

The Australian Curriculum The Arts



The Arts F–10 scope and sequence by band

The Arts: Foundation to Year 2

DANCE	DRAMA	MEDIA ARTS	MUSIC	VISUAL ARTS
<i>Exploring ideas and improvising with ways to represent ideas</i>				
2.1 Explore, improvise and organise ideas to make dance sequences using the elements of dance General capabilities: Lit, Num, ICT, CCT, PSC, Cross-curriculum priorities: ATSIHC, AAEA, SUST	2.1 Explore role and dramatic action in dramatic play, improvisation and process drama General capabilities: Lit, ICT, CCT, PSC, EU Cross-curriculum priorities: SUST	2.1 Explore ideas, characters and settings in the community through stories in images, sounds and text General capabilities: Lit, Num, ICT, CCT, ICU Cross-curriculum priorities: ATSIHC, SUST, AAEA	2.1 Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion General capabilities: Lit, Num, CCT, ICT Cross-curriculum priorities: NA	2.1 Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists General capabilities: Lit, Num, ICT, CCT, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST
<i>Developing understanding of practices</i>				
2.2 Use fundamental movement skills to develop technical skills when practising dance sequences General capabilities: Lit, Num, CCT, PSC, EU Cross-curriculum priorities: NA	2.2 Use voice, facial expression, movement and space to imagine and establish role and situation General capabilities: Lit, Num, CCT, PSC Cross-curriculum priorities: SUST	2.2 Use media technology to capture and edit images, sounds and text for a purpose General capabilities: Lit, ICT, CCT Cross-curriculum priorities: SUST	2.2 Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community General capabilities: Lit, ICT, CCT, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	2.2 Use and experiment with different materials, techniques, technologies and processes to make artworks General capabilities: Lit, Num, ICT, CCT, PSC Cross-curriculum priorities: AAEA, SUST
<i>Sharing artworks through performance, presentation or display</i>				
2.3 Present dance that communicate ideas to an audience, including dance used by cultural groups in the community General capabilities: Lit, Num, ICT, PSC, CCT, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	2.3 Present drama that communicates ideas, including stories from their community, to an audience General capabilities: Lit, ICT, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	2.3 Create and present media artworks that communicate ideas and stories to an audience General capabilities: Lit, Num, ICT, CCT, PSC, EU, ICU Cross-curriculum priorities: AAEA, SUST	2.3 Create compositions and perform music to communicate ideas to an audience General capabilities: Lit, Num, ICT, CCT, PSC Cross-curriculum priorities: NA	2.3 Create and display artworks to communicate ideas to an audience General capabilities: Lit, CCT, PSC Cross-curriculum priorities: ATSIHC, AAEA
<i>Responding to and interpreting artworks</i>				
2.4 Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, Num, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	2.4 Respond to drama and consider where and why people make drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, ICT, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	2.4 Respond to media artworks and consider where and why people make media artworks, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, Num, ICT, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	2.4 Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, Num, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	2.4 Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST

The Arts: Years 3 and 4

DANCE	DRAMA	MEDIA ARTS	MUSIC	VISUAL ARTS
<i>Exploring ideas and improvising with ways to represent ideas</i>				
4.1 Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices General capabilities: Lit, Num, , CCT, PSC, ICU Cross-curriculum priorities: AAEA, SUST	4.1 Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama General capabilities: Lit, CCT, PSC, EU, ICU Cross-curriculum priorities: SUST	4.1 Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text General capabilities: Lit, Num, ICT, CCT, ICU Cross-curriculum priorities: ATSIHC, AAEA	4.1 Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns General capabilities: Lit, Num, CCT Cross-curriculum priorities: SUST	4.1 Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations General capabilities: Lit, Num, CCT, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST
<i>Developing understanding of practices</i>				
4.2 Practise technical skills safely in fundamental movements General capabilities: Lit, Num, CCT, PSC Cross-curriculum priorities: NA	4.2 Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place General capabilities: Lit, Num, CCT, PSC, ICU Cross-curriculum priorities: SUST, AAEA	4.2 Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories General capabilities: Lit, Num, ICT, CCT Cross-curriculum priorities: SUST	4.2 Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community General capabilities: Lit, Num, ICT, CCT, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	4.2 Use materials, techniques and processes to explore visual conventions when making artworks General capabilities: Lit, ICT, CCT, , ICU Cross-curriculum priorities: SUST
<i>Sharing artworks through performance, presentation or display</i>				
4.3 Perform dances using expressive skills to communicate ideas, including telling cultural or community stories General capabilities: Lit, Num, ICT, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	4.3 Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama General capabilities: Lit, Num, ICT, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	4.3 Plan, create and present media artworks for specific purposes with awareness of responsible media practice General capabilities: Lit, Num, ICT, CCT, Cross-curriculum priorities: ATSIHC, SUST, AAEA	4.3 Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume General capabilities: Lit, Num, ICT, CCT, Cross-curriculum priorities: SUST	4.3 Present artworks and describe how they have used visual conventions to represent their ideas General capabilities: Lit, ICT, CCT, PCS, EU Cross-curriculum priorities SUST
<i>Responding to and interpreting artworks</i>				
4.4 Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance General capabilities: Lit, ICT, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	4.4 Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons General capabilities: Lit, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	4.4 Identify intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks in Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, ICT, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA	4.4 Identify intended purposes and meanings as they listen to music, using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	4.4 Identify purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST

The Arts: Years 5 and 6

DANCE	DRAMA	MEDIA ARTS	MUSIC	VISUAL ARTS
<i>Exploring ideas and improvising with ways to represent ideas</i>				
6.1 Explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning General capabilities: Lit, Num, CCT, PSC, Cross-curriculum priorities: NA	6.1 Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations General capabilities: Lit, Num, ICT, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA	6.1 Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text General capabilities: Lit, ICT, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	6.1 Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns General capabilities: Lit, Num, CCT Cross-curriculum priorities: AAEA, SUST	6.1 Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions General capabilities: Lit, CCT, PSC, EU, ICU Cross-curriculum priorities: SUST, ATSIHC, AAEA
<i>Developing understanding of practices</i>				
6.2 Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination General capabilities: Lit, Num, CCT, PSC Cross-curriculum priorities: SUST	6.2 Develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action General capabilities: Lit, Num, CCT, PSC Cross-curriculum priorities: NA	6.2 Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text General capabilities: Lit, Num, ICT, CCT, PSC Cross-curriculum priorities: NA	6.2 Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community General capabilities: Lit, Num, ICT, CCT, Cross-curriculum priorities: ATSIHC, AAEA, SUST	6.2 Develop and apply techniques and processes when making their artworks General capabilities: Lit, CCT, ICT, PSC, ICU Cross-curriculum priorities: SUST
<i>Sharing artworks through performance, presentation or display</i>				
6.3 Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community General capabilities: Lit, Num, ICT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	6.3 Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience General capabilities: Lit, Num, ICT, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	6.3 Plan, produce and present media artworks for specific audiences and purposes, using responsible media practice General capabilities: Lit, Num, ICT, CCT, PSC Cross-curriculum priorities: AAEA, SUST	6.3 Rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience General capabilities: Lit, Num, ICT, CCT, PSC Cross-curriculum priorities: SUST	6.3 Plan the display of artworks to enhance their meaning for an audience General capabilities: Lit, ICT, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST
<i>Responding to and interpreting artworks</i>				
6.4 Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance General capabilities: Lit, ICT, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	6.4 Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama General capabilities: Lit, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	6.4 Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks General capabilities: Lit, ICT, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	6.4 Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music General capabilities: Lit, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	6.4 Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks General capabilities: Lit, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST

The Arts: Years 7 and 8

DANCE	DRAMA	MEDIA ARTS	MUSIC	VISUAL ARTS
Exploring ideas and improvising with ways to represent ideas				
8.1 Combine elements of dance and improvise by making literal movements into abstract movements General capabilities: Lit, CCT, ICU Cross-curriculum priorities: AAEA, SUST	8.1 Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes General capabilities: Lit, CCT Cross-curriculum priorities: SUST	8.1 Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text General capabilities: Lit, ICT, CCT, EU, ICU Cross-curriculum priorities: SUST	8.1 Experiment with texture and timbre in sound sources using aural skills General capabilities: Lit, Num, ICT, CCT Cross-curriculum priorities: SUST	8.1 Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork General capabilities: Lit, ICT, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, SUST
Manipulating and applying the elements/concepts with intent				
8.2 Develop their choreographic intent by applying the elements of dance to select and organise movement General capabilities: Lit, CCT, ICU Cross-curriculum priorities: SUST	8.2 Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions General capabilities: Lit, PSC, CCT, EU, ICU Cross-curriculum priorities: SUST	8.2 Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, ICT, PSC, CCT, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	8.2 Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music General capabilities: Lit, ICT, CCT, ICU Cross-curriculum priorities: AAEA, SUST	8.2 Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes General capabilities: Lit, CCT, ICT, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST
Developing and refining understanding of skills and techniques				
8.3 Practise and refine technical skills in style-specific techniques General capabilities: Lit, Num, PSC, CCT, ICU Cross-curriculum priorities: NA	8.3 Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect General capabilities: Lit, ICT, CCT, PSC Cross-curriculum priorities: NA	8.3 Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning General capabilities: Lit, ICT, CCT Cross-curriculum priorities: SUST	8.3 Practise and rehearse a variety of music, including Australian music, to develop technical and expressive skills General capabilities: Lit, ICT, CCT, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	8.3 Develop planning skills for art-making by exploring techniques and processes used by different artists General capabilities: Lit, Num, ICT, PSC, CCT Cross-curriculum priorities: ATSIHC, AAEA, SUST
Structuring and organising ideas into form				
8.4 Structure dances using choreographic devices and form General capabilities: Lit, Num, ICT, PSC, CCT Cross-curriculum priorities: SUST	8.4 Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists General capabilities: Lit, Num, CCT, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	8.4 Plan, structure and design media artworks that engage audiences General capabilities: ICT, PSC, CCT, ICU Cross-curriculum priorities: SUST	8.4 Structure compositions by combining and manipulating the elements of music using notation General capabilities: Lit, PSC, CCT, ICT Cross-curriculum priorities: AAEA, SUST	8.4 Practise techniques and processes to enhance representation of ideas in their art-making General capabilities: Lit, Num, ICT, PSC, CCT Cross-curriculum priorities: AAEA, SUST
Sharing artworks through performance, presentation or display				
8.5 Rehearse and perform focussing on expressive skills appropriate to style and/or choreographic intent General capabilities: Lit, Num, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC	8.5 Perform devised and scripted drama maintaining commitment to role General capabilities: Lit, CCT, PSC Cross-curriculum priorities: NA	8.5 Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues General capabilities: Lit, ICT, CCT, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	8.5 Perform and present a range of music, using techniques and expression appropriate to style General capabilities: Lit, Num, PSC, CCT Cross-curriculum priorities: AAEA, SUST	8.5 Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience General capabilities: Lit, ICT, PSC, CCT, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST
Analysing and reflecting upon intentions				
8.6 Analyse how choreographers use elements of dance and production elements to communicate intent General capabilities: Lit, Num, ICT, CCT Cross-curriculum priorities: SUST	8.6 Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning General capabilities: Lit, ICT, CCT, PSC, ICU Cross-curriculum priorities: SUST	8.6 Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences General capabilities: Lit, ICT, CCT, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA	8.6 Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music General capabilities: Lit, CCT, , ICU Cross-curriculum priorities: SUST	8.6 Analyse how artists use visual conventions in artworks General capabilities: Lit, CCT, PSC, EU Cross-curriculum: SUST
Responding to and interpreting artworks				

<p>8.7 Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples</p> <p>General capabilities: Lit, CCT, EU, ICU</p> <p>Cross-curriculum priorities: ATSIHC, SUST</p>	<p>8.7 Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples</p> <p>General capabilities: Lit, CCT,EU, ICU</p> <p>Cross-curriculum priorities: ATSIHC, AAEA, SUST</p>	<p>8.7 Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks, including Aboriginal and Torres Strait Islander media artworks</p> <p>General capabilities: Lit, ICT, PSC, CCT, EU, ICU</p> <p>Cross-curriculum priorities: ATSIHC, AAEA, SUST</p>	<p>8.7 Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music-making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples</p> <p>General capabilities: Lit, PSC, CCT, EU, ICU</p> <p>Cross-curriculum priorities: ATSIHC, AAEA, SUST</p>	<p>8.7 Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples</p> <p>General capabilities: Lit, ICT, CCT, PSC, EU, ICU</p> <p>Cross-curriculum priorities: ATSIHC, AAEA, SUST</p>
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The Arts: Years 9 and 10

DANCE	DRAMA	MEDIA ARTS	MUSIC	VISUAL ARTS
Exploring ideas and improvising with ways to represent ideas				
10.1 Improvise to find new movement possibilities and explore personal style by combining elements of dance General capabilities: Lit, PSC, CCT, ICU Cross-curriculum priorities: AAEA	10.1 Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama General capabilities: Lit, CCT Cross-curriculum priorities: NA	10.1 Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text General capabilities: Lit, ICT, CCT, EU Cross-curriculum priorities: SUST	10.1 Improvise and arrange music, using aural recognition of texture, dynamics and expression, to manipulate the elements of music to explore personal style in composition and performance General capabilities: Lit, Num, , CCT, ICU Cross-curriculum priorities: AAEA	10.1 Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists General capabilities: Lit, ICT, PSC, CCT, ICU Cross-curriculum priorities: ATSIHC, SUST, AAEA
Manipulating and applying the elements/concepts with intent				
10.2 Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent General capabilities: Lit, PSC, CCT Cross-curriculum priorities: SUST	10.2 Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles General capabilities: Lit, CCT Cross-curriculum priorities: SUST	10.2 Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, ICT, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA	10.2 Manipulate combinations of the elements of music in a range of styles, using technology and notation General capabilities: Lit, ICT, CCT Cross-curriculum priorities: NA	10.2 Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions General capabilities: Lit, ICT, PSC, CCT, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST
Developing and refining understanding of skills and techniques				
10.3 Practise and refine technical skills to develop proficiency in genre- and style-specific techniques General capabilities: Lit, PSC, CCT Cross-curriculum priorities: AAEA	10.3 Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists General capabilities: Lit, ICT, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC	10.3 Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style General capabilities: Lit, ICT, PSC, CCT Cross-curriculum priorities: SUST	10.3 Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill General capabilities: Lit, ICT, PSC, CCT Cross-curriculum priorities: SUST	10.3 Develop and refine techniques and processes to represent ideas and subject matter General capabilities: Lit, ICT, PSC, CCT Cross-curriculum priorities: ATSIHC, AAEA, SUST
Structuring and organising ideas to form				
10.4 Structure dances using movement motifs, choreographic devices and form General capabilities: Lit, Num, PSC, CCT Cross-curriculum priorities: SUST	10.4 Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles, and by using design elements General capabilities: Lit, Num, ICT, CCT Cross-curriculum priorities: SUST	10.4 Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes General capabilities: Lit, ICT, CCT, EU Cross-curriculum priorities: SUST	10.4 Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists General capabilities: Lit, Num, ICT, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC	10.4 Plan and design artworks that represent artistic intention General capabilities: ICT, PSC, CCT Cross-curriculum priorities: AAEA, SUST
Sharing artworks through performance, presentation or display				
10.5 Perform dances using genre and style-specific techniques, and expressive skills to communicate a choreographer's intent General capabilities: Lit, PSC, CCT, ICU Cross-curriculum priorities: ATSIHC	10.5 Perform devised and scripted drama, making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience General capabilities: Lit, ICT, PSC, CCT Cross-curriculum priorities: SUST	10.5 Produce and distribute media artworks for a range of community and institutional contexts, and consider social, ethical and regulatory issues General capabilities: Num, ICT, CCT, EU, Cross-curriculum priorities: ATSIHC, AAEA, SUST	10.5 Perform music applying techniques and expression to interpret the composer's use of elements of music General capabilities: Lit, CCT, ICU Cross-curriculum priorities: SUST	10.5 Present ideas for displaying artworks and evaluate displays of artworks General capabilities: Lit, ICT, CCT, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA
Analysing and reflecting upon intentions				
10.6 Evaluate their own choreography and performance, and that of others, to inform and refine future work General capabilities: Lit, PSC, CCT Cross-curriculum priorities: SUST	10.6 Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect General capabilities: Lit, CCT, PSC Cross-curriculum priorities: AAEA, SUST	10.6 Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences General capabilities: Lit, ICT, CCT, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST	10.6 Evaluate a range of music and compositions to inform and refine their own compositions and performances General capabilities: Lit, CCT, ICU Cross-curriculum priorities: AAEA, SUST	10.6 Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making General capabilities: Lit, PSC, CCT, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST

<i>Responding to and interpreting artworks</i>				
<p>10.7 Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance-making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts</p> <p>General capabilities: Lit, ICT, CCT, PSC, EU, ICU</p> <p>Cross-curriculum priorities: ATSIHC, AAEA, SUST</p>	<p>10.7 Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama-making, starting with drama from Australia, including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts</p> <p>General capabilities: Lit, CCT, PSC, EU, ICU</p> <p>Cross-curriculum priorities: ATSIHC, AAEA, SUST</p>	<p>10.7 Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks</p> <p>General capabilities: Lit, ICT, CCT, PSC, EU, ICU</p> <p>Cross-curriculum priorities: ATSIHC, AAEA, SUST</p>	<p>10.7 Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music-making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts</p> <p>General capabilities: Lit, ICT, CCT, ICU</p> <p>Cross-curriculum priorities: ATSIHC, AAEA, SUST</p>	<p>10.7 Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks</p> <p>General capabilities: Lit, PSC, CCT, EU, ICU</p> <p>Cross-curriculum priorities: ATSIHC, AAEA, SUST</p>