Z Courses to find the current version (if available).

Preliminary Arts caters for learners who require flexible and individualised programs

Learners will experience a range of learning activities in a familiar context that will assist them to attend to and explore the world around them with as much independence as possible. Learning experiences in this course are designed to move learners from an emergent level of responding to a level where the response indicates intention. Preliminary Arts aims to offer better outcomes in all aspects of learners' lives, and assist learners' access to achievable pathways to further training and or employment outcomes.

Course Description

This course is organised into four sequential stages. Each stage includes a learning focus statement and examples of student learning. Each stage is designed to accommodate a student's level of readiness and reflects their stage of development. It may be likely that a student engages in only one stage of learning in their study of this course.

The learning program focuses on ideas, skills, techniques and processes. It includes engagement in concepts that emerge from a range of starting points and stimulus. Learners explore experiences, ideas, feelings and understandings through making and responding.

Making and responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists and audience. As students make they consider both the audience and their own response to their work and as they respond they draw on the knowledge, understanding and skills acquired through their experiences in making work and as audiences of other artists' work.

Introduction to Preliminary to Level 1 courses

This course has been accredited under Section 55ZI of the Office of Tasmanian Assessment, Standards and Certification Act 2003 - Other education. 'Other education' is defined by the Act as including 'education specifically designed for a person with a disability'.

Section 55ZM of the Act requires that providers of this course issue qualifications to learners who achieve a Preliminary Achievement (PA) award or higher at any stage or size value. For further information and examples, see the Supporting Documents section of this course.

In addition to provider-issued qualifications, course providers may report learner results to the Office of TASC in late November each year using prescribed methods. Reported results will be used by TASC for inclusion on students' Qualification Certificates (QCs) and may form part of the evidence base for a Tasmanian Certificate of Educational Achievement (TCEA) for eligible learners.

Achievement in courses Preliminary to Level 1 does not contribute to the Tasmanian Certificate of Education (TCE). This allows for greater flexibility in regard to learner movement between stages and their learning time (reflected in variable size values for this course) than are available in Level 1 and higher senior secondary courses.

Learners

The Preliminary to Level 1 suite of courses is designed for learners whose circumstances significantly impact their learning – in an ongoing manner or for extended periods of time.

These learners include:

- learners with disability as defined by the Disability Discrimination Act (DDA) 1992, whose disability requires educational adjustments to support access and participation in learning
- learners whose circumstances have significantly impacted their ability to attend school for extended periods of time or engage in courses with higher levels of complexity
- learners who require significant support for learning English as an additional language or dialect.

Rationale

The study of *Preliminary Arts* enable learners to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Learners are both artist and audience in Preliminary Arts. They make, respond and learn to appreciate the specific ways this occurs in different disciplines.

Through engaging in *Preliminary Arts* learners are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, taking into account different histories and cultures. *Preliminary Arts* contributes to the development of confident and creative individuals and enriches Australian society. Learners express, represent and communicate ideas in contemporary, traditional and emerging arts forms.

Preliminary Arts is a course designed to enable learners undertake arts processes, foster arts learning opportunities and access arts experiences. Learners choose one of the five art disciplines of Dance, Drama, Media Arts, Music and Visual Arts as a focus. Each art discipline is based on two overarching principles. These are that learners:

- learn as artist and audience
- learn through making and responding.

Preliminary Arts caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in a familiar context that will assist them to attend to and explore the world around them with as much independence as possible. Learning experiences in this course are designed to move learners from an emergent level of responding to a level where the response indicates intention. Preliminary Arts aims to offer better outcomes in all aspects of learners' lives, and assist learners' access to achievable pathways to further training and or employment outcomes.

Aims

With coactive support *Preliminary Arts* aims to develop learners':

- artistic skills, processes and techniques particular to an art discipline
- sense of curiosity, aesthetic knowledge, enjoyment and achievement
- appreciation of their own and others' artworks as a way to engage audiences and create meaning
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of The Arts by making and responding as critical and active participants, and informed audience members.

Preliminary Arts aims to develop learner's ability to:

- communicate confidently and creatively either through the body or through a form of media
- engage with and respond to a range of highly familiar art works and art events
- engage with familiar people and routines.

Learning Outcomes

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

1. communicate ideas through artistic practice
2. present and perform artworks to an audience
3. respond to own and others' artworks.
4. enjoy a growing self-awareness and confidence
5. engage with other learners and the school community in new ways.

Stages of Learning at Preliminary to Level 1

This course focuses on progressing learners from a pre-intentional to intentional state. It encourages learners to develop their independence as they explore, participate and engage in the world around them. Expectations for learner achievement are set at four stages which are not associated with any set age or year level that links chronological age to developmental progress. As learners progress through these stages the level of coactive support required decreases as they proceed towards becoming independent learners.

This document describes Stage 1.

Stage 1
At this stage learners experience a range of activities that will assist them to attend to and explore the world around them with as much independence as possible. Experiences are designed to move learners from a pre-intentional level of responding to a level where the response indicates beginning intention. Learners will need high levels of coactive support and focused attention from the teacher to help them initiate and refine their responses. Learners demonstrate some awareness and recognition of familiar people and routine activities.

Stage 2
Learners at this stage become less reliant on high levels of coactive support and become more reliant on verbal prompts and gestures to facilitate their learning. They begin to explore their world independently and engage in simple cause-and-effect play activities. Learners are able to focus on structured learning activities for short periods of time. They respond to familiar people and events and begin to use 'yes/no' responses.

Stage 3
Learners at this stage are less dependent on coactive support and respond more consistently to prompts and simple clear directions from the teacher to support them in their learning. They are displaying the first signs of independence and becoming more peer focused. Learners participate in structured learning activities with others and they begin to use pictures, photos and objects to communicate personal interests and experiences. They start to use and link some familiar words and images to form a meaningful communication.

Stage 4
With teacher support and curriculum scaffolding, learners at this stage participate cooperatively in group learning activities. They express their feelings, needs and choices in increasingly appropriate ways and combine and sequence key words and images to communicate personal interests and to recount significant experiences. They indicate beginning understanding of social rules and expectations and are beginning to reflect on their own behaviour.

Access

Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners based on each learner's level of readiness.

All learners have a right to an education that meets their needs through full participation and engagement with learning. Providers enhance the quality of all students' learning through responsive and planned learning programs that optimise achievement using inclusive practices.

Learners will have access to appropriate resources such as professional support staff (or adult assistance), and equipment such as assistive technology or modified facilities, as required. The Disability Standards for Education, 2005 outline the obligations that educational providers must meet in supporting the needs of learners with disability through reasonable adjustments.

Adjustments include a range of supports and accommodations including but not limited to:

- supportive learning environments
- tailored delivery models
- visual and organisational supports
- multimodal learning and assessment opportunities
- varying levels of prompting and adult assistance.

'Adjustment' does not mean the lowering or removal of standards but rather it means allowing learners appropriate means to demonstrate their learning and achievement against standards.

In the instance of online, distance or flexible delivery, adjustments may be made in the delivery of the courses by providers to suit the individual student's learning environment. This may involve differentiation to reflect the resources readily available to the learner within their home or community.

Pathways

This course is preparatory to *Art Making Level 1* and *Dance the Basic Moves Level 1*

Resource Requirements

Resource requirements for:

- Dance and Drama - clear space will be needed to allow movement
- Media Arts - computers and smart phones can be used to make media art works and a range of apps and technologies can also be used to enhance the learning
- Music - voice and body percussion can suffice however a variety of musical instruments will allow for more musical experimentation and be beneficial for learners
- Visual Arts - a range of arts materials will be required.

Course Size And Complexity

This course has a complexity Preliminary to Level 1.

Each stage of the course has a size value of 5 or 10 or 15 depending upon learners' needs. A learner will undertake a minimum of 50 hours study in this course, through to a maximum of 150 hours dependent on learner needs.

There are many possible ways of combining the Stages of learning and the size value of 5 or 10 or 15 depending upon learners needs.

For example:

- A learner might study Preliminary to Level 1, Stage 3 of the course and complete it in 50 hours. This learner might then study Preliminary to Level 1, Stage 4 of the course and require 100 hours to achieve this. After successful completion, this learner might then undertake a Level 1 in the following year.
- In one year a learner might study Preliminary to Level 1, Stage 2 of the course and complete it in 50 hours. This learner might then also study Preliminary to Level 1, Stage 3 of the course and require 100 hours to achieve this.
- A learner may study Preliminary to Level 1 Stage 1 in 150 hours.

Course Structure

This course is organised into four sequential stages. Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners.

Course Delivery

The sequence of delivery of the Stages is at the discretion of the provider. A personalised learning program will be developed for each learner, dependent on their needs. Not all learners will achieve all stages of the course content.

All content in the discipline selected at the relevant stage is compulsory and must be completed.

Both the strands and the process of listening, speaking, reading, viewing and writing (also known as language modes) are interrelated, and the learning of one often supports and extends learning of the others. The personalised learning program will acknowledge the incorporation of the strands and language modes in both an integrated and interdependent way.

Course Content

STAGE 2: (50, 100 AND 150 HOURS)

This stage has a size value of 5, 10 or 15.

Select **one** discipline area for study

Stage 2 Dance

Learners explore dance. They explore how dance can represent the world and they make dances to represent their ideas about the world. They share their dance with peers and experience dance as audiences. Learners become aware of their bodies and explore the body bases, parts and zones used safely in dance. They experience space, time, dynamics and relationships as they make and observe dances. They explore locomotor and non-locomotor movements, learn some fundamental movement skills and perform their own dance. They experiment with simple technical and expressive skills in their own dances and begin to learn about choreographic devices through practicing dance sequences movements, observing dances and their own performances. Learners experience dances from a range of cultures, times and locations, including dances form their local community.

Learners will:

- move body parts and experience safe movement possibilities when learning fundamental dance movements
- explore ways of moving in response to stimulus
- share dance to communicate a given idea
- respond to own and others' dance.

Stage 2 Drama
Learners experience and respond to drama. They explore how drama can represent the world and make drama to represent elements of the world. They share their drama with peers and experience drama as audiences.
Learners experience different roles and situations related to real life and everyday experiences. They explore voice and movement to create a role. They experience drama as a performer and audience. As they explore drama, learners experience drama from a range of cultures, times and locations. Students learn about safety in dramatic play and personal space through their interaction with other actors.

Learners will:

- explore ideas for characters in dramatic play
- use voice and/or facial expression and/or movement to imagine a role and situation
- present drama that communicates ideas, feelings and/or experiences
- share responses to drama by answering yes/no questions, and explore where and why people make drama.

Stage 2 Media Arts

Learners explore media arts. They explore how media artworks can represent the world and that they can make media artworks to represent their ideas about the world. Students learn about safety in using technologies and in interaction with others. They experience the role of artist. As an audience they learn to focus their attention on the media artwork and to respond at the end of the viewing.

Learners:

- respond to characters and settings through images, sounds and multi-modal texts
- use media technologies to select images and sounds for a story
- share media artworks that communicate ideas or familiar story
- respond to media artworks.

Stage 2 Music

Learners explore music. They listen to and explore sound and how music can represent the world and that they can make music. They share their music with peers and experience music as part of an audience. Students learn to listen to music and experience rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they explore and make music. While music in the local community will be the initial focus for learning, students experience and are encouraged to take an interested in music from more distant locations: this course provides opportunities to build on their curiosity.

Learners will:

- explore qualities of sounds and pitch and rhythm patterns using voice, movement, body percussion and/or instruments
- use voice and/or instruments to copy a chant, song and/or rhyme
- perform music to express a given idea
- respond to own and others' music.

Stage 2 Visual Arts

Learners explore visual arts. They explore how visual arts can represent ideas, experiences, observations and imagination. Learners become aware how artists, craftspeople and designers present their ideas. They explore how their ideas can be developed. They enhance their perception skills by learning to notice visual detail as they examine and represent familiar and new objects and events in their lives. They explore how artworks are created.
As they make and respond to visual artworks, students explore social and cultural contexts. They provide opinions about artworks expressing what they like. They experience the role of artist and audience.

Learners will:

- explore materials to create visual artworks
- experience some materials and techniques to make artworks
- create artworks in response to an idea or observation
- respond to visual artworks.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point 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.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

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. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award.

NOTATION ON EVIDENCE OF LEARNING

Some of the criteria standard elements use the terms reacting, responding and recognising.

In the context of this preliminary level course reacting/responding might be defined as:

- an intentional repeatable and observable behaviour that can be interpreted simply, objectively and conclusively.

In the context of this preliminary level course recognising might be defined as:

- intentionally signalling identification of (someone or something) through gesture, facial expression or sound from having encountered them before.

Quality Assurance Process

Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Under Section 55ZN of the Office of Tasmanian Assessment, Standards and Certification Act 2003, TASC may give a provider written direction regarding the provision and assessment of an accredited other education course.

Criteria

The assessment of *Preliminary Arts* Stage 2 will be based on whether the learner can:

1. communicate ideas through artistic practice
2. present and perform artworks to an audience
3. respond to own and others' artworks

Standards

Criterion 1: communicate ideas through artistic practice

From the selected area of study, the learner:

Rating C

Dance	Drama	Music	Media Arts	Visual Arts
Moves a part of their intentionally and with limited control in response to music or visual stimulus body or whole body	With limited control vocalises in reaction to purposeful dramatic play *and/or*	With limited control uses musical instrument in reaction to music	With limited control activates media equipment to capture images or sounds	With limited control uses an arts material in reaction to a sensory quality of a material
Practises fundamental movements of non-locomotor movement (bending, stretching, twisting, turning) and/or locomotor movement (crawling, walking) intentionally in response to a given idea	With limited control uses a facial expression in reaction to purposeful dramatic play *and/or*	With limited control uses musical instrument in reaction to music	With limited control selects images and or sounds in reaction to media composition	With limited control uses an arts material in reaction to a stimulus
Practises fundamental movements while copying a dance idea, for example, falling	With limited control moves in reaction to purposeful dramatic play	With limited control moves in reaction to music	With limited control taps a switch to take an image or record a sound in reaction to	

like an autumn leaf or floating like a cloud or gliding like a bird			media composition	

Criterion 2: present and perform artworks to an audience

From the selected area of study, the learner:

Rating C	
For Dance, or Drama or Music	**For Media Arts or Visual Arts**
Performs a short dance or purposeful dramatic play or vocal or instrumental sounds as part of a group to a familiar audience to communicate a given idea	Presents a media or visual art work to a familiar audience to communicate a given idea
Shows understanding of the role of performer by acknowledging an audience. For example by not running into the audience space, or facing an audience.	Shows understanding of the role of audience and the role of presenter by expressing a preference related to the presentation of the media or visual art work

Criterion 3: respond to own and others' artworks

The learner:

Rating C
Intentionally reacts and responds to one of the following: • a dance piece, • a drama piece, • a music piece, • a media art work or • a visual art work.
Responds to a question about own work

Shows understanding of the role of audience and performer by using a sound or gesture to respond to a performance.

Glossary Of Terms Used In Standards

artwork	Generic term for a performance or an artwork in each of the five arts subjects. When referred to generically this curriculum uses the term ‘artwork’. Within each arts subject, the subject-specific terms are used. Artworks are also frequently described with reference to forms or styles.
audience	Individuals or groups of people who experience the arts in a range of settings and contexts (formal, informal, virtual or interactive) through intellectual, emotional and social engagement. The artist is audience to their own artwork.
balance	An even distribution of weight enabling someone to remain upright and steady.
body awareness	Focuses on the individual’s own body shapes, body bases, body parts, locomotor and non-locomotor movements.
character	Identification and portrayal of a person’s values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action
control	The power to direct what the body is doing.
culture	The social practices of a particular people or group, including shared beliefs, values, knowledge, customs and lifestyle.
design elements	Include line, colour, shape, texture, space and form found in artworks.
design principles	Accepted conventions associated with organising design elements and can include unity, balance, hierarchy, scale, proportion, emphasis, similarity and contrast.
drama	Drama is a mode of fictional representation through dialogue and performance experienced in all cultures and from the very beginning of human interactions
dramatic play	When learners use their imaginations or pretend. They may use objects, actions and storylines to symbolise things that concern them
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..
elements of dance	Space, time, dynamics and relationships.
elements of drama	Role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere.
elements of media arts	Composition, time, space, sound, movement and lighting. Also known as technical and symbolic elements.
elements of music	Rhythm, pitch, dynamics and expression, form and structure, timbre, and texture.
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
fundamental movement skills	The fundamental movement skills to be developed include: locomotor and non-locomotor skills – rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, bouncing, throwing, catching, kicking, striking. In years 5-6 students extend their use of various combinations of

	fundamental movement skills and technical skills, developing competence, body control and accuracy.
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; 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.
improvisation	Spontaneous, creative activity applying the elements of an art form.
locomotor movement	Travelling movements, movement from one space to another such as walking, running, hopping, skipping, leaping or crawling.
non-locomotor movement	Movement of the body occurring above a stationary base, on the spot movements. Also called axial movement. For example, bending, stretching, twisting, shaking, bouncing, rising, sinking, pushing, pulling, or swinging and swaying
materials	Physical resources, equipment including technologies, and information used to make artworks. For example, paint, digital camera, pencil, drum and/or clarinet.
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.
media technologies	The tools and processes which are essential for producing, accessing and distributing media.
movement	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.
perform	Enact or stage a presentation for an audience.
pitch	In Music, the relative highness or lowness of sound
practise	Regularly revising, developing and consolidating skills, techniques and repertoire as a class or as an individual.
present	To show for others to scrutinise or consider.
represent	Use words, images, symbols or signs to convey meaning.
rhythm	In Dance, combination of long and short movements. In Music, combinations of long and short sounds that convey a sense of movement subdivision of sound within a beat. In Media Arts, a technique or effect achieved in editing.
role-play	To pretend to be someone else.
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.
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 Arts, the distance and relationship between objects, sounds or text or the depiction of place.
stimulus	A thing or event that evokes a reaction and arouses activity or energy in someone or something; a spur or incentive
symbol	In Drama, associations that occur when something is used to represent something else to reinforce or extend dramatic meaning
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.
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 or multimodal and in print or digital/online forms.
types of communication	Verbal, non-verbal and written
visual elements	Include line, colour, shape, texture, space and form found in artworks, and incorporated in the design of performance spaces (including sets) for dance and drama.

Qualifications Available

Preliminary Arts Preliminary to Level 1: Stage 1, 2, 3 or 4 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT.

Award Requirements

The final award for *Preliminary Arts* Stage 2 will be determined by the provider from three (3) ratings.

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

Satisfactory Achievement (SA)

3 'C' ratings

Preliminary Achievement (PA)
1 'C' rating

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forward by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Jane Polley in the development of this course.

Accreditation

The accreditation period for this course is from 1 January 2019 until 31 December 2023.

During the accreditation period required amendments can be considered via established processes. Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1.0 - This course was accredited on 14 December 2018 for use from 1 January 2019 until 31 December 2023.

This course replaces *PRE015514 Expression Through the Arts* that expired on 31 December 2018.

Appendix 1

GLOSSARY OF VERBS

affect	to have an effect on; to
choose	decide or select the most suitable from a number of different options
create	make something
explore	investigate, search for
identify	recognise and name or indicate who or what someone or something is.
label	identify by placing a name or word used to describe the object or thing
play	to engage with your world and others in intrinsically rewarding and structured ways that lead to discovery
react/respond	an intentional repeatable and observable behaviour that can be interpreted simply, objectively and conclusively
recognise	intentionally signalling identification of (someone or something) through gesture, facial expression or sound from having encountered them before
select	choose in preference to another or others.
sequence	arrange in order
show	give information; illustrate
subject matter	refers to the topic or theme under consideration
understand	perceive what is meant, grasp an idea, and to be thoroughly familiar with

Line Of Sight

Learning Outcome	Criterion	Content	Criterion and elements
Communicate ideas through artistic practice	C1 Communicate ideas through artistic practice	Stage 1 Dance, Drama, Media Arts, Music or Visual Arts Stage 2 Dance, Drama, Media Arts, Music or Visual Arts Stage 3 Dance, Drama, Media Arts, Music or Visual Arts Stage 4 Dance, Drama, Media Arts, Music or Visual Arts	Stage 1 C1 All elements Stage 2 C1 All elements Stage 3 C1 All elements Stage 4 C1 All elements
Present and perform artworks to an audience	C2 Present and perform artworks to an audience	Stage 1 Dance, Drama, Media Arts, Music or Visual Arts Stage 2 Dance, Drama, Media Arts, Music or Visual Arts Stage 3 Dance, Drama, Media Arts, Music or Visual Arts Stage 4 Dance, Drama, Media Arts, Music or Visual Arts	Stage 1 C2 All elements Stage 2 C2 All elements Stage 3 C2 All elements Stage 4 C2 All elements
Respond to and interpret own and others' artworks	C3 Respond to own and others' artworks	Stage 1 Dance, Drama, Media Arts, Music or Visual Arts Stage 2 Dance, Drama, Media Arts, Music or Visual Arts Stage 3 Dance, Drama, Media Arts, Music or Visual Arts Stage 4 Dance, Drama, Media Arts, Music or Visual Arts	Stage 1 C3 All elements Stage 2 C3 All elements Stage 3 C3 All elements Stage 4 C3 All elements

Supporting documents including external assessment material

- Preliminary Qualifications Issuing Information.pdf (2019-01-09 10:36am AEDT)

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