



# Arts Scope and Sequence

# Visual Arts

	Pre-K/KG1 PSPE (Phase 1)	KG2/Grade 1 (Phase 2)
<b>Conceptual understandings</b>	<p><b>RESPONDING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>We enjoy and experience different forms of arts.</li> <li>The art is a means of communication and expression.</li> <li>People make meaning through the use of symbols.</li> <li>People share art with others.</li> <li>We express our responses to artwork in a variety of ways.</li> <li>We reflect on our artwork and the work of others.</li> </ul> <p><b>CREATING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>We can enjoy and learn from creating art.</li> <li>The creative process involves joining in, exploring and taking risks.</li> <li>In creating art, people make choices to construct meaning about the world around them.</li> <li>We can express ourselves through arts.</li> <li>Our experiences and imagination can inspire us to create.</li> </ul>	<p><b>RESPONDING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>We are receptive to art practices and artworks from different cultures, places and times (including our own).</li> <li>People communicate ideas, feelings and experiences through the arts.</li> <li>We can reflect on and learn from the different stages of creating.</li> <li>There is a relationship between the artist and the audience.</li> </ul> <p><b>CREATING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>We can communicate our ideas, feelings and experiences through our artwork.</li> <li>We solve problems during the creative process by thinking critically and imaginatively.</li> <li>Applying a range of strategies helps us to express ourselves.</li> <li>We are receptive to the value of working individually and collaboratively to create art.</li> </ul>
<b>Learning outcomes</b>	<p><b>VISUAL ART(responding)</b></p> <ul style="list-style-type: none"> <li>enjoy experiencing artworks</li> <li>show curiosity and ask questions about artworks</li> <li>describe what they notice about an artwork</li> <li>identify the materials and processes used in the creation of an artwork</li> <li>analyse the relationships within an artwork and construct meanings</li> <li>communicate their initial responses to an artwork in visual, oral or physical modes</li> <li>make personal connections to artworks</li> <li>express opinions about an artwork</li> <li>create artwork in response to a variety of stimuli.</li> </ul> <p><b>VISUAL ART(creating)</b></p> <ul style="list-style-type: none"> <li>engage with, and enjoy a variety of visual arts experiences</li> <li>select tools, materials and processes for specific purposes</li> <li>combine different formal elements to create a specific effect</li> <li>realize that their artwork has meaning</li> <li>use their imagination and experiences to inform their art making</li> <li>create artwork in response to a range of stimuli</li> <li>take responsibility for the care of tools and materials</li> <li>take responsibility for their own and others' safety in the working environment</li> <li>participate in individual and collaborative creative experiences.</li> </ul>	<p><b>VISUAL ART(responding)</b></p> <ul style="list-style-type: none"> <li>investigate the purposes of artwork from different times, places and a range of cultures including their own</li> <li>sharpen their powers of observation</li> <li>identify the formal elements of an artwork</li> <li>use appropriate terminology to discuss artwork</li> <li>describe similarities and differences between artworks</li> <li>identify the stages of their own and others' creative processes</li> <li>become an engaged and responsive audience for a variety of art forms.</li> </ul> <p><b>VISUAL ART(creating)</b></p> <ul style="list-style-type: none"> <li>identify, plan and make specific choices of materials, tools and processes</li> <li>sharpen their powers of observation</li> <li>demonstrate control of tools, materials and processes</li> <li>make predictions, experiment, and anticipate possible outcomes</li> <li>combine a variety of formal elements to communicate ideas, feelings and/or experiences</li> <li>identify the stages of their own and others' creative processes</li> <li>consider their audience when creating artwork.</li> </ul>

	Grade 2/Grade 3 PSPE (Phase 3)	Grade 4/Grade 5 (Phase 4)
<b>Conceptual understandings</b>	<p><b>RESPONDING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>• When experiencing arts, we make connections between different cultures, places and times.</li> <li>• People explore issues, beliefs and values through arts.</li> <li>• There are different kinds of audiences responding to different arts.</li> <li>• We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</li> </ul> <p><b>CREATING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>• Arts have the power to influence thinking and behaviour.</li> <li>• We make connections between our artwork and that of others to extend our thinking.</li> <li>• We can explore our personal interests, beliefs and values through arts.</li> </ul>	<p><b>RESPONDING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>• Through exploring arts across cultures, places and times we can appreciate that people innovate.</li> <li>• People communicate across cultures, places and times through arts.</li> <li>• The arts provide us with multiple perspectives.</li> <li>• We reflect and act on the responses to our creative work.</li> </ul> <p><b>CREATING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>• We act on the responses to our artwork to inform and challenge our artistic development.</li> <li>• We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</li> <li>• Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</li> </ul>
<b>Learning outcomes</b>	<p><b>VISUAL ART(responding)</b></p> <ul style="list-style-type: none"> <li>• compare, contrast and categorize artworks from a range of cultures, places and times</li> <li>• identify and consider the contexts in which artworks were made</li> <li>• use their knowledge and experiences to make informed interpretations of artworks</li> <li>• reflect on their own and others’ creative processes to inform their thinking</li> <li>• use relevant and insightful questions to extend their understanding</li> <li>• recognize that different audiences respond in different ways to artworks</li> <li>• provide constructive criticism when responding to artwork.</li> </ul> <p><b>VISUAL ART(creating)</b></p> <ul style="list-style-type: none"> <li>• show awareness of the affective power of visual arts</li> <li>• make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</li> <li>• create artwork for a specific audience</li> <li>• use a personal interest, belief or value as the starting point to create a piece of artwork</li> <li>• use a range of strategies to solve problems during the creative process.</li> </ul>	<p><b>VISUAL ART(responding)</b></p> <ul style="list-style-type: none"> <li>• explain the cultural and historical perspectives of an artwork</li> <li>• understand the role and relevance of visual arts in society</li> <li>• reflect on the factors that influence personal reactions to artwork</li> <li>• reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities</li> <li>• critique and make informed judgments about artworks.</li> </ul> <p><b>VISUAL ART(creating)</b></p> <ul style="list-style-type: none"> <li>• become increasingly independent in the realization of the creative process</li> <li>• adjust and refine their creative process in response to constructive criticism</li> <li>• identify factors to be considered when displaying an artwork</li> <li>• utilize a broad range of ways to make meaning</li> <li>• select, research and develop an idea or theme for an artwork</li> <li>• develop an awareness of their personal preferences.</li> </ul>

Music

	Pre-K/KG1 PSPE (Phase 1)	KG2/Grade 1 (Phase 2)
<b>Conceptual understandings</b>	<p><b>RESPONDING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>We enjoy and experience different forms of arts.</li> <li>The art is a means of communication and expression.</li> <li>People make meaning through the use of symbols.</li> <li>People share art with others.</li> <li>We express our responses to artwork in a variety of ways.</li> <li>We reflect on our artwork and the work of others.</li> </ul> <p><b>CREATING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>We can enjoy and learn from creating art.</li> <li>The creative process involves joining in, exploring and taking risks.</li> <li>In creating art, people make choices to construct meaning about the world around them.</li> <li>We can express ourselves through arts.</li> <li>Our experiences and imagination can inspire us to create.</li> </ul>	<p><b>RESPONDING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>We are receptive to art practices and artworks from different cultures, places and times (including our own).</li> <li>People communicate ideas, feelings and experiences through the arts.</li> <li>We can reflect on and learn from the different stages of creating.</li> <li>There is a relationship between the artist and the audience.</li> </ul> <p><b>CREATING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>We can communicate our ideas, feelings and experiences through our artwork.</li> <li>We solve problems during the creative process by thinking critically and imaginatively.</li> <li>Applying a range of strategies helps us to express ourselves.</li> <li>We are receptive to the value of working individually and collaboratively to create art.</li> </ul>
<b>Learning outcomes</b>	<p><b>MUSIC(responding)</b></p> <ul style="list-style-type: none"> <li>Use voice to imitate sounds and learn songs</li> <li>Bring music from home to share</li> <li>Describe the differences in music</li> <li>Move their bodies to express the mood of the music</li> <li>Describe how music makes them feel</li> <li>Distinguish the sounds of different instruments in music</li> <li>Listen to music and create their own work in response</li> <li>Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</li> <li>Explore body and untuned percussion instrument sounds</li> <li>Recognize different sources of music in daily life</li> <li>Recognize that sound can be notated in a variety of ways.</li> </ul> <p><b>MUSIC(creating)</b></p> <ul style="list-style-type: none"> <li>Use vocal sounds, rhythms and instruments to express feelings or ideas</li> <li>Create and accompany music using a variety of sounds and instruments</li> <li>Play untuned percussion instruments in time with a beat</li> <li>Use the voice and body to create musical patterns</li> <li>Explore sound as a means of expressing imaginative ideas</li> <li>Recreate sounds from familiar experiences</li> <li>Participate in performing and creating music both individually and collectively</li> <li>Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)</li> <li>Create their own basic musical instruments.</li> </ul>	<p><b>MUSIC(responding)</b></p> <ul style="list-style-type: none"> <li>sing individually and in unison</li> <li>recognize music from a basic range of cultures and styles</li> <li>express their responses to music from different cultures and styles</li> <li>create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)</li> <li>explore individually or collectively a musical response to a narrated story</li> <li>reflect on and communicate their reactions to music using musical vocabulary</li> <li>record and share the stages of the process of creating a composition</li> <li>share performances with each other and give constructive criticism.</li> </ul> <p><b>MUSIC(creating)</b></p> <ul style="list-style-type: none"> <li>explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings</li> <li>express one or more moods/feelings in a musical composition</li> <li>create music to represent different cultures and styles</li> <li>create a soundscape based on personal experiences</li> <li>collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)</li> <li>read, write and perform simple musical patterns and phrases</li> <li>create music for different purposes.</li> </ul>

	Grade 2/Grade 3 PSPE (Phase 3)	Grade 4/Grade 5 (Phase 4)
<b>Conceptual understandings</b>	<p><b>RESPONDING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>• When experiencing arts, we make connections between different cultures, places and times.</li> <li>• People explore issues, beliefs and values through arts.</li> <li>• There are different kinds of audiences responding to different arts.</li> <li>• We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</li> </ul> <p><b>CREATING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>• Arts have the power to influence thinking and behaviour.</li> <li>• We make connections between our artwork and that of others to extend our thinking.</li> <li>• We can explore our personal interests, beliefs and values through arts.</li> </ul>	<p><b>RESPONDING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>• Through exploring arts across cultures, places and times we can appreciate that people innovate.</li> <li>• People communicate across cultures, places and times through arts.</li> <li>• The arts provide us with multiple perspectives.</li> <li>• We reflect and act on the responses to our creative work.</li> </ul> <p><b>CREATING</b></p> <p>Conceptual understandings</p> <ul style="list-style-type: none"> <li>• We act on the responses to our artwork to inform and challenge our artistic development.</li> <li>• We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</li> <li>• Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</li> </ul>
<b>Learning outcomes</b>	<p><b>MUSIC(responding)</b></p> <ul style="list-style-type: none"> <li>• Sing with accuracy and control focusing awareness on the musical elements</li> <li>• Sing partner songs</li> <li>• Discuss music that relates to social issues and/or values</li> <li>• Compare aspects of music from different times and places</li> <li>• Create and perform a movement sequence accompanied by music that they have created</li> <li>• Share and compare their experiences as audience members at various performances</li> <li>• Describe the process used to create their own music and compare it with others, in order to improve their compositions</li> <li>• Analyse different compositions describing how the musical elements enhance the message</li> <li>• Reflect upon how their music expresses their personal voice and the impact it has on others.</li> </ul> <p><b>MUSIC(creating)</b></p> <ul style="list-style-type: none"> <li>• Create a musical composition expressing their own ideas and feelings on a social issue</li> <li>• Deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends)</li> <li>• Create and perform a movement sequence using known musical elements</li> <li>• Improvise upon a basic pattern to reinforce the importance of the individual within the group</li> <li>• Create and record a composition focusing on form, structure and style to give more meaning to their message</li> <li>• Express themselves as individuals through musical composition</li> <li>• Read and write music using non-traditional notation.</li> </ul>	<p><b>MUSIC(responding)</b></p> <ul style="list-style-type: none"> <li>• sing individually and in harmony</li> <li>• explain the role and relevance of music in their own culture, its uses and associations through place and time</li> <li>• interpret and explain the cultural and/or historical perspectives of a musical composition</li> <li>• modify their practices and/or compositions based on the audiences' responses</li> <li>• explore different artistic presentations that are/ were innovative and their implications.</li> </ul> <p><b>MUSIC(creating)</b></p> <ul style="list-style-type: none"> <li>• create music that will be continually refined after being shared with others</li> <li>• present, in small groups, innovative musical performances on a selected issue</li> <li>• incorporate the other arts and available resources in order to broaden their creative expression</li> <li>• read and write music in traditional and/or non- traditional notation</li> </ul>

