

B O A R D O F S T U D I E S
NEW SOUTH WALES

Stage 6

Creative Arts Life Skills Course

Syllabus

Amended 2007

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Stage 6 Life Skills Courses: Guidelines for Schools

Preamble

The Government's White Paper for the Higher School Certificate, *Securing Their Future*, included a commitment to extend the curriculum and reporting arrangements that were established for the School Certificate to HSC students with special education needs. This was in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, the Board of Studies has developed Life Skills courses for Stage 6 in each broad area of learning. The courses are:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Work and the Community Life Skills.

These courses have Board Developed status and can be used along with other Board Developed courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 Unit Preliminary course and a 2 Unit HSC course. There will not be an external examination for Life Skills courses.

These guidelines have been designed to help schools make decisions about whether a pattern of study in Stage 6 that includes or comprises Life Skills courses is appropriate to the educational needs of individual students. Schools will use these guidelines and courses to assist in developing a pattern of study that is consistent with the individual transition-planning process for the student.

Rationale for Stage 6 Life Skills Courses

The Stage 6 Life Skills courses extend the curriculum and reporting arrangements that were established for the School Certificate for students with intellectual disabilities. There are eight Stage 6 Life Skills courses.

The Stage 6 Life Skills courses stress the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students with special education needs.

HSC rules and requirements

As detailed in the Board of Studies *Assessment Certification and Examination (ACE) Manual*, the eligibility requirements for the Higher School Certificate are the same for all candidates. Students must:

- have gained the School Certificate or other qualification that the Board of Studies considers satisfactory
- have attended a government school, an accredited non-government school, an institute of TAFE or a school outside NSW recognised by the Board
- have satisfactorily completed courses that comprise the pattern of study for the Higher School Certificate and
- have undertaken and made a serious attempt at the required forms of assessment for each course.

Pattern of study

To be eligible for the Higher School Certificate, all students, including those studying Stage 6 Life Skills courses, must undertake a Preliminary course pattern that includes at least 12 units of study and an HSC course pattern that includes at least 10 units of study. Both patterns must include:

- at least six units from Board Developed courses
- at least two units of a Board Developed course in English
- at least three courses of two units value and
- at least four subjects.

For the Preliminary course pattern, students may study Senior Science or no more than six units of any combination of Biology, Chemistry, Earth and Environmental Science, Physics.

For the HSC course pattern no more than six units of any combination of Biology, Chemistry, Earth and Environmental Science, Physics and Senior Science courses may be studied.

Students with special education needs can meet the requirements of the HSC using a combination of:

- Board Developed courses and/or
- Board Endorsed courses (including Content Endorsed courses) and/or
- Board Developed Life Skills courses and/or
- Industry Curriculum Framework course options.

This flexibility allows schools to develop individualised programs of study that challenge students according to their individual needs.

Eligibility to enrol in Stage 6 Life Skills Courses

Schools do not need to seek the Board's permission to enrol students in Stage 6 Life Skills courses. These decisions will be made by the school.

When making decisions about enrolling students in Stage 6 Life Skills courses, schools should bear in mind that the main aim of Stage 6 Life Skills courses is to extend the curriculum and reporting arrangements that were established in Stage 5 for students with special education needs. The Board expects that the majority of students who enrol in Stage 6 Life Skills courses will be students with an intellectual disability.

In general, students enrolling in Stage 6 Life Skills courses will have completed at least four courses based on Life Skills outcomes and content in Stage 5.

In special circumstances, a student who has not undertaken at least four courses based on Life Skills outcomes and content in Stage 5 may wish to enrol in Life Skills courses for Stage 6.

These special circumstances might include situations where:

- a student has attempted regular syllabuses for the School Certificate but has experienced significant difficulty
- a student transfers from interstate or overseas
- a student has a deteriorating condition.

In these and similar circumstances, schools should only enrol students in Stage 6 Life Skills courses as a result of careful planning. The planning should establish why options other than Stage 6 Life Skills courses, such as accumulation or special provisions for the HSC examinations, are not appropriate.

The individual transition-planning process

When entering students for Stage Life Skills courses, the Principal is certifying that the student is eligible and that the decision is the result of an individual transition-planning process.

Schools will make decisions about whether to enrol individual students Stage 6 Life Skills courses in the context of an individual transition-planning process that is completed for both Year 11 and Year 12. The process must address how the pattern of study and attainment of the Higher School Certificate will contribute to the student's transition from school to adult life.

Transition-planning documentation

The completion of a transition-planning process for each student is a condition of access to Stage 6 Life Skills courses.

Schools do not need to forward transition-planning documentation to the Office of the Board.

The transition-planning documentation for each student should show evidence of:

- involvement of the student, and other significant individuals in the student's life, in the planning process
- clear directions and goals for the student's studies
- priorities for instruction
- identification of relevant settings and strategies
- resource requirements (across home, school and community settings as appropriate)
- strategies for monitoring progress
- clearly-defined time frames.

The documentation should show that the planned learning experiences and teaching activities are:

- appropriate to the chronological age of the student
- functional and life-skills oriented where appropriate
- developed across a range of settings
- planned collaboratively to meet present and future needs.

It should also address the student's specific needs at the point of transition from school to post-school.

Planning a pattern of study for students undertaking Stage 6 Life Skills Courses

- Life Skills courses may form all or part of a pattern of study for students based on the individual transition-planning process.
- Modules, outcomes and content from selected Stage 6 Life Skills courses will be chosen on the basis that they meet the individual needs, goals and priorities for each student.
- Students are not required to complete all the modules within a Life Skills course nor are they required to complete all the outcomes and content within each module of a Life Skills course.

The flow chart following demonstrates the links between individual transition planning, and the selection of courses to meet the needs of individual students and the Preliminary and HSC pattern of study requirements.

Individual Transition-planning Process

Student's Stage 5 Pattern of Study
List all courses (reflecting School Certificate key learning area requirements) being undertaken by the student and any workplace learning experiences

Student's Strengths Interests and Abilities
Summarise student's strengths, interests and abilities relevant to transition planning

Areas For Student's Further Development
Summarise specific areas for further development

Individual Transition-planning Meeting – End of Stage 5

- Ensure that student, parents, carers, appropriate school staff and other relevant people are fully involved in the meeting
- Agree on goals for post-school
- If agreed that student goals will best be met by remaining at school to complete the HSC, determine pattern of study for Year 11 (Preliminary Year)
- Document decisions made and associated responsibilities

Outline Pattern of Study For Year 11 – Preliminary Year – 12 Units

- List all courses to be undertaken by the student*, ensuring that these reflect student goals and priorities and the HSC requirements
- For **Stage 6 Life Skills courses, list the selected modules, outcomes and content which will constitute each student's educational program** as determined by the individual transition-planning process
- Identify relevant settings, strategies
- Identify resource requirements (across home, school and community settings as appropriate)
- Identify strategies for monitoring progress and clear time frames

Individual Transition-planning Meeting – End of Preliminary Year

- Ensure that student, parents, carers, appropriate school staff and other relevant people are fully involved in the meeting
- Review outcomes achieved in Preliminary year
- Review and confirm student post-school goals
- Determine pattern of study for HSC Year – Year 12
- Document decisions made and associated responsibilities

Outline Pattern of Study for Year 12 – HSC Year – 10 Units

- List all courses being undertaken (reflecting HSC requirements) by the student*, **ensuring that these reflect agreed student goals and priorities and the HSC requirements**
- For **Stage 6 Life Skills courses, list the selected modules, outcomes and content which will constitute the student's educational program** as determined by the individual transition-planning process
- Identify relevant settings, strategies and clear time frames
- Identify resource requirements (across home, school and community settings as appropriate)
- Identify strategies for monitoring progress within the context of the Profile of Student Achievement

Note:

- * Stage 6 – Note that students entered for Stage 6 Life Skills courses may access Industry Curriculum Framework course options, and other Board Developed or Board Endorsed courses

Satisfactory completion of Life Skills courses

A student will be considered to have completed a Stage 6 Life Skills course satisfactorily if, in the Principal's view, the student has:

- followed a program developed from the relevant Life Skills syllabus
- applied themselves with diligence and sustained effort to the set tasks and experiences of the program
- achieved some or all of the course outcomes (see Profile of Student Achievement below).

There are no time requirements for any Board Developed or Board Endorsed course. The Board expects, however, that most students would meet the outcomes for a 2 Unit Preliminary course and a 2 Unit HSC course over approximately 240 indicative hours in total (ie 120 indicative hours each).

What students receive on successful completion

As detailed in the Board of Studies *ACE Manual*, all students who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur, a Record of Achievement and a Profile of Student Achievement.

Testamur

The testamur is the Higher School Certificate. It shows the name of the student and the school, and includes a statement that the student has met the requirements for the credential.

Record of Achievement

A HSC Record of Achievement will be provided to any student who completes a Life Skills course. It lists all courses satisfactorily completed and the result for each course. A Record of Achievement is cumulative and lists all courses completed for Stage 6 in previous years.

Profile of Student Achievement

The Profile of Student Achievement is a report completed by the school on the student's individual achievements. The Board of Studies provides schools with a Profile of Student Achievement booklet for each student. The Profile of Student Achievement lists the outcomes for each Life Skills course. As the student demonstrates that they have achieved a learning outcome, the relevant section of the Profile of Student Achievement is signed and dated by the relevant school teacher.

Before the student leaves school, the Profile of Student Achievement is verified by the school principal as a true and accurate record of all learning outcomes demonstrated by the student. The Profile of Student Achievement is a record of all outcomes attained by the student.

Assistance and advice

School systems or sectors are able to advise schools on transition-planning and on options for students with special education needs. Schools seeking to enrol students in Stage 6 Life Skills courses may contact their system or sector's special education staff for information on transition-planning and options for their students.

Information and advice on any aspect of Life Skills Stage 6 courses are also available from the Senior Curriculum Officer (Special Education) at the Office of the Board of Studies. Board of Studies Liaison Officers can also advise on matters such as HSC entries and appeals.

The Board of Studies and the Office of the Board of Studies are committed to consultation and to responding to the needs of all students and schools. Schools and parents involved with the education of students with special needs are welcome to contact the Office of the Board of Studies at any time with comments or suggestions on the Life Skills courses or any other aspect of the Board's policies or requirements relating to students with special education needs.

Occupational health and safety

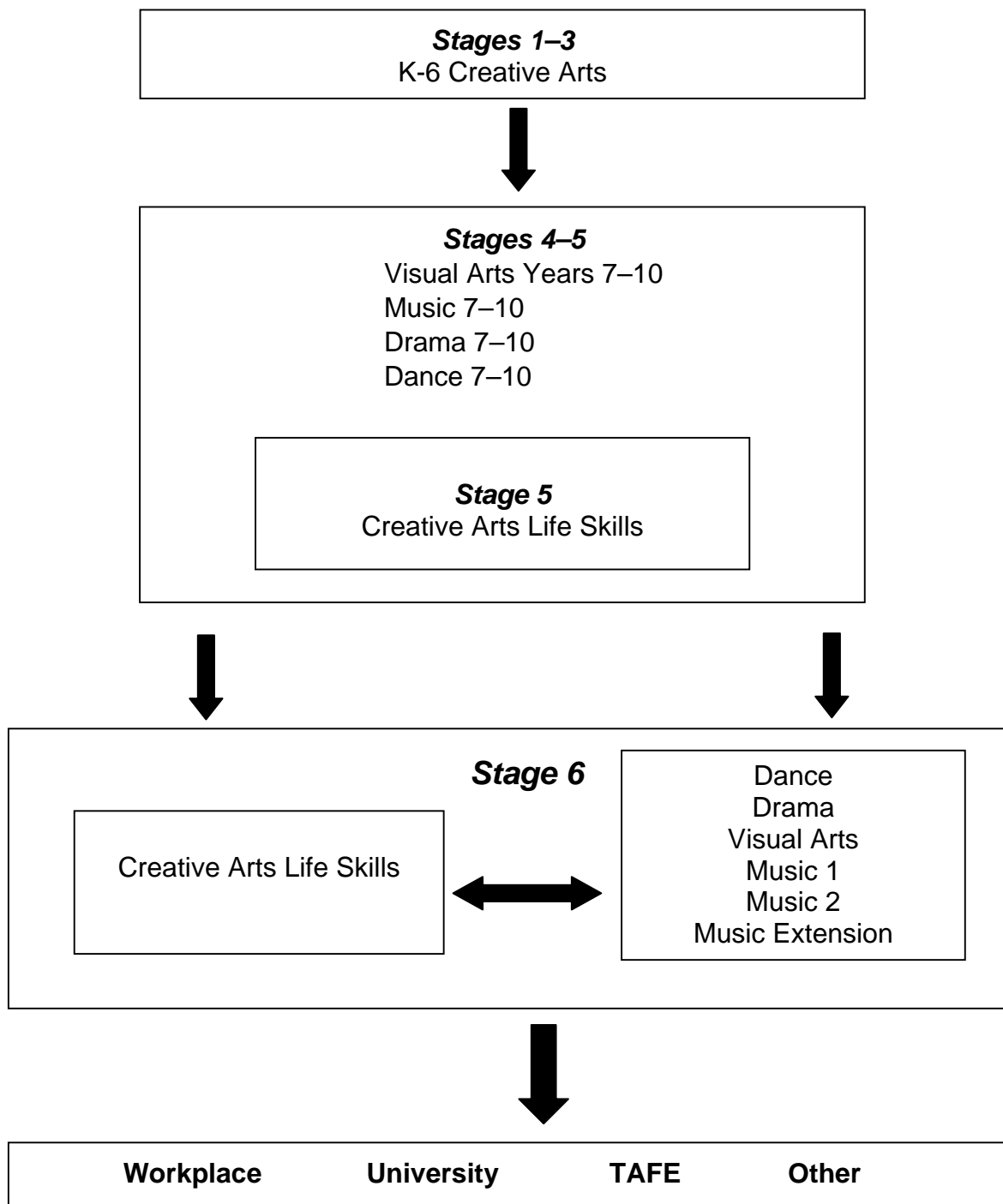
In developing units of work for Life Skills courses, teachers should consider the occupational health and safety issues of working with students. Safe working practices and environments should be provided at all times.

Care must be taken at all times in the practical activities students engage in. Non-slip mats can be provided in wet areas and the height and type of tables considered to suit the physical needs of students. Electrical hazards should be avoided at all times. For example, attention must be given to the safe use of tools, materials and technologies. If students are using tools or machinery, the dangers of working with such items should be explained. Students should be trained to work with tools and machinery. The adequate ventilation of classrooms, particularly when any hazardous substances are used, should be considered. Extractor fans, for example, can greatly assist in the removal of fumes from classrooms.

Further information about working with hazardous substances is available in the document *Chemical Safety in Schools Package* produced by the Department of Education and Training, 1998.

Exposure to excessive noise levels may lead to impaired hearing. The frequency and loudness of sound should be taken into account in the planning of any activities.

3 Continuum of Learning for Stage 6 Creative Arts Life Skills Students



4 Aim

The aim of Creative Arts Life Skills Stage 6 is to develop in students an awareness and understanding of the visual arts, music, drama, and dance that offer creative opportunities for self expression and personal choice, communication, and the sharing of cultural views. These opportunities should contribute to students' appreciation of the arts, their quality and enjoyment of life and assist them to prepare for various post-schooling opportunities.

5 Objectives

In Stage 6 Creative Arts Life Skills students will develop knowledge, understanding and skills which are suited to their abilities, needs and interests. They will engage in one or more of the following:

- a range of musical experiences in listening, responding, making and performing
- a range of dance and movement experiences
- a range of drama experiences in making, performing and appreciating
- making and appreciating artworks made in two-dimensional forms (painting, drawing, photography and printmaking)
- making and appreciating artworks made in three-dimensional forms (ceramics, sculpture, fibre and other three-dimensional forms)
- making and appreciating artworks made with electronic media (video, scanning, photocopying etc).

6 Course Structure

Each course has six modules, which focus on generalising knowledge, understanding, skills, values and attitudes across a range of post-school environments. The structure of each Stage 6 Life Skills course is designed to provide a broad and balanced approach to meet individual student needs within the context of the transition-planning process.

The Stage 6 Creative Arts Life Skills course has an indicative time allocation of 120 hours in each of the Preliminary and HSC courses. The choice of outcomes and content from the modules within each course, and the time spent on the content, should reflect the needs of individual students.

Generally the outcomes contained in the Stage 6 Creative Arts Life Skills course progress in degree of difficulty. The outcomes, however, are not based on a developmental hierarchy. Therefore students are not required to satisfy previous outcomes before engaging with particular outcomes and content later in each module.

The content points listed with each outcome form the basis of the learning opportunities for students. Teachers may choose the most relevant aspects of the content to meet the particular needs of individual students. Any examples provided with the content points are suggested strategies only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

Module	Module Description
Music	<p>This module provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Through these learning opportunities students can develop their own musical interests in singing, playing, moving and organising sound. Music forms an integral aspect of society and provides an important means of communication and personal and cultural expression.</p> <p>Through performing, organising sound and listening to their own works and those of others, students may enjoy their learning and participate in musical experiences in post-schooling environments.</p>
Movement and Dance	<p>This module provides opportunities for students to experience and respond to different movements and dance styles. Through these opportunities students can develop their own physical skills, awareness of the body and techniques that facilitate their participation. They can also understand how dance offers opportunities for communication and the expression of personal and social ideas and meanings.</p> <p>Through performing and appreciating their own movement and dance as well as that of others, students may enjoy their learning and participate in dance and movement experiences in post-schooling environments.</p>

Module	Module Description
Drama and Theatre	<p>Drama can be made and performed to explore personal and community issues, develop social skills and provide opportunities for self-expression. Responding to and participating in a variety of theatre experiences enhances students' understanding of drama and theatre.</p> <p>Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-schooling environments.</p>
Visual Arts – Painting, Drawing, Photography and Printmaking	<p>This module provides opportunities for students to investigate different concepts and ideas of interest that can be represented in drawings, paintings and photographs. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills and recognise the importance of meaning in their work. Each of these two-dimensional forms offers opportunities for self-expression and personal choice, communication, and sharing of cultural views.</p> <p>Through making and appreciating their own artworks in two-dimensional forms and responding to the works of other artists who make paintings, drawings, photographs and prints, students may enjoy their learning and participate in the visual arts in post-schooling environments.</p>
Visual Arts – Ceramics, 3D Forms and Fibre	<p>This module provides opportunities for students to investigate different concepts and ideas of interest that can be represented in clay objects and forms, sculptures, models, constructions and fibre. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills suited to working in three dimensions and recognise the importance of meaning in their work. Each of these three dimensional forms offers opportunities for self-expression and personal choice, communication and sharing of cultural views.</p> <p>Through making and appreciating their own three dimensional works and responding to the works of other artists who make objects and sculptures, students may enjoy their learning and participate in the visual arts in post-schooling environments.</p>
Visual Arts – Electronic Media	<p>Electronic media expand the range of experiences students may have in making artworks in two and three dimensions. These technologies encourage students to explore concepts and ideas from different sources in imaginative and creative ways. Through these learning opportunities students can develop manipulative and technical skills suited to a range of digital applications and recognise the importance of meaning in their work. Electronic media offer opportunities for self-expression and personal choice, communication and the sharing of cultural views.</p> <p>Through making and appreciating their own artworks that use electronic media and responding to the works of artists who use these forms students may enjoy their learning and participate in the visual arts in post-schooling environments.</p>

7 Objectives and Outcomes

Objective Students will:	Outcomes A student:
1. engage in a range of musical experiences in listening, responding, making and performing	1.1 recognises and responds to music from a variety of social and cultural contexts
	1.2 describes and communicates preferences about various styles of music
	1.3 uses instruments to respond to music, individually and as part of a group
	1.4 vocalises or sings in formal and informal situations
	1.5 plays instruments individually and as part of a group in formal and informal situations
	1.6 experiments in organising musical sounds
	1.7 listens to a variety of music for enjoyment suited to a range of post-school environments
2. engage in a range of dance and movement experiences	2.1 views a variety of live and recorded dance performances and communicates, describes or discusses responses to ideas, feelings and mood
	2.2 views a variety of live and recorded dance performances and demonstrates awareness of the cultural and social meanings conveyed
	2.3 demonstrates skills and techniques in movement and dance
	2.4 develops physical skills and techniques that will enable participation in movement and dance in a range of post-school environments
	2.5 develops physical skills and techniques in movement and dance to express and communicate moods, feelings and ideas
	2.6 demonstrates awareness of safe practice, and cooperates in assisted movement and dance at an individual level, with others, and in specific environments
3. engage in a range of drama experiences in making, performing and appreciating	3.1 views a variety of live and recorded drama and theatre experiences and communicates, describes or discusses responses to ideas, feelings and mood
	3.2 views a variety of live and recorded drama and theatre experiences in a range of environments and demonstrates awareness of the meanings conveyed
	3.3 participates in drama experiences in which role-taking is used to enhance students' understanding and application of concepts, ideas and feelings
	3.4 participates in drama experiences where improvisation and role-taking are used to develop skills and confidence in conflict resolution
	3.5 acquires skills in the process of preparing a theatrical production
	3.6 acquires skills that will facilitate participation in performances

Objective Students will:	Outcomes A student:
4. engage in making and appreciating artworks made in two-dimensional forms (painting, drawing, photography and printmaking)	4.1 explores a variety of ideas and subject matter, such as people, living things, places, spaces and events that can be represented in paintings, drawings, photographs and prints 4.2 develops understanding and skills in exploring and using a range of paint media (acrylic, watercolour, oil), drawing media (charcoal, ink, pencil) and techniques (brushes, other applications) 4.3 documents and represents significant personal, social and cultural experiences, events and ideas using photographs 4.4 develops skills in a range of photographic techniques to represent concepts and interests 4.5 develops skills in a variety of printmaking processes 4.6 makes judgements at varying levels about the meaning of own and others' paintings, drawings, photographs and prints and communicates, describes and discusses responses
5. engage in making and appreciating artworks made in three-dimensional forms (ceramics, sculpture, fibre and other three dimensional forms)	5.1 explores ways that subject matter such as people, living things, places, spaces and events can form the basis of representation using different 3D forms (sculptures, objects, models, structures and arrangements) 5.2 makes and builds a range of sculptural forms using a variety of materials and techniques 5.3 develops skills in a range of ceramics techniques to make a variety of objects 5.4 develops skills in a range of fibre applications to make a variety of objects 5.5 appreciates and interprets the meaning and significance of a range of 3D artworks by other artists and communicates, describes and discusses responses
6. engage in making and appreciating artworks made with electronic media (video, scanning, photocopying etc)	6.1 develops understanding of and skills in using electronic media to explore the manipulation of images 6.2 accesses and uses electronic technologies to explore ways in which subject matter and ideas can be represented in artworks 6.3 develops skills in using computer graphics 6.4 organises and presents ideas in multimedia presentations 6.5 combines electronic media with more traditional media to make artworks 6.6 develops understanding of and skills in the production of artworks using electronic media 6.7 appreciates and interprets the meanings of artworks produced by other artists using electronic media, and communicates, describes and discusses responses

8 Key Competencies

The Stage 6 Creative Arts Life Skills course provides a context for the development of general competencies essential for the acquisition of effective, higher-order thinking skills. These are necessary for community living, further education and training, and employment.

The following key competencies are embedded in Creative Arts Life Skills:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

These key competencies are developed through the objectives, modules, outcomes and content of the Stage 6 Creative Arts Life Skills course, in ways which address individual student needs.

9 Modules

Module 1: Music

Module Description

This module provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Through these learning opportunities students can develop their own musical interests in singing, playing, moving and organising sound. Music forms an integral aspect of society and provides an important means of communication and personal and cultural expression.

Through performing, organising sound and listening to their own works and those of others, students may enjoy their learning and participate in musical experiences in post-schooling environments.

Outcome

1.1 Recognises and responds to music from a variety of social and cultural contexts

Content

Students:

- respond to features of music – loud/soft, high/low, fast/slow
 - eg – respond to music being turned on or off
 - respond to changes in volume
 - hand clap for fast or slow tempo
 - respond through body percussion (clapping, tapping etc) to indicate fast/slow or changes in tempo
- respond to patterns or sections within the music such as the chorus of a song
 - eg – perform a particular action during the chorus ('hokey pokey')
 - participate in action songs
- respond to music of various styles such as rock, classical, jazz, country
 - eg – jump and twist to rock music
 - move whole or part of body to sound of music
- respond to music for various purposes such as movie themes, advertisements, special events
 - eg – smile and raise head to 'Happy Birthday'
 - attend to television or radio when particular jingle or song is played
- respond to music of various cultures
 - eg – music from Aboriginal and Torres Strait Islander peoples
 - African drums, Mexican rains sticks, balalaika, bagpipes

Outcome

1.2 Describes and communicates preferences about various styles of music

Content

Students:

- communicate an understanding of features of music such as speed, volume, pitch
 - eg – use a switch to turn down loud music
 - vocalise using high and low pitches
 - clap hands or stamp feet to follow tempo

- indicate preferences or choice of music for personal listening enjoyment in a range of situations
 - eg – use gestures to choose preferred music
 - change stations on a radio

- communicate or describe styles of music that they most enjoy such as loud and fast, peaceful, good for dancing
 - eg – show a preference for a particular radio station according to musical style
 - select music for personal listening
 - describe preferred styles of music

- describe or discuss their preferred style of music
 - eg – communicate ideas about melody, rhythm or beat of pop music or other styles
 - communicates ideas about the instruments used such as guitars, drums, voice

Outcome

1.3 Uses instruments to respond to music, individually and as part of a group

Content

Students:

- respond individually to music using a range of percussion instruments
 - eg – tap leg, clap hands (body percussion)
 - play tambourine, drum etc
 - play triangle with head pointer
- respond individually to music using a range of non-percussion instruments
 - eg – strum guitar
 - blow recorder or whistle
 - use wobbleboard
- respond as part of a group using a range of percussion instruments
- respond as part of a group using a range of non-percussion instruments
- respond to features of music using instruments
 - eg – play softly, loudly, slowly, fast, using silence when required
 - stop playing when music stops

Outcome

1.4 Vocalises or sings in formal and informal situations

Content

Students:

- vocalise as part of a group in response to a variety of known music
 - eg – ‘sing’ using actions during songs
 - choir
- vocalise individually in response to a variety of known music
- vocalise individually in informal situations in a range of situations
 - eg – at home
 - while travelling
- vocalise as part of a group in both formal and informal situations
 - eg – at a family birthday celebration
 - in class
 - in a concert
- sing individually in response to a variety of known music
- sing as part of a group in response to a variety of known music
- sing individually in informal situations
 - eg – at home
 - while travelling
 - at a party
- sing individually
 - eg – at a concert
 - at a family or group celebration
- sing as part of a group in a range of formal and informal situations
 - eg – at a family birthday celebration
 - at a football game
 - in a community concert

Outcome

- 1.5 Plays instruments individually and as part of a group in formal and informal situations

Content

Students:

- play instruments individually in response to musical beat and rhythm
 - eg – strum guitar in time with music
 - use body percussion to explore various rhythm patterns
- play instruments as part of a group in response to musical beat and rhythm
 - eg – play to different rhythmic patterns
 - experiment with changing the beat and rhythm of selected musical pieces
- play instruments individually and/or as part of a group in response to a variety of musical situations
 - eg – undertake lessons on a particular instrument
 - participate in informal concerts
- play instruments individually and/or as part of a group in response to a variety of music in formal situations
 - eg – play at a concert in school band
 - play at the school musical production
- select and play instruments for participation appropriate to music and the situation
 - eg – recognise the importance of selection for particular occasions such as class performances, school assemblies, parties
 - recognise the importance of mood in particular musical pieces

Outcome

1.6 Experiments in organising musical sounds

Content

Students:

- experiment with ways of playing different instruments
 - eg – scrape, pluck, strike
 - create and play instruments made from recycled materials
- experiment with various vocal sounds
 - eg – whisper, talk, sing, whistle, hum
 - imitate the sounds of instruments, voices or natural sounds in the environment
- use vocalisation, singing, percussion instruments and non-percussion instruments as part of a group
 - eg – sing with others
 - improvise musical ideas with others
- individually use vocalisation, singing, percussion instruments and non-percussion instruments
 - eg – invent additional verses for a known song
 - improvise musical ideas as a response to other music
 - devise a body percussion accompaniment for a speech rhyme
- organise musical experiments into a composition
 - eg – adapt musical ideas to create a new work
 - create an original work
- record composition using a symbol system
 - eg – use pictures and symbols (graphic notation)
 - use traditional music notation

Outcome

- 1.7 Listens to a variety of music for enjoyment suited to a range of post-school environments

Content

Students:

- identify preferred music for personal listening
eg – indicate preferred CD when choice is presented
- request music for personal listening in a range of situations
eg – select music photo or symbol on communication board
– identify a particular CD to caregiver and gesture to CD player
- listen to preferred music in a method appropriate to the occasion
eg – use headphones when others may be distracted
- listen to preferred music in different ways in a range of situations
eg – turn on radio at work by hand or switch
- find information about concerts or performances of music for enjoyment in the community
eg – consult newspaper
– ring theatre/venue
- identify and use processes involved in purchasing tickets for performances, individually and as part of a group
eg – contact a booking agency
– go to a box office
- attend concerts or performances of choice
- understand and display appropriate audience behaviour in different performance situations
eg – recognise difference in audience response at a rock concert in the park and a concert at the Opera House
– stay seated throughout classical concert
– dance at rock music venue
- participate in performances of choice
eg – join a theatre group
– join a musical group
- choose and buy recorded music in a range of formats to suit personal preferences and available equipment

Module 2: Movement and Dance

Module Description

This module provides opportunities for students to experience and respond to different movements and dance styles. Through these opportunities students can develop their own physical skills, awareness of the body and techniques that facilitate their participation. They can also understand how dance offers opportunities for communication and the expression of personal and social ideas and meanings.

Through performing and appreciating their own movement and dance as well as that of others, students may enjoy their learning and participate in dance and movement experiences in post-schooling environments.

Outcome

- 2.1 Views a variety of live and recorded dance performances and communicates, describes or discusses responses to ideas, feelings and mood

Content

Students:

- acknowledge and pay attention to performances involving dance and movement
- respond to the mood conveyed through live and recorded dance performances
eg – react to mood as an audience member (happy, sad, angry)
- understand and display appropriate audience behaviour in different performance situations
eg – remain in seat
– show appreciation in appropriate manner
- convey excitement, terror, romance and sadness in response to a range of live and recorded dance performances
- communicate, describe and discuss responses to ideas, feelings and mood in dance
eg – discuss how a dance of celebration made them happy

Outcome

- 2.2 Views a variety of live and recorded dance performances and demonstrates awareness of the cultural and social meanings conveyed

Content

Students:

- understand dance as the performance and communication of ideas through movement
 - eg – respond to the ideas in a work
 - discuss the meaning of the work for different audiences
- demonstrate awareness that dance and movement performances communicate ideas for different purposes
 - eg – story telling (Aboriginal dancing, ballet)
 - social messages
- demonstrate awareness that the elements of dance and movement can be found in all cultures
 - eg – space, shape, floor pattern
 - time, tempo, natural rhythms
- analyse a dance performance for the social and cultural meanings conveyed
 - eg – belly dancing
 - haka
 - maypole, polka

Outcome

2.3 Demonstrates skills and techniques in movement and dance

Content

Students:

- relax the body in response to appropriate stimulus
 - eg – music, sound, touch
- demonstrate body awareness
 - eg – recognise the importance of mobility, stamina, strength
 - recognise the importance of flexibility, balance and co-ordination
- move their bodies or limbs in different ways
 - eg – body articulation
 - axial movement
 - body placement
 - balance
 - turns
- demonstrate ability to sequence movements
 - eg – organise a beginning, middle and an end to a dance
 - consider body weight, force, flow, energy and spatial qualities in the sequence of movements
- develop and demonstrate an understanding of time in movement and dance
 - eg – rhythm
 - tempo
 - stillness
 - duration

Outcome

- 2.4 Develops physical skills and techniques that will enable participation in movement and dance in a range of post-school environments

Content

Students:

- demonstrate an understanding that movement and dance have a variety of purposes in post-school environments
 - eg – social
 - fitness/physical
 - performance
 - personal expression
- develop skills and techniques in various types of social dance for individuals and groups
 - eg – disco
 - rock and roll
 - bush dancing
 - line dancing
- develop skills and techniques in various types of fitness or physical dance for individuals and groups
 - eg – aerobics
 - yoga
 - physical culture
- develop skills and techniques in various types of performance dance for individuals and groups
 - eg – ballet
 - tap
 - jazz
 - folk

Outcome

- 2.5 Develops physical skills and techniques in movement and dance to express and communicate moods, feelings and ideas

Content

Students:

- experiment with some of the elements of movement and dance to express and communicate feelings and ideas
 - eg – anger, with space and rhythm
 - romance, with body movement and tempo
- demonstrate a learned sequence of movements
 - eg – perform a simple stamping and clapping pattern from a folk dance
 - perform a disco, rock and roll or bush dancing sequence of movements
- demonstrate an awareness of dance as the performance and communication of moods, feelings and ideas
 - eg – create a short composition based on a theme of the environment
 - respond to other dances by adapting motifs and ideas
- perform a dance composition of their own design to express and communicate a mood, feeling or idea
 - eg – compose a simple solo dance based on a favourite character
 - explore different shapes and levels – crouch, stand, reach in responding to a stimulus
 - improvise freely to a piece of music of their choice

Outcome

- 2.6 Demonstrates awareness of safe practice, and cooperates in assisted movement and dance at an individual level, with others, and in specific environments

Content

Students:

- recognise the capabilities and limitations of their own bodies and safely extend these limits where possible
- recognise the importance of dance preparation for safe practice
 - eg – warm up and cool down
 - stretching
 - alignment
- use safe practices during dancing
 - eg – recognise safe ways of moving body
 - recognise limitations
 - dance safely to prevent injury
- demonstrate willingness to cooperate, communicate and negotiate during dance and performances
 - eg – acknowledging others on dance floor
 - determining who adopts male or female roles in partner dancing

Module 3: Drama and Theatre

Module Description

Drama can be made and performed to explore personal and community issues, develop social skills and provide opportunities for self-expression. Responding to and participating in a variety of theatre experiences enhances students' understanding of drama and theatre.

Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-schooling environments.

Outcome

- 3.1 Views a variety of live and recorded drama and theatre experiences and communicates, describes or discusses responses to ideas, feelings and mood

Content

Students:

- understand and display appropriate audience behaviours in different performance situations
 - eg – sit quietly at the movies
 - wait for other people to leave seating row before exiting
 - wait to enter if performance has started and door is closed
- respond to live drama or theatre experiences in the school or the community
 - eg – laugh during comedy performances
 - participate in audience response to melodrama
- view live drama or theatre experiences and describe or discuss responses to ideas, feelings and mood
 - eg – express empathy for characters in dramatic roles
 - recognise how characters relate to one another
- view and indicate recognition of familiar television drama series
 - eg – turn head and respond to television when familiar program is shown
- indicate responses to and personal preferences for television drama
 - eg – use photo or communication board to indicate preference
 - change channels to indicate preference for television show
- convey feelings and mood in response to a range of recorded drama and theatre experiences
 - eg – react to mood as an audience member (suspense, humour, excitement)

Outcome

- 3.2 Views a variety of live and recorded drama and theatre experiences in a range of environments and demonstrates awareness of the meanings conveyed

Content

Students:

- indicate recognition of meaning conveyed in familiar television drama series
 - eg – discuss preferred characters and reasons for choice
 - discuss the roles of characters and how their role is developed over the scenes

- identify meaning conveyed by live drama and theatre experiences at school and in the community
 - eg – identification with plot, characters, set, sound
 - recognise the social significance of the drama and theatre

- identify meaning conveyed and communicate personal responses to live drama and theatre performances in the community
 - eg – describe what the performance was about
 - identify particular moments which were meaningful for them

Outcome

- 3.3 Participates in drama experiences in which role-taking is used to enhance students' understanding and application of concepts, ideas and feelings

Content

Students:

- participate in drama experiences and convey feelings and meaning through gestures, facial expressions, body movements and vocalisation
eg – fear, terror, surprise, happiness
- understand and demonstrate appropriate behaviour when engaging in role-taking
eg – recognise how taking on a role is like 'stepping into another person's shoes'
– recognise the need for respect in stepping into another's role
- explore roles of people with whom they are familiar in order to enhance understanding of others' points of view
eg – explore experiences of people from a variety of backgrounds and cultures
– explore men and women, boys and girls of different ages involved in a range of activities
- explore experiences of characters from familiar situations
eg – take on the role of a teacher during assembly
– take on the role of a parent/carer or brother, sister or friend in a short role play
- use role-playing to develop skills in communicating effectively with others
eg – attend a job interview
– give a short thank you speech to a group
– negotiate a change to home organisation

Outcome

- 3.4 Participates in drama experiences where improvisation and role-taking are used to develop skills and confidence in conflict resolution

Content

Students:

- participate in drama experiences in a range of situations to enhance expression of feelings and emotions
- participate in drama experiences involving role-taking to gain greater understanding of other people's perspectives on particular situations
 - eg – take the role of a teacher with an unruly student
 - take the role of someone in a difficult job
- participate in role-taking involving roles of known and unknown people to 'test out' solutions for conflict resolution
 - eg – negotiate with a difficult person in a workplace learning environment
 - work out a new roster for sharing home management roles
- participate in drama experiences involving role-taking to develop skills and confidence in expressing a contrary point of view
 - eg – decline an invitation to an out-of-hours work function

Outcome

3.5 Acquires skills in the process of preparing a theatrical production

Content

Students:

- identify and describe the range of activities involved in preparing for a theatrical production
 - eg – scenery
 - props
 - lighting
 - sound
 - character
 - organisation
- develop skills to work with others in the process of preparing a theatrical production
 - eg – organise activities for different members of the group
 - note when activity is required by members of the group
- identify and describe the organisation involved in preparing a theatrical production
 - eg – production of tickets
 - seating
 - advertising
- use make-up
 - eg – to establish a character's personality
- make and find props
 - eg – select props that contribute to the meaning of the drama
- explore, adopt and develop features of a specific character
 - eg – recognise how a character's behaviour and actions change during the play and prepare appropriate costumes, props, sound, lighting
- set up appropriate sound and lighting
 - eg – use lighting to enhance the mood of the theatrical production
 - organise sound to maximise impact

Outcome

3.6 Acquires skills that will facilitate participation in performances

Content

Students:

- use role-taking to enhance character understanding
 - eg – express a range of emotions verbally and through movement
 - improvise different characters

- use role-taking to enhance use of costume and make-up in expressing the mood and feeling of a character
 - eg – recognise the importance of characterisation in a dramatic work

- use improvisation in response to a range of simple plots or scenarios
 - eg – school revue
 - make-believe situations within the classroom

- use improvisation in response to a given script
 - eg – work with the teacher ‘in role’ to create belief or change the direction of a work
 - shape a script through collaborative, improvised group process

Module 4: Visual Arts – Painting/Drawing/Photography/Printmaking

Module Description

This module provides opportunities for students to investigate different concepts and ideas of interest that can be represented in drawings, paintings and photographs. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills and recognise the importance of meaning in their work. Each of these two-dimensional forms offers opportunities for self-expression and personal choice, communication, and sharing of cultural views.

Through making and appreciating their own artworks in two-dimensional forms and responding to the works of other artists who make paintings, drawings, photographs and prints, students may enjoy their learning and participate in the visual arts in post-schooling environments.

Outcome

- 4.1 Explores a variety of ideas and subject matter, such as people, living things, places, spaces and events that can be represented in paintings, drawings, photographs and prints

Content

Students:

- explore images of themselves and other people involved in activities
 - eg – celebrations
 - sporting pursuits
 - occupations
- investigate their own and other people's feelings and moods
 - eg – love
 - joy
 - sorrow
- explore their relationships with other living things
 - eg – family pets
 - Australian animals
- explore the qualities of contrasting environments
 - eg – urban and rural environments
- explore events in their own lives or events of community interest
 - eg – birthdays
 - Australia Day

Outcome

- 4.2 Develops understanding and skills in exploring and using a range of paint media (acrylic, water colour, oil), drawing media (charcoal, ink, pencil) and techniques (brushes, other applications)

Content

Students:

- experience and respond to the qualities of the variety of paints available such as acrylic, water colour and oil paints
 - eg – touch paints
 - look at paintings using different paint types
- experiment with qualities of various types of paint
 - eg – consistency/thickness
 - transparency
 - texture
 - colour mixing and blending
 - painting on surfaces other than paper
- make different types of expressive marks using a range of techniques when applying paint
 - eg – spattering
 - spraying/dripping
 - finger painting
 - application using everyday/household items
 - airbrushing
- experience and respond to the qualities of the variety of drawing media available such as charcoal, ink, pencil and crayon
 - eg – feel media
 - look at drawings using different drawing media
- experiment with qualities of drawing media
 - eg – line thickness
 - texture
 - contrast
 - clarity of lines drawn
- make different types of expressive marks using a range of techniques when drawing
 - eg – rubbings
 - shading/smudging
 - dotting

Outcome

- 4.3 Documents and represents significant personal, social and cultural experiences, events and ideas using photographs

Content

Students:

- respond to photographs and images that represent significant personal, social or cultural experiences
 - eg – smile at family holiday photo
 - retell the story that the photograph shows
- collate a series of photographs and arrange them to represent important experiences
 - eg – gather all their birthday party photos
 - represent life span through a photographic timeline
- explore and understand ways to photograph objects and people using a camera
 - eg – select image to photograph
 - consider different angles to maximise visual impact

Outcome

- 4.4 Develops skills in a range of photographic techniques to represent concepts and interests

Content

Students:

- demonstrate knowledge, understanding and application of the skills of camera technique
 - eg – composition
 - angles of vision
 - focus
 - flash photography
 - lighting
 - depth of field
 - exposure
 - contrast/balance
 - film choice
- demonstrate knowledge, understanding and application of the skills involved in printing and processing
 - eg – film processing
 - developing
 - fixing
 - multiple images
 - colour tinting/toning
 - cropping
- demonstrate knowledge, understanding and application of presentation techniques
 - eg – collage
 - montage
 - framing/mounting

Outcome

4.5 Develops skills in a variety of printmaking processes

Content

Students:

- demonstrate awareness of printing in everyday life
 - eg – books
 - pictures
 - clothing

- experience printmaking in a basic form
 - eg – potato print
 - hand/finger/feet prints
 - tyre tracks

- experiment and explore method of printing in one process (lino, relief, etc)
 - eg – basic printing
 - compositional factors
 - printing on variety of surfaces
 - using a variety of inks
 - patterning

- demonstrate knowledge, understanding and skills in a range of print-making processes
 - eg – lino printing
 - relief printing
 - mono printing
 - screen printing
 - lithographic printing

Outcome

- 4.6 Makes judgements at varying levels about meaning of their own and others' paintings, drawings, photographs and prints and communicates, describes and discusses responses

Content

Students:

- express a liking for a particular artworks
 - eg – says 'I like that one'
 - points to a work and identifies areas of interest
- communicate reasons why they like or dislike an artworks
 - eg – discuss how they like the colours in a painting, drawing, photograph or print
 - comment on the meaning of a work and then personalise the response to it
- identify particular attributes of an artworks
 - eg – recognise different textures, surface qualities, composition properties
 - recognise the intention of the artist and/or the cultural significance of the work
- explore their individual interpretations of artworks
 - eg – suggest things within the work that help them to interpret a meaning(s)
 - recognise how aspects of a work connect with their own interests and understandings of the world
- describe and discuss their interpretations with others
 - eg – identify particular features and consider why they are important
 - compare their interpretations with others, respecting different points of view

Module 5: Visual Arts – Ceramics/3D Forms/Fibre

Module Description

This module provides opportunities for students to investigate different concepts and ideas of interest that can be represented in clay objects and forms, sculptures, models, constructions and fibre. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills suited to working in three-dimensions and recognise the importance of meaning in their work. Each of these three-dimensional forms offers opportunities for self-expression and personal choice, communication and sharing of cultural views.

Through making and appreciating their own three-dimensional works and responding to the works of other artists who make objects and sculptures, students may enjoy their learning and participate in the visual arts in post-schooling environments.

Outcome

- 5.1 Explores ways that subject matter such as people, living things, places, spaces and events can form the basis for representation in different 3D forms (sculptures, objects, models, structures and arrangements)

Content

Students:

- explore images of themselves and other people involved in activities
 - eg – celebrations
 - sporting pursuits
 - occupations
- investigate their own and other people's feelings and moods
 - eg – love
 - joy
 - sorrow
- explore their relationships with other living things
 - eg – family pets
 - Australian animals
- explore the qualities of contrasting environments
 - eg – urban and rural environments
- explore events in their own lives or events of community interest
 - eg – birthdays
 - Australia Day

- investigate the qualities of 3D forms
 - eg – size
 - scale
 - shape
 - form
 - space
 - texture
 - colour
 - mass
 - smell
 - sound

- experience and respond to the tactile qualities of a range of 3D forms
 - eg – manipulate different surfaces or textures
 - touch different surfaces that are rough, smooth, uneven, shiny, dull

- acknowledge that 3D forms may have a range of uses
 - eg – functional
 - aesthetic
 - decorative
 - symbolic

Outcome

- 5.2 Makes and builds a range of sculptural forms using a variety of materials and techniques

Content

Students:

- explore techniques of cutting and carving, using tools such as scissors, chisels, files, gouges and saws
- discover the properties and potential of materials through exploring, experimenting and manipulating
eg – wood, clay, paper, fibre, metal, plastic, wire
- create a range of forms using particular materials and various techniques
eg – plaster moulding, sculpting, carving
– plastic sculpting, bending, gluing
- build or construct a 3D form using a combination of materials and techniques

Outcome

5.3 Develops skills in a range of ceramics techniques to make a variety of objects

Content

Students:

- develop understanding and knowledge of the types and qualities of clays
 - eg – terracotta, stoneware
 - texture, colour, malleability, strength
- develop knowledge, understanding and skills in the techniques used to construct ceramic forms
 - eg – clay preparation (wedging, moisture levels)
 - hand building (pinching, rolling, slab work)
 - moulding and casting
 - throwing
- develop knowledge, understanding and skills in surface decoration
 - eg – embedding
 - carving
 - glazing
- develop knowledge, understanding and skills in firing and glazing techniques
 - eg – kiln types and use
 - glaze types and use

Outcome

5.4 Develops skills in a range of fibre applications to make a variety of objects

Content

Students:

- experience and respond to the tactile qualities of 3D fibre applications
 - eg – touch and smell fibres
 - respond to fibre colours
- develop knowledge and understanding of the qualities of 3D fibre applications
 - eg – colour
 - patterns
 - size
 - texture
 - shape
- develop knowledge, understanding and skills in the application of techniques and tools for joining yarns, threads and fabrics
 - eg – weaving
 - sewing
 - embroidery
 - applique
 - knitting
- develop knowledge, understanding and skills in the application of procedures and use of tools in the resist techniques
 - eg – batik
 - tie dyeing
- develop knowledge, understanding and skills in the application of techniques and use of tools in surface decoration
 - eg – painting various surfaces
 - screen printing
- demonstrate skill in two or more techniques of fibre applications to create a single artworks
 - eg – batik dyeing and applique

Outcome

- 5.5 Appreciates and interprets the meaning and significance of a range of 3D artworks by other artists and communicates, describes and discusses responses

Content

Students:

- express like or dislike of a particular artworks
 - eg – says ‘I like that one’
 - grimaces and turns away
- communicate reasons why they like or dislike a sculpture or other 3D object
 - eg – discuss the impact of size, weight and volume and its connection to particular subject matter
 - comment on the meaning of the work and their personal response to it
- identify particular attributes of an artwork
 - eg – identify areas of interest – texture, surface, solids, voids
 - recognise the intentions of the artist and/or the cultural significance of the work
- explore their individual interpretations of artworks
 - suggest things within the work that help them to interpret a meaning
 - recognise how aspects of the work connect with their own interests and understanding of the work
- describe and discuss their interpretations with others
 - eg – identify particular features and consider why they are important
 - compare their interpretation with others, respecting different points of view

Module 6: Visual Arts – Electronic Media

Module Description

Electronic media expand the range of experiences students may have in making artworks in two and three dimensions. These technologies encourage students to explore concepts and ideas from different sources in imaginative and creative ways. Through these learning opportunities students can develop manipulative and technical skills suited to a range of digital applications and recognise the importance of meaning in their work. Electronic Media offer opportunities for self-expression and personal choice, communication and the sharing of cultural views.

Through making and appreciating their own artworks that use electronic media and responding to the works of artists who use these forms students may enjoy their learning and participate in the visual arts in post-schooling environments.

Outcome

- 6.1 Develops understanding of and skills in using electronic media to explore the manipulation of images

Content

Students:

- demonstrate an awareness of a range of available electronic media
eg – scanners, video, computers, overhead projectors, photocopiers, sound equipment, slides and film
- demonstrate knowledge, understanding and skills in the basic functioning and methods of operating electronic media
- explore the qualities of all available technologies
eg – photography and video — zoom, focus, speed
– photocopier — enlargement, contrast
– scanner — colour variation, distortion, resolution
- manipulate images through scanning, overhead projection and photocopying to produce artworks
eg – recognise how meaning can be built through the layering of images

Outcome

- 6.2 Accesses and uses electronic technologies to explore ways in which subject matter and ideas can be represented in artworks

Content

Students:

- explore multiple imaging as a way to develop ideas and meaning in a work
 - eg – layer images over one another and distort shape, colour or tone
 - scan images from different sources and recombine in new ways

- record events and construct narratives through the use of a range of computer-based technology including computer animation and video
 - eg – investigate time in their work
 - consider a beginning, middle and end

- investigate the framing of images and unusual viewpoints to create interest, mood and tension (eg video, scanning)
 - eg – crop the image of a face to heighten emotional impact
 - use different angles to suggest atmosphere and mood

Outcome

6.3 Develops skills in using computer graphics

Content

Students:

- demonstrate basic knowledge, understanding and skills in the use of a computer
 - eg – boot a computer and load a software package
 - open an existing document or program
 - save a document
 - use a mouse
- use a simple draw program
 - eg – draw and colour objects and shapes or volumes
 - use text boxes and texts
 - use drawing tools
- use a range of software applications available for graphic design
- create a finished image using computer graphics
 - eg – artwork
 - card
 - poster
 - banner

Outcome

6.4 Organises and presents ideas in multimedia presentations

Content

Students:

- demonstrate knowledge, understanding and skills in using electronic media
 - eg – video
 - sound recorder
 - scanner
 - slide
 - scanners
 - computers
- explore a range of multimedia techniques used by other artists to make an artworks
 - eg – discuss the use of videos and computer techniques
 - discuss navigation routes through a work
- develop and create the separate electronic media components to produce a multimedia artwork
 - eg – sound, video, scan
- integrate the electronic media components to present a multimedia artwork
 - eg – combine sound, video and scanned images

Outcome

6.5 Combines electronic media with more traditional media to make artworks

Content

Students:

- explore and experience a range of artworks by established artists who combine electronic media with non-electronic media
 - eg – use the Internet to visit virtual sites
 - visit an art gallery

- experiment with the qualities of various electronic media and other media and decide which best present the meanings to be conveyed
 - eg – combine digital forms with drawing, painting or printmaking
 - combine digital forms with photographs
 - combine drawings with photocopying

- develop and create the separate components which will make up the finished artwork
 - take a series of photographs
 - make a series of drawings

- integrate components to produce an artwork
 - select and organise aspects of the artwork
 - evaluate the effectiveness of the artwork in regard to intentions, meanings and audience response

Outcome

- 6.6 Develops understanding of and skills in the production of artworks using electronic media

Content

Students:

- access and view a range of artworks that utilise electronic media
 - eg – discuss the work of artists and designers
 - review video clips – music, animation
- investigate the range and qualities of electronic media
 - eg – discuss how imagined environments may be made
 - discuss the similarities and differences of virtual artworks with other artworks
- demonstrate an understanding of practices used in producing an art form involving electronic media
 - eg – discuss the importance of selection, evaluation, organisation etc
 - discuss the practices of selected artists or designers
- investigate a range of subject matter and concepts that lend themselves to the production of artworks using electronic media
 - eg – time-based work
 - narratives
 - the creation of imagined environments
 - humour, associations, visual puns

Outcome

- 6.7 Appreciates and interprets the meanings of artworks produced by other artists using electronic media, and communicates, describes and discusses responses

Content

Students:

- express a liking for a particular digital artwork
 - eg – says ‘I like that one’
 - points to a work and identifies areas of interest
- communicate reasons why they like or dislike an artwork
 - eg – discuss how they like movement, action, colour
 - comment on the meaning and their response to it
- identify particular attributes of an artwork
 - eg – recognise the use of particular colours, symbols
 - recognise the intention of the artist or the cultural significance of the work
- explore their individual interpretations of artworks
 - eg – suggest things in the work that provide clues for meaning
 - recognise how aspects of a work connect with their own interests and understandings of the world
- describe and discuss their interpretations with others
 - identify particular features and consider why they are important
 - compare their interpretations with others, respecting different points of view

10 Post-school Opportunities

The study of Creative Arts Life Skills Stage 6 assists students to prepare for employment, further education and training and full and active participation in community life. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

RTOs, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students. Information in relation to Life Skills courses can be found on the TAFE NSW website (www.tafensw.edu.au).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement so that the degree of recognition available can be determined.

11 Assessment and Reporting

11.1 Assessment

Assessing student achievement is the process of collecting information on student performance in relation to the knowledge and skills objectives of the course and the related outcomes.

Within the Stage 6 Creative Arts Life Skills course, the individual transition-planning process will determine the educational priorities for each student, from which modules and outcomes are studied and content covered. The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide examples of assessable activities on which teacher judgement will be based.

Assessment should take account of the individual ways that students demonstrate achievement of syllabus objectives and outcomes based on the content covered in the course. To cater for such individuality, a range of assessment materials should be used, appropriate for the outcomes to be measured, and relevant to students' capabilities. Such assessment instruments may include:

- observation of participation
- observations of performance of practical activities
- work experience reports
- oral reports and presentations
- group work
- journal writing
- written tasks.

Evidence of achievement of module outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points.

Students may demonstrate achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of adult environments.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the task. Examples of support may include:

- the provision of extended amounts of time
- physical and/or verbal assistance from others
- the provision of technological aids
- adjustments to the environment based on the specific needs of individual students.

Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support, and to list the most relevant examples of syllabus content that demonstrate achievement towards particular outcomes.

11.2 Reporting using the Profile of Student Achievement

The Board of Studies will provide schools with a Profile of Student Achievement booklet for each student. The Profile of Student Achievement lists the outcomes for each Life Skills course. Schools will use the Profile to report on student performance for each of the syllabus outcomes that the student has been working towards. As the student demonstrates that they have achieved a learning outcome, the relevant section of the Profile of Student Achievement will be signed off and dated by the relevant school teacher.

Using the Profile of Student Achievement, students' achievement of the designated outcomes, independently or with support, will be reported. Where a student is still working towards independent achievement of particular outcomes, teachers will indicate on the Profile of Student Achievement the level of the student's achievement with support, using a practical example.

Before the student leaves school, the Profile of Student Achievement is verified by the school principal as a true and accurate record of all learning outcomes demonstrated by the student. The Profile of Student Achievement is a permanent record of all outcomes attained by the student.

In addition, students who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur and a Record of Achievement.

12 Glossary

Augmentative Communication	<p>Any method of communication other than speech that is used either:</p> <ul style="list-style-type: none"> – with speech where speech is difficult to understand – to facilitate increased use of speech – instead of speech, where speech will not develop. <p>Communication modes such as signing or using communication aids ‘augment’ informal communication behaviours such as natural gestures, facial expression and body language.</p>
Board Developed Courses	<p>Refer to Section 10 of the Board of Studies <i>Assessment, Certification and Examination Manual</i>.</p>
Board Endorsed Courses (including Content Endorsed Courses)	<p>Refer to Section 10 of the Board of Studies <i>Assessment, Certification and Examination Manual</i>.</p>
Collaborative planning	<p>Involves a team of people who have significant knowledge and understanding of the student, or the capacity to assist in the decision-making process. These people may include:</p> <ul style="list-style-type: none"> • the student • parents/caregivers • teachers and other school personnel • transition personnel • Department of Community Services personnel • an advocate • others as appropriate.
Communication aid	<p>Usually non-electronic and accessed directly by touch or indirectly by eye-gaze. May include picture boards, communication books, object boards, etc.</p>
Communication device	<p>Any augmentative/alternative communication equipment. May be electronic with text or voice output options (VOCA) and accessed directly or indirectly by use of a switch.</p>
CPR	<p>Cardiopulmonary Resuscitation (CPR) is the method of performing EAR and ECC in tandem. This can be performed by one or two operators.</p>
EAR	<p>The term Expired Air Resuscitation (EAR) is used to describe the mouth-to-mouth, mouth-to-nose and mouth-to-mask methods of artificial ventilation of the lungs in addition to the mouth-to-mouth-and-nose method used on infants.</p>
ECC	<p>External cardiac compression.</p>

Individual transition-planning process	This is a mechanism that assists the school, student, parents/caregivers and other relevant personnel to select and work towards goals that will maximise the student's independence and quality of life. The transition-planning process focuses particularly on enabling the most appropriate educational program to be planned, with a view to preparing a student for post-school life.
Modules	Areas of study within each course that relate to particular content.
No-Go-Tell	A series of safety steps or strategies that can be used in unsafe or threatening situations. It involves the skills required to say no in threatening situations, to get away from the unsafe situation and to seek help, advice and support.
Personal communication/strategies system	Individually customised system of communication using augmentative strategies and supports. These are determined by assessment of physical and/or expressive/receptive need of the individual and may include one or a combination of the following supports: real objects, remnants, photographs, line drawings, signing and electronic voice output communication devices (VOCAs).
Personal health care procedures	Include feeding, toileting and suctioning of fluids.
Post-school environments	Within the context of transition-planning, students will be prepared for participation in a range of post-school environments including: <ul style="list-style-type: none">• employment• further education, training and other programs• community living.
Professional health care support	Includes nurses, medical practitioners and therapists.
Protective behaviours	Actions (personal safety skills) taken by both children and adults to help keep themselves safe and work towards reducing violence in the community. They help everyone to stay safe from the risks that surround us in our everyday life.
Subject	A subject is a name given to a defined area of knowledge. Several courses may be offered in a subject.

Syllabus	A document that describes a course/s of study for a subject. A syllabus includes statements of purpose, objectives, outcomes, content and indicative time.
Syllabus package	This includes a syllabus document with additional information on assessment and support material.
VET (Vocational Education and Training)	VET is industry-specific training that may lead to the award of a VET credential under the Australian Qualifications Framework.