



Year Level	Level Description	Content Description and <i>Elaboration</i>
<p>Foundation to Year 2</p>	<p>In Foundation to Year 2, students explore dance. They learn about 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.</p> <p>In Foundation to Year 2, learning in Dance builds upon the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.</p> <p>Students become aware of their bodies and learn about the body bases, parts and zones used in dance. They explore space, time, dynamics and relationships as they make and observe dances. They explore locomotor and non-locomotor movements and use these fundamental movement skills in their own dance. They experiment with simple technical and expressive skills and begin to learn about choreographic devices through selecting and organising movements in their own dances.</p> <p>In the Foundation Year, students undertake dance suitable to their level of development.</p> <p>As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dances and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While dance in the local community should be the initial focus for learning, students are also aware of and interested in dance from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that dances are used by Aboriginal and Torres Strait Islander people for different purposes.</p> <p>As they make and respond to dance, students explore meaning and interpretation, forms and elements and social and cultural contexts of dance. They make simple evaluations of dance expressing what they like and why. Students learn about safe dance practices. They experience the role of artist and they respond to feedback in their dance making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance.</p>	<p>Knowledge and Skills</p> <p>Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)</p> <p><i>Considering viewpoints – forms and elements: For example – Which levels are you using in your dance? What sort of movements did the dancers perform? What are they wearing? What kind of music are they dancing to?</i></p> <p>Present dance that communicate ideas to an audience, including dance used by cultural groups in the community (ACADAM003)</p> <p><i>Considering viewpoints – meanings and interpretations: For example – What did this dance make you think about? Did the dance movements remind you of anything? How are you communicating the ideas or intention in this dance?</i></p> <p>Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)</p> <p><i>identifying where they might experience dance in their lives and communities, for example, considering how dance sustains and communicates cultural knowledge</i></p> <p><i>Considering viewpoints – evaluations: For example – Why are these people dancing? Where are they dancing? Where is this dance from?</i></p> <p><i>recognising that dance can show that people have different feelings about the world based on their experiences of the environment and other people</i></p> <p><i>Considering viewpoints – What sort of movements did the dancers perform? What are they wearing? What kind of music are they dancing to?</i></p>
<p>Years 3 and 4</p>	<p>In Years 3 and 4, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance independently and collaboratively with their classmates and teachers.</p> <p>Students extend their awareness of the body as they incorporate actions using different body parts, body zones and bases. They explore and experiment with directions, time, dynamics and relationships using groupings, objects and props. They extend their fundamental movement skills adding and combining more complex movements. Students use technical skills including accuracy and awareness of body alignment and expressive skills including projection and focus.</p> <p>As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about dance in their community. They also learn about dance from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander dances use expressive skills to communicate ideas and tell stories.</p> <p>As they make and respond to dance, students explore meaning and interpretation, elements and forms including shapes and sequences of dances, and social and cultural contexts of dance. They make personal evaluations of dances.</p> <p>Students learn about warm-up and cool down for safe dance practice and careful selection of dress and footwear. Their understanding of the role of the artist and the audience builds upon their experience from the previous band. As an audience, students focus their attention on the performance and respond to the performance. They consider why and how audiences respond to performance.</p>	<p>Knowledge and Skills</p> <p>Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)</p> <p><i>selecting and combining movements using choreographic devices such as contrast and repetition, for example, combining movements learned in a dance from Asia with other dance movements, or repeating movement to show emphasis</i></p> <p>Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)</p> <p><i>using expressive skills of projection and focus to communicate dance ideas to an audience (school assembly, community festival, etc.); for example, looking out and up to the ceiling and extending movements outwards to express a feeling of joy</i></p> <p><i>exploring the elements of dance to communicate ideas clearly, such as telling cultural stories in a dance with or without music; for example, travelling lightly using hands and feet to represent a bilby, or skipping vigorously and at a high level to express joy, or rolling softly on the floor using different body shapes to represent shells washed by the sea</i></p> <p><i>rehearsing and presenting an appropriate dance to celebrate and appreciate diversity of cultures, based on research into dance tradition, in the school or at a local community event</i></p> <p>Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)</p> <p><i>identifying meaning and describing purposes in dances from different social, cultural or historical contexts such as dances that include digital, visual or theatrical elements</i></p> <p><i>comparing the expectations and requirements of performers and audience in different cultural settings</i></p> <p><i>Considering viewpoints – societies and cultures: For example – Do you recognise new movements in the dance? Why do you think people from different cultures dance? Where are these dances performed?</i></p> <p><i>examining dances in their community and comparing them to other dances of different peoples, times and cultures</i></p>
<p>Years 5 and 6</p>	<p>In Years 5 and 6, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance independently, and collaboratively with their classmates, teachers and communities.</p> <p>Students extend their awareness of the body as they combine movements that use body parts and actions with those involving body zones and bases. They extend their understanding and use of space, time, dynamics and relationships including performing in groups of varying sizes. They extend their use of various combinations of fundamental movement skills and technical skills developing competence, body control and accuracy.</p> <p>As they experience dance, students draw on dance from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about dance in and beyond their local community. Students explore Aboriginal and Torres Strait Islander dances and learn how movement communicates meaning.</p> <p>As they make and respond to dance, students explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances, and social and cultural contexts of dance. They evaluate the use of elements of dance in dances they view and perform.</p> <p>Students extend the understanding of safe dance practice, identifying appropriate warm-up and cool down procedures, performing within their own body capabilities and working safely in groups. Their understanding of the roles of artists and audiences builds upon previous bands as they engage with more diverse performances.</p>	<p>Knowledge and Skills</p> <p>Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011)</p> <p><i>presenting dances, using costumes and/or props where appropriate to enhance different contexts, such as performing dances with representatives of the cultural group from the community</i></p> <p>Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)</p> <p><i>identifying and discussing meanings and significance intended by the choreographer's use of movement, space and energy, referring to their knowledge of the context in which the dance was created, for example, an Aboriginal or Torres Strait Islander dance, a Chinese ribbon dance, or a Sumatran tambourine dance</i></p> <p><i>discussing social and cultural influences to recognise the role of dance and dancers in societies, cultures, environments and times, for example, conventions of a Kecak dance from Bali, or the protocols for performing Aboriginal and Torres Strait Islander dance, including when it is not able to be viewed</i></p> <p><i>Considering viewpoints – societies and cultures: For example – What are the traditions, customs and conventions of this dance? What different performance spaces are used for dances and why? accessing real or virtual performances that are representative of different times and places and comparing how elements of dance and production elements communicate meaning in each</i></p>



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Years 7 and 8	<p>In Years 7 and 8, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance independently, and with their classmates, teachers and communities. They explore dance as an art form through choreography, performance and appreciation.</p> <p>Students build on their awareness of the body through body part articulation. They extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention. They extend the combinations of fundamental movement skills to explore dance styles. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.</p> <p>As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn about style and choreographic intent in Aboriginal and Torres Strait Islander dances, and how these dances communicate social contexts and relationships. Students learn about sustainability through The Arts and sustainability of practices in The Arts.</p> <p>As they make and respond to dance, students explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance. They evaluate choreographers' intentions and expressive skills in dances they view and perform.</p> <p>Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups.</p>	<p>Knowledge and Skills</p> <p>Combine elements of dance and improvise by making literal movements into abstract movements (ACADAM013)</p> <p><i>analysing dances from a range of times and locations, and considering how a single realistic movement can be manipulated from representational to symbolic</i></p> <p>Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent (ACADAM017)</p> <p><i>identifying and demonstrating distinct stylistic characteristics of dance, for example, body posture and attitude within various styles such as contemporary, musical theatre and hip hop (including Asian examples)</i></p> <p><i>experimenting with representing social relationships through cultural dance</i></p> <p>Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples (ACADAR019)</p> <p><i>Considering viewpoints – cultures: For example – What is the cultural context in which this dance was developed, or in which it is viewed, and what does it signify? What are the stylistic differences in hip hop performances from different countries including Asia, Europe and the USA?</i></p> <p><i>comparing dance styles in different artistic, social, environmental, historical and cultural contexts</i></p> <p><i>Considering viewpoints – societies: For example – How does this dance relate to its social context and that of its audience? What are the protocols for viewing and performing Aboriginal and Torres Strait Islander dances?</i></p> <p><i>observing and identifying stylistic similarities and differences in both traditional and contemporary dances, for example, dances from Aboriginal people and Torres Strait Islander people and Asian communities</i></p> <p><i>investigating the development of dance styles and the influence of histories, societies, cultures and environments</i></p> <p><i>investigating the role of dance in transmitting cultural information, such as advocating change in relation to contemporary issues (for example, land degradation)</i></p> <p><i>Considering viewpoints – histories: For example – What historical forces and influences are evident in the dance work? How do the costumes and movements in this dance reflect the era in which it was created?</i></p> <p><i>recognising ethical issues including acknowledging sources and respecting the intellectual property rights of others in dance</i></p>
Years 9 and 10	<p>In Years 9 and 10, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance, independently, and in small groups, and with their teachers and communities. They explore dance as an art form through choreography, performance and appreciation.</p> <p>Students build on their awareness of the body and how it is used in particular dance styles. They extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. They extend the combinations of fundamental movement skills to include dance style-specific movement skills. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.</p> <p>As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography. Students learn about sustainability through The Arts and sustainability of practices in The Arts.</p> <p>As they make and respond to dance, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of dance. They evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform.</p> <p>Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups.</p>	<p>Knowledge and Skills</p> <p>Improvise to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020)</p> <p><i>extending their movement vocabulary to explore their own stylistic preferences and personal identity, for example, using analysis of dance styles from a range of cultures and times to inform their choreographic practice</i></p> <p><i>investigating the use of elements of dance in works of artists, including those from the Asia region, and adapting dance ideas to create movements that represent a synthesis of influences</i></p> <p>Practise and refine technical skills to develop proficiency in genre- and style-specific techniques (ACADAM022)</p> <p><i>practising techniques used to perform increasingly complex dances of different genres and styles</i></p> <p><i>identifying and analysing dance styles and traditions and applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and others</i></p> <p>Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent (ACADAM024)</p> <p><i>Considering viewpoints – cultures: For example – What culturally symbolic movements are evident in this dance?</i></p> <p><i>identifying and refining expressive skills in performance, and selecting appropriate expressive skills to sensitively connect with varying social and cultural contexts and audiences</i></p> <p><i>Considering viewpoints – societies: For example – How does the dance relate to the social context in which it was created?</i></p> <p>Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts (ACADAR026)</p> <p><i>investigating the influence of Australian dance artists, companies and practices, including Australians who identify as Aboriginal and Torres Strait Islanders and those of Asian heritage</i></p> <p><i>considering how global trends in dance influence the development of dance in Australia</i></p> <p><i>investigating the practices and traditions in dance and how people are influenced by their histories, societies, cultures and environments</i></p> <p><i>exploring dance from different viewpoints, for example, analysing philosophies and ideologies that inform dance making in various societies and cultures</i></p>



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<p>Foundation to Year 2</p>	<p>In Foundation to Year 2, students explore drama. They learn about how drama can represent the world and that they can make drama to represent their ideas about the world. They share their drama with peers and experience drama as audiences.</p> <p>In Foundation to Year 2, learning in Drama builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.</p> <p>Students become aware of role and situation as they listen and respond as fictional characters. They explore voice and movement to create role. They learn about focus and identifying the main idea of the drama. As audiences they recognise that the purpose of drama is to share it with others.</p> <p>In the Foundation Year, students undertake drama suitable to their level of development.</p> <p>As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. While drama in the local community should be the initial focus for learning, young students are also aware of and interested in drama from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that drama is used by Aboriginal and Torres Strait Islander people for different purposes.</p> <p>As they make and respond to drama, students explore meaning and interpretation, forms and elements and social and cultural contexts of drama. They make simple evaluations of drama expressing what they like and why.</p> <p>Students learn about safety in dramatic play and in interaction with other actors. They experience the role of artist and they respond to feedback in their drama making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance.</p>	<p>Knowledge and Skills</p> <p>Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)</p> <p><i>presenting scenes in which they apply story structures to set the scene, link action and create an ending, such as a cultural or community story with the assistance of representatives from the community</i></p> <p>Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples(ACADRR030)</p> <p><i>identifying where they might see and hear drama in their lives and community, for example, sharing experiences of attending drama performances or taking part in drama in their community, and considering how drama sustains and communicates cultural knowledge</i></p> <p><i>Considering viewpoints – societies and cultures: For example – Why are these people making drama? Where are they making drama?</i></p>
<p>Years 3 and 4</p>	<p>In Years 3 and 4, learning in Drama builds on the experience of the previous band. It involves students making and responding to drama independently and collaboratively with their classmates and teachers.</p> <p>Students extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation. They vary voice and movement to create role when devising drama. They learn about focus, tension, space and time in their own and others' drama. They use language and ideas to shape dramatic action. They use story structures to shape drama for audiences.</p> <p>As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn about drama in their community. They also learn about drama from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander drama uses dramatic action and narrative structure to communicate ideas.</p> <p>As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, time and place, and tension. They explore social and cultural contexts of drama. They make personal evaluations of their own and others' drama.</p> <p>Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band. As an audience, students focus their attention on the performance and respond to the performance. They consider why and how audiences respond to performance.</p>	<p>Knowledge and Skills</p> <p>Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (ACADRM032)</p> <p><i>experimenting with body language and gesture from different cultures and times</i></p> <p>Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)</p> <p><i>exploring dramatic traditions and practices from one or more Asian societies in their drama</i></p> <p>Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons (ACADRR034)</p> <p><i>identifying meaning and describing purposes in drama from different social, cultural or historical contexts</i></p> <p><i>Considering viewpoints – societies and cultures: For example – What features and ideas in the drama come from other cultures, times and places? How have you used these ideas and features in your own drama? Why do you think people from all different cultures make and respond to drama?</i></p> <p><i>comparing the expectations and requirements of performers and audience in different cultural settings and applying learning in their own performances</i></p> <p><i>examining drama in their community and comparing it to other drama of different people, times and cultures</i></p> <p><i>Considering viewpoints – meanings and interpretations: For example – What are the stories and the ideas in the drama you watch and listen to? Which of the characters do you identify with? What relationships and situations do you recognise (or not recognise) in the drama you watch and listen to?</i></p>
<p>Years 5 and 6</p>	<p>In Years 5 and 6, learning in Drama builds on the experience of the previous band. It involves students making and responding to devised and scripted drama independently, and collaboratively with their classmates, teachers and communities.</p> <p>Students develop character through voice and movement and extend their understanding and use of situation, focus, tension, space and time. They explore language and ideas to create dramatic action and consider mood and atmosphere in performance. They use conventions of story and other devices such as dramatic symbol to communicate meaning and shape and sustain drama for audiences.</p> <p>As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about drama in and beyond their local community. Students explore how Aboriginal and Torres Strait Islander drama develops narrative, drives dramatic tension and uses performance styles and symbolism to communicate ideas.</p> <p>As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension. They explore the social, cultural and historical contexts of drama. They evaluate the use of elements of drama in drama they view and perform.</p> <p>Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.</p>	<p>Knowledge and Skills</p> <p>Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)</p> <p><i>comparing different ways improvisation and scripted drama create characters and action, and evaluating drama from other cultures and considering how they can use specific techniques in their own work</i></p> <p>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037)</p> <p><i>exploring and applying different performance styles, and drawing on drama from other locations, cultures and times as sources of ideas in their own drama, and considering any protocols for representing community or cultural stories in performance</i></p> <p>Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)</p> <p><i>talking and writing about drama from other places and times and how it might or does contribute to their own drama, and how cultural understandings shape meanings in drama</i></p> <p><i>Considering viewpoints – societies and cultures: For example – What are the traditions, customs and conventions of this drama? How does this drama draw from other cultures, times and places? How have you used drama of other times, places and cultures in your own drama?</i></p> <p><i>identifying the features of drama from other contexts, including investigating traditional and contemporary drama from Asia</i></p>



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<p>Years 7 and 8</p>	<p>In Years 7 and 8, learning in Drama builds on the experience of the previous band. It involves students making and responding to drama independently, and with their classmates, teachers and communities. They explore drama as an art form.</p> <p>Students build on their understanding of role, character and relationships. They use voice and movement to sustain character and situation. They use focus, tension, space and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. They shape drama for audiences using narrative and non-narrative dramatic forms and production elements.</p> <p>As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore drama forms, students learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists.</p> <p>As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension. They consider social, cultural and historical influences of drama. They evaluate the directors' intentions and expressive skills used by actors in drama they view and perform.</p> <p>Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.</p>	<p>Knowledge and Skills</p> <p>Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists (ACADRM043)</p> <p><i>developing use of performance techniques and conventions relevant to selected performance styles, for example, refining use of the body to communicate through movement and stillness, and through realistic and non-realistic movement; and exploring ways to transition between scenes</i></p> <p><i>adapting facial expression, posture, gesture, movement and voice (including accent) to portray age, power and disposition in a specific performance style, such as contemporary Australian styles of Aboriginal and Torres Strait Islander dramatist</i></p> <p>Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR046)</p> <p><i>identifying the social, historical and cultural contexts of the forms and styles represented in their drama</i></p> <p><i>locating and exploring specific examples of contemporary Australian, Asian and other world drama</i></p> <p><i>describing the role of drama in different cultures and using this information when they plan their own drama</i></p> <p><i>Considering viewpoints – contexts: For example – What is the cultural context in which the drama was developed, or in which it is viewed, and what does it signify? How does this drama relate to its social context and that of its makers and audiences? What are the appropriate protocols for viewing Aboriginal and Torres Strait Islander drama and other culturally specific performance? What historical forces and influences are evident in the drama? How does this style of drama vary from those seen in other traditions and other parts of the world?</i></p>
<p>Years 9 and 10</p>	<p>In Years 9 and 10, learning in Drama builds on the experience of the previous band. It involves students making and responding to drama independently and in small groups, and with their teachers and communities. They explore drama as an art form through improvisation, scripted drama, rehearsal and performance.</p> <p>Students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.</p> <p>As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore drama forms, students learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work.</p> <p>As they make and respond to drama, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of drama. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform.</p> <p>Students maintain safety in drama and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.</p>	<p>Knowledge and Skills</p> <p>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</p> <p><i>analysing how the elements of drama are manipulated to focus the dramatic action for audiences and using this information to refine drama they make</i></p> <p><i>evaluating how the features and conventions of forms and styles create dramatic meaning and theatrical effect</i></p> <p>Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)</p> <p><i>evaluating conventions from past forms and styles to consider incorporating into their own drama and contemporary practice</i></p> <p><i>identifying and describing the actor–audience relationship in different dramatic contexts, forms and styles</i></p> <p><i>linking conventions from different forms and styles with purposes, origins and contexts</i></p>



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<p>Foundation to Year 2</p>	<p>In Foundation to Year 2, students explore media arts. They learn how media artworks can represent the world and that they can make media artworks to represent their ideas about the world. They share their media artworks with peers and experience media artworks as audiences.</p> <p>In Foundation to Year 2, learning in Media Arts builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.</p> <p>Students become aware of structure, intent, character and settings as they explore ideas and construct stories. They learn about composition, sound and technologies. They learn about different audience groups and identify that they are an audience.</p> <p>In the Foundation Year, students undertake media arts suitable to their level of development.</p> <p>As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While media arts in the local community should be the initial focus for learning, young students are also aware of and interested in media arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that Aboriginal and Torres Strait Islander representation of stories is presented in different ways through media arts.</p> <p>As they make and respond to media artworks, students explore meaning and interpretation, forms and elements and social and cultural contexts of media arts. They make simple evaluations of media artworks expressing what they like and why.</p> <p>Students learn about safety in using technologies and in interaction with others. They experience the role of artist and they respond to feedback in their media arts making. As an audience they learn to focus their attention on the media artwork and to respond at the end of the viewing.</p>	<p>Knowledge and Skills</p> <p>Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)</p> <p><i>exploring composition by selecting and editing images and/or sounds to create the characters in well-known stories or songs</i></p> <p>Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)</p> <p><i>capturing and sequencing images and text to create comic books that retell familiar and traditional stories to share with the class</i></p> <p><i>Considering viewpoints – societies and cultures: For example – What images will I use to tell my traditional story?</i></p> <p>Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057)</p> <p><i>identifying where they might experience media artworks in their lives and communities, for example, considering how media artworks sustain and communicate cultural knowledge</i></p> <p><i>Considering viewpoints – societies and cultures: For example – What story is this media artwork telling? Who made this media artwork? Where is this media artwork from?</i></p>
<p>Years 3 and 4</p>	<p>In Years 3 and 4, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and collaboratively with their classmates and teachers.</p> <p>Students extend their understanding of structure, intent, character and settings. They use composition, sound and technologies. They consider themselves as audiences and explore other audience groups. They explore institutions (individuals, communities and organisations) to understand purpose and process when producing media artworks.</p> <p>As they make and respond to media artworks, students explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound. They explore social and cultural contexts of media arts. They make personal evaluations of their own and others' media artworks.</p> <p>As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about media arts in their community. They also learn about media arts from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander people represent themselves, their stories and locations through media arts in different ways.</p> <p>Students maintain safety in using technologies and in interaction with others. They recognise appropriate and inappropriate use of other people's images and work in the making of media artworks. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band. As an audience, students focus their attention on the media artwork and respond to the media artwork. They consider why and how audiences respond.</p>	<p>Knowledge and Skills</p> <p>Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)</p> <p><i>constructing realistic representations of the classroom or other community locations and then constructing fictional versions of the same space</i></p> <p>Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)</p> <p><i>Considering viewpoints – societies and cultures: For example – What school event could I make an advertisement for?</i></p> <p>Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR061)</p> <p><i>identifying meaning and describing representations in media artworks from different social, cultural or historical contexts, for example, different ways traditional stories are retold using media technologies</i></p> <p><i>Considering viewpoints – evaluations: For example – What is similar or different to my school/home in a television representation of school/home?</i></p> <p><i>examining media artworks in their community and comparing these to other media artworks commemorating different people, times and cultures</i></p>
<p>Years 5 and 6</p>	<p>In Years 5 and 6, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and collaboratively with their classmates, teachers and communities.</p> <p>Students develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions. They explore and use time, space, sound, movement, lighting and technologies. They identify the variety of audiences for which media artworks are made. They explain the purpose and processes for producing media artworks.</p> <p>As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about media arts in and beyond their local community. Students explore how representation, characteristics and points of view of Aboriginal and Torres Strait Islander Peoples can be presented in media artworks.</p> <p>As they make and respond to media artworks, students explore meaning and interpretation, and forms and elements including structure, intent, character and settings. They explore the social, cultural and historical contexts of media arts. They evaluate the use of elements of media in media artworks they view and present.</p> <p>Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They consider the ethical behaviour and role of communities and organisations in regulating access to media artworks. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.</p>	<p>Knowledge and Skills</p> <p>Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)</p> <p><i>exploring different power relationships and showing different perspectives on character by framing images, for example, representing a relationship from their school or community</i></p> <p>Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)</p> <p><i>Considering viewpoints – evaluations: For example – What cultural images can or cannot be used when making and publishing my artwork?</i></p> <p>Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)</p> <p><i>discussing the role of media artworks in sharing cultural information about a group of people and their spirituality and enhancing the value placed on people and environment</i></p> <p><i>Considering viewpoints – societies and cultures: For example – How are values demonstrated in this media representation? Can we judge a culture from popular media images?</i></p> <p><i>describing protocols about acceptable and unacceptable use of borrowed material in making and publishing media artworks</i></p> <p><i>discussing issues around safety and sensitivity in relation to acceptable and unacceptable use and/or reference to personal and cultural images, sounds and texts when making and publishing media artworks</i></p>



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<p>Years 7 and 8</p>	<p>In Years 7 and 8, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently, and with their classmates, teachers and communities. They explore media arts as an art form.</p> <p>Students build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks. They build on their understanding and use of time, space, sound, movement, lighting and technologies. They examine the ways in which audiences make meaning and how different audiences engage with and share media artworks.</p> <p>As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. Students explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how these may influence the media artworks they make. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles.</p> <p>As they make and respond to media artworks, students explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view and genre conventions, and media conventions. They consider social, cultural and historical influences and representations in media arts. They evaluate how established behaviours or conventions influence media artworks they engage with and make.</p> <p>Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They develop ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.</p>	<p>Knowledge and Skills</p> <p>Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)</p> <p><i>exploring media artworks that provide different ideas and concepts based on points of view and institutional practice, including viewing and experimenting with the depiction of cultural groups and social values in Australian film and television</i></p> <p>Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)</p> <p><i>Considering viewpoints – societies and cultures: For example – What features have been omitted or exaggerated in a stereotype? What are the differences between the private sector and the public sector television programming</i></p> <p>Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences (ACAMAR071)</p> <p><i>Considering viewpoints – societies and cultures: For example – What features have been omitted or exaggerated in a stereotype? What are the differences between the private sector and the public sector television programming?</i></p> <p><i>analysing a still image on the basis of photographic composition, image effects (digital and non-digital), and framing, and how they influence meaning, for example, images representing different cultural groups or ethnicities in Australian society, including Aboriginal and Torres Strait Islander Peoples</i></p> <p>Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks (ACAMAR072)</p> <p><i>comparing a media artwork (such as an animation) from a sole producer with one from an international organisation and commenting on differences in style</i></p> <p><i>analysing the role of media artworks and media artists in transmitting cultural information and creating awareness of contemporary issues, such as water quality</i></p> <p><i>Considering viewpoints – evaluations: For example – How are media artworks changed when viewed outside a cultural context? How effective is my image construction in terms of making meaning to me and to others? How can I undertake safe and ethical media practice in online spaces?</i></p>
<p>Years 9 and 10</p>	<p>In Years 9 and 10, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and in small groups, and with their teachers and communities. They explore media arts as an art form through representation, manipulation of genre and media conventions and analysis of media artworks.</p> <p>Students refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they use technologies. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks.</p> <p>As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and from Asia. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles. They explore the representation of relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia and how these may influence their own artistic intentions in making media artworks.</p> <p>As they make and respond to media artworks, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of media arts. They consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks. They evaluate the social and ethical implications of media arts.</p> <p>Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They maintain ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.</p>	<p>Knowledge and Skills</p> <p>Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)</p> <p><i>exploring cultural, social and environmental issues represented in the media and re-imagining and remixing alternate versions to present a variety of viewpoints</i></p> <p><i>exploring the communication of cultural and social values in Australian music videos, such as those by Aboriginal and Torres Strait Islander artists, for consideration in their own work</i></p> <p>Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)</p> <p><i>comparing the same idea, event or story presented in artworks in different media, explaining how different technical and symbolic elements are used to engage audiences and influence personal perceptions, for example, comparing two media artworks dealing with a current news event</i></p> <p>Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079)</p> <p><i>explore the role of media makers in challenging prevailing views on issues of contemporary relevance, for example, social and cultural issues presented in Australian film and television</i></p> <p><i>identifying a variety of ways in which media can be produced, including through sole digital producers, cross-media organisations, public and private sector, and multinational organisations</i></p>



Year Level	Level Description	Content Description and <i>Elaboration</i>
<p>Foundation to Year 2</p>	<p>In Foundation to Year 2, students explore music. They listen to and explore sound and learn about how music can represent the world and that they can make music to represent their ideas about the world. They share their music with peers and experience music as audiences.</p> <p>In Foundation to Year 2, learning in Music builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.</p> <p>Students learn to listen to music and become aware of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they explore and make music. They learn to discriminate between sounds and silence, and loud and soft sounds. They learn to move and perform with beat and tempo. In the Foundation Year, students undertake music suitable to their level of development.</p> <p>As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While music in the local community should be the initial focus for learning, young students are also aware of and interested in music from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that songs and music are used by Aboriginal and Torres Strait Islander people for different purposes.</p> <p>As they make and respond to music, students explore meaning and interpretation, forms and elements and social and cultural contexts of music. They make simple evaluations of music expressing what they like and why.</p> <p>Students learn about safety when using instruments and while interacting with others. They experience the role of artist and they respond to feedback in their music making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance.</p>	<p>Knowledge and Skills</p> <p>Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)</p> <p><i>learning a song used by groups in the local community, such as Aboriginal songs or Torres Strait Islander songs from their community, respecting cultural protocols</i></p> <p>Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)</p> <p><i>identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates cultural knowledge</i></p> <p><i>Considering viewpoints – societies and cultures: For example – Where is this music from and why was it made?</i></p> <p><i>sharing constructive observations about music from a range of cultures as a performer and audience member</i></p> <p><i>listening to and talking about music and musical instruments from different contexts and cultures</i></p>
<p>Years 3 and 4</p>	<p>In Years 3 and 4, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and collaboratively with their classmates and teachers.</p> <p>Students extend their understanding of the elements of music as they develop their aural skills. They match pitch and show the direction of a tune with gesture or drawings. They recognise difference between notes moving by step and by leap. They recognise and discriminate between rhythm and beat.</p> <p>As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about music in their community. They also learn about music from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander music uses rhythm, pitch, dynamics and form to share stories.</p> <p>As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They explore social and cultural contexts of music. They make personal evaluations of their own and others' music.</p> <p>Students maintain safety in using instruments and technologies and in interaction with others. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band. As an audience, students focus their attention on the performance and respond to the music. They consider why and how audiences respond.</p>	<p>Knowledge and Skills</p> <p>Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and for in a range of pieces, including in music from the local community (ACAMUM085)</p> <p><i>practising singing and playing a range of music from different cultures, including various cultures within their local community</i></p> <p><i>Considering viewpoints – meanings and interpretations: For example – Why was this music written?</i></p> <p>Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)</p> <p><i>identifying meaning and describing purposes in music from different social, cultural or historical contexts</i></p> <p><i>comparing the expectations and requirements of performers and audiences in different cultural settings</i></p> <p><i>examining music in their community and comparing it to other music of different people, times and cultures</i></p>
<p>Years 5 and 6</p>	<p>In Years 5 and 6, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently, and collaboratively with their classmates, teachers and communities.</p> <p>Students develop their aural skills by identifying rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music. They sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds. They explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose. They identify a variety of audiences for which music is made.</p> <p>As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn how rhythm, pitch and form are used to communicate meaning. Students learn about music in and beyond their local community.</p> <p>As they make and respond to music, students explore meaning and interpretation, forms and elements of music. They explore the social, cultural and historical contexts of music. They evaluate the use of elements of music in music they listen to, perform and compose.</p> <p>Students maintain safety in using instruments and technologies and in interaction with others. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.</p>	<p>Knowledge and Skills</p> <p>Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088)</p> <p><i>Considering viewpoints – meanings and interpretations: For example – How does the composer indicate dynamics in this piece? How does the performer show emotion in this piece?</i></p> <p>Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089)</p> <p><i>rehearsing and refining performances in an expressive manner to communicate meaning, for example, songs from the community</i></p> <p>Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)</p> <p><i>discussing personal preferences for music from a range of contexts and cultures, using music terminology</i></p> <p><i>participating in and responding to music from a variety of contexts and cultures as both audience members and performers</i></p> <p><i>identifying and comparing how the elements of music are used and combined in different music styles from different cultures</i></p> <p><i>Considering viewpoints – societies and cultures: For example – How do different cultures use music? Why is this piece of music important in this culture?</i></p>



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<p>Years 7 and 8</p>	<p>In Years 7 and 8, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing.</p> <p>Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control. They identify a variety of audiences for which music is made.</p> <p>As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore form in music, students learn that over time there has been further development of techniques used in traditional and contemporary styles of music.</p> <p>As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They consider social, cultural and historical contexts of music. They evaluate the expressive techniques used in music they listen to and experience in performance.</p> <p>Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.</p>	<p>Knowledge and Skills</p> <p>Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)</p> <p><i>listening to and interpreting different types of score conventions from different styles and traditions to develop their own style</i></p> <p>Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094)</p> <p><i>Considering viewpoints – societies, cultures and histories: For example – What is the social context of this piece and for whom would it be performed? What is the cultural context of this piece and what does it signify? What instruments and other features of the music indicate it is from a particular time and place?</i></p> <p>Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095)</p> <p><i>arranging a familiar piece into a different musical style by manipulating the elements of music</i></p> <p>Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096)</p> <p><i>using the features and performance practices to interpret a specific musical style</i></p> <p>Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097)</p> <p><i>identifying and describing the features and performance practices that help determine a specific musical style or culture</i></p> <p>Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR098)</p> <p><i>Considering viewpoints – evaluations: For example – How effectively did the musicians use expressive techniques in their performance? What are the strengths of this performance or composition?</i></p>
<p>Years 9 and 10</p>	<p>In Years 9 and 10, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing.</p> <p>Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. They extend their use of and identification of timbre to discriminate between different instruments and different voice types.</p> <p>They build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques. In performance they extend technical and expressive skills from the previous band.</p> <p>As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore music forms, students learn that over time there has been further development of different traditional and contemporary styles. Students reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music.</p> <p>As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music. They evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform.</p> <p>Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.</p>	<p>Knowledge and Skills</p> <p>Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099)</p> <p><i>exploring use of elements of music in different music styles, including those from other cultures and times, as a stimulus for improvisation</i></p> <p>Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)</p> <p><i>planning, recording and communicating ideas in different musical styles, including Australian music by Aboriginal and Torres Strait Islander artists, using specialised notation and terminology</i></p> <p>Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)</p> <p><i>recognising the influence of social, cultural and historical developments and incorporating these into their performance</i></p> <p>Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104)</p> <p><i>analysing how the use and combination of the elements of music defines their developing personal style and how their style is influenced by cultural and historical styles</i></p> <p><i>comparing music from different styles to identify and describe stylistic, cultural and historical practices and inform their own composition and performance practice</i></p> <p><i>investigating why and how different traditions, styles and contexts affect the experience and interpretation of a piece of music and taking this into account when interpreting and composing music</i></p> <p><i>Considering viewpoints – societies: For example – How is this piece typical of the social context in which it was created? cultures: How are the elements of music used in this piece to convey a cultural identity? histories: What historical forces and influences are evident in this work?</i></p> <p>Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105)</p> <p><i>discussing the influence of music on the development of personal and cultural identity</i></p>



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<p>Foundation to Year 2</p>	<p>In Foundation to Year 2, students explore visual arts. They learn about how to make visual representations of their ideas, experiences, observations and imagination. They share their artworks with peers and experience visual arts as audiences.</p> <p>In Foundation to Year 2, learning in Visual Arts builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.</p> <p>Students become aware of how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints. They learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies. 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 and why artworks are created and become familiar with using and applying visual conventions, such as line, shape, colour and texture. They develop and apply safe and sustainable practices when experimenting with different materials, techniques and technologies.</p> <p>In the Foundation Year, students undertake visual arts suitable to their level of development.</p> <p>As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. While visual arts in the local community should be the initial focus for learning, young students are also aware of and interested in visual arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that Aboriginal and Torres Strait Islander artworks represent particular ideas and stories.</p> <p>As they make and respond to visual artworks, students explore meaning and interpretation, forms and styles through social and cultural contexts. They provide opinions about artworks expressing what they like and why. They experience the role of artist and audience and they respond to feedback in their visual arts making.</p>	<p>Knowledge and Skills</p> <p>Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)</p> <p><i>Identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, Aboriginal and Torres Strait Islander Peoples, and Asia</i></p> <p>Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)</p> <p><i>Using techniques to demonstrate various compositional effects, for example, overlapping or crosshatching</i></p> <p>Create and display artworks to communicate ideas to an audience (ACAVAM108)</p> <p><i>Considering viewpoints – meanings and interpretations: For example – What did this artwork or design make you think about and why? What figures/shapes can you see in the artwork? How has the artist treated the figures/shapes to convey their idea or meaning?</i></p> <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)</p> <p><i>identifying where they might experience art in their lives and communities, for example, keeping a diary of 'art experiences' and combining to create a class list and then discussing how visual artworks sustain and communicate cultural knowledge</i></p> <p><i>Considering viewpoints – societies and cultures: For example – Where is this artwork from and why was it made? Who made the artworks? Where and how are they displayed?</i></p> <p><i>identifying how design elements, such as line, shape, colour or texture, are used in their artworks and in the artwork of others</i></p> <p><i>describing and interpreting representations in a selection of artworks, for example, considering the subject matter, styles and techniques of a selection of artworks, and how the artworks make them think and feel in response to the artists' intentions</i></p> <p><i>acknowledging the role of the artist and audience as they start to interpret meaning in artworks</i></p>
<p>Years 3 and 4</p>	<p>In Years 3 and 4, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and collaboratively with their classmates and teachers.</p> <p>Students extend their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They explore and experiment with a greater diversity of materials, techniques and technologies. They further enhance their perceptual skills by observing closely the visual detail of the world around them and applying these observations through different practical applications of art making. Through observational, imaginative, cognitive and sensory investigations, students become more knowledgeable and discerning about their practices as a visual artist. They can determine and execute an individual approach to a theme or subject matter. They explore, predict outcomes, test and explain their experimentation. They use different physical and digital materials and techniques, technologies and processes in visual arts forms, such as painting, drawing, sculpture, design and digital media.</p> <p>As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn about visual arts in their community. They also learn about visual arts from more distant locations that may be represented in their community. Students also explore different styles of art made by Aboriginal and Torres Strait Islander artists.</p> <p>As they make and respond to visual artworks as artists and audiences, students explore visual representations based on their investigations of past histories, their heritage, and significant events and celebrations within their community. They make connections between their own artistic intentions and those of other artists, observing and identifying ideas and symbols used and adapted by artists in their artworks.</p> <p>Students learn about safe visual arts practices. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.</p>	<p>Knowledge and Skills</p> <p>Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists to use as inspiration for their own representations (ACAVAM110)</p> <p><i>researching artworks of different styles and artists from different times and cultures to inspire their own representations in forms such as printmaking and drawing, and styles such as realistic or expressive</i></p> <p><i>Considering viewpoints – meaning and interpretations: For example – What is this painting telling us about the past? How does the artwork use visual conventions to convey meaning? How did the artist work within a space, and at this time? How and why did they innovate their practice?</i></p> <p><i>exploring ways to represent their ideas using visual conventions from different historical, social or cultural contexts</i></p> <p><i>experimenting with visual conventions to create particular visual effects in representations</i></p> <p><i>identifying and explaining choices in art making, including forms, styles and visual conventions in their artworks, and influences of other artists on their artworks</i></p> <p>Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)</p> <p><i>selecting and experimenting with forms, styles, materials and technologies to explore symbolic use of visual conventions used by various cultures and times, for example, how colour and pattern are perceived as symbolic in different cultures</i></p> <p><i>Considering viewpoints – societies and cultures: For example – What clues in the artwork tell you where it was made, who made it, and why? What artworks are you familiar with? Which style of artworks represents your community?</i></p> <p>Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)</p> <p><i>experimenting with alternative styles of representation from different cultures and times in their artworks, for example, realistic, symbolic, narrative, abstract</i></p> <p>Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)</p> <p><i>identifying meaning and describing subject matter and form in artworks from different social, cultural or historical contexts</i></p> <p><i>Considering viewpoints – societies, cultures and histories: For example – What clues in the artwork tell us where it was made, who made it, and why? What artworks are you familiar with? Which style of artwork represents your community? What are the people in the painting doing? Can you draw what you did on Australia Day?</i></p> <p><i>comparing artworks made for different reasons, using appropriate visual conventions, and identifying possible differences in interpretations, for example, comparing contemporary representations of locations in their community with representations by Aboriginal and Torres Strait Islander artists</i></p> <p><i>examining public art in their community and comparing it to other artwork commemorating different people, times and cultures</i></p> <p><i>Considering viewpoints – evaluations: For example – Did you enjoy looking at the artwork? Why? Which artwork do you like the most? Explain why you like it. What artworks do you like to make, and why? Compare these buildings and their relationship with the environment, e.g. the Uluru-Kata Tjuta Cultural Centre and the Temple of the Golden Pavilion, Kyoto</i></p>



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<p>Years 5 and 6</p>	<p>In Years 5 and 6, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and collaboratively with their classmates, teachers and communities.</p> <p>Students extend their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They develop conceptual and representational skills. They use and apply appropriate visual conventions. Students test and innovate with properties and qualities of available materials, techniques, technologies and processes. The focus for this experimentation is on combining two or more visual arts forms to test the boundaries of representation.</p> <p>As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students explore the practices of Aboriginal and Torres Strait Islander artists to learn about how these artists communicate intention.</p> <p>As they make and respond to visual artworks as artists and audiences, students explore a diversity of ideas, concepts and viewpoints. They draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times. Suggested topics for their inquiry could include examining how artists have explored the concept of ‘environment’ or ‘sustainability’ in different places and at different times.</p> <p>Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.</p>	<p>Knowledge and Skills</p> <p>Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)</p> <p><i>exploring cross-media effects and characteristics of representation when making artworks inspired by observation or imagination, for example, Aboriginal and Torres Strait Islander art from the local community, graffiti art, graphic design, or manga art</i></p> <p>Develop and apply techniques and processes when making their artworks (ACAVAM115)</p> <p><i>Considering viewpoints – materials and technologies: What is the artwork made of? How does the choice of material enhance the audience’s understanding of the artist’s intention? What made you want to touch this sculpture?</i></p> <p><i>making informed choices about using various combinations of representational elements appropriate for a concept, theme or subject matter, for example, combining realistic drawing skills with an appropriated image from the past to create new meaning</i></p> <p><i>explaining influences of other artists on their own art making</i></p> <p>Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)</p> <p><i>Considering viewpoints – histories: For example – What did the artist want the audience to see and understand?</i></p> <p><i>recognising and evaluating how culture, gender, age, time and place, among other factors, impact on how an audience reads an artwork, for example, comparing the response of different age groups</i></p> <p><i>Considering viewpoints – societies and cultures: For example – What clues in the artwork tell us where it was made, who made it, and why? What artworks are you familiar with? Which style of artwork represents your community? How would you represent your neighbourhood?</i></p> <p><i>reflecting critically on how effectively their ideas or feelings have been expressed in their own artworks, and that of others</i></p> <p>Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)</p> <p><i>Considering viewpoints – critical theories: For example – Compare these paintings (one from India, one Australian). What do you recognise? What do you understand? What is new?</i></p> <p><i>explaining the artistic vision of artists from different contexts, particularly referencing the meaning their artworks convey, for example, Aboriginal rock art, graffiti art, Egyptian art</i></p> <p><i>Considering viewpoints – meanings and interpretations: For example – What is this artwork about? What visual conventions have been used to convey meaning? How did the artist represent their subject matter? How does the artwork reflect the artist’s perspective about the environment? How did the audience react to the artwork when it was first displayed?</i></p> <p><i>analysing how symbolic meaning or metaphor is constructed in their own artworks and artworks of others</i></p> <p><i>expressing an opinion about the way numerous artists communicate multiple viewpoints through their artwork</i></p>
<p>Years 7 and 8</p>	<p>In Years 7 and 8, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and with their classmates, teachers and communities.</p> <p>Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They extend their thinking, understanding and use of perceptual and conceptual skills. They continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks. They consider society and ethics, and economic, environmental and social factors. They exhibit their artworks individually or collaboratively, basing the selection on a concept or theme. Students document the evolution of selected art styles and associated theories and/or ideologies. They reflect on the ‘cause and effect’ of time periods, artists and art styles influencing later artists and their artworks.</p> <p>As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore different forms in visual arts, students learn that over time there has been further development of techniques used in traditional and contemporary styles. They identify social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments in visual arts.</p> <p>As they make and respond to visual artworks, students design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes. They develop an informed opinion about artworks based on their research of current and past artists. Students examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues. They acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies.</p> <p>Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.</p>	<p>Knowledge and Skills</p> <p>Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)</p> <p><i>combining and adapting materials, techniques, technologies and art making processes, reflecting upon techniques used by artists including Aboriginal and Torres Strait Islander artists</i></p> <p><i>observing how artists select and apply different visual arts techniques to represent themes, concepts and ideas and considering how they could use these in their own art making</i></p> <p>Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)</p> <p><i>Considering viewpoints – meanings and interpretations: For example – Can you identify implied meaning from the symbols and codes within the artwork? What is a universal symbol that reflects contemporary youth culture, as you understand it? How important is it for symbols to translate across language?</i></p> <p><i>researching artworks that provide different ideas and concepts based on ideological views and institutional theories of design and art practice, for example, the Bauhaus, Chinese social realist painting, Greek classical sculpture</i></p> <p>Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)</p> <p><i>Considering viewpoints – societies and cultures: For example – How does the context of time and place, culture and ideology influence the look and meaning of art in public spaces?</i></p> <p>Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)</p> <p><i>Considering viewpoints – histories: For example – How did one artist influence the work of another? What is your favourite art style? When and where did it originate?</i></p> <p>Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist’s intention to an audience (ACAVAM122)</p> <p><i>researching ideas for display or presentation, reflecting on different times, places and cultures, and considering how these can be options for display of their own artworks</i></p> <p>Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124)</p> <p><i>respecting cultural practices and sensitivities as they research, analyse and examine the way an artist’s cultural experiences have influenced the representation of their artworks</i></p> <p><i>Considering viewpoints – philosophies and ideologies: For example – Do the artist’s past experiences influence the work? Why do you prefer this form?</i></p>



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<p>Years 9 and 10</p>	<p>In Years 9 and 10, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently and in small groups, and with their teachers and communities.</p> <p>Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftspeople, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form.</p> <p>As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore different forms in visual arts, students reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks. They identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts.</p> <p>As they make and respond to visual artworks, students use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.</p> <p>Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.</p>	<p>Knowledge and Skills</p> <p>Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)</p> <p><i>developing representations by combining and adapting materials, techniques, technologies and art making processes</i></p> <p><i>exploring and applying ideas inspired by the style of other artists in their own artworks</i></p> <p><i>exploring and reflecting on the connections between their own artworks and artworks from different contexts, including Aboriginal and Torres Strait Islander artworks, for example, maintaining a reflective journal of their developing artwork</i></p> <p><i>Considering viewpoints – societies and cultures: For example – Can you understand and explain why the artist has developed their representation in this way? How can you represent homelessness in a way that is globally recognised?</i></p> <p>Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)</p> <p><i>experimenting with a variety of techniques and processes when exploring their intentions as artist</i></p> <p>Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)</p> <p><i>Considering viewpoints – histories: For example – How has the artist appropriated an artwork from another time?</i></p> <p>Plan and design artworks that represent artistic intention (ACAVAM128)</p> <p><i>analysing and documenting the practices of selected visual artists and designers, including their use of materials, technologies, techniques and processes, when developing their art and design intentions for representation</i></p> <p><i>developing an individual focus for a series of artworks based on a given theme, concept or subject matter</i></p> <p><i>applying their understanding of traditional art, craft and design practices to plan the use of materials, technologies and processes in a contemporary context</i></p> <p>Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)</p> <p><i>applying ethical understandings to innovation and invention of theme, concept or subject matter when making their collection of visual artworks for display, and consider exhibitions that include Aboriginal and Torres Strait Islander artworks</i></p> <p><i>Considering viewpoints – societies and cultures: For example Identify different viewpoints in these two interpretations of an historical event. How would you use symbolic images or objects to pass on advice about the environment to your future children?</i></p> <p>Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)</p> <p><i>Considering viewpoints – meanings and interpretations: For example – Has the artist used visual metaphors to express meaning and persuasion? What metaphor/s could you use to express your ideas about persuasion?</i></p> <p><i>investigating the practices, techniques and viewpoints of artists from different cultural groups and their use of persuasive, communicative or expressive representation</i></p> <p>Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)</p> <p><i>analysing the role of visual arts as a means of challenging prevailing issues of traditional and contemporary relevance, for example, the availability of resources for future generations</i></p> <p><i>identifying how visual arts professionals embed their values and beliefs, and how audiences react and interpret the meaning and intent of their artworks differently</i></p> <p><i>considering the responsibilities of visual arts practitioners when making commentaries about social, environmental and sustainability issues</i></p> <p><i>interrogating the cultural and societal roles and responsibilities of arts industries and recognising the power of the visual arts in advocating for, and being a catalyst for, change</i></p>