The Creative Arts survey undertaken last year as part of the school’s annual evaluation indicated that some parents were unsure about what was covered in the Creative Arts Key Learning Area (KLA).

Creative Arts comprises Visual Arts, Music, Dance and Drama.

Below is an outline of the Foundation Statements for each stage of learning. Foundation statements are short, clear descriptions of the knowledge and skills that each student should develop at each stage of primary education, regardless of which school they attend. They answer the question: ‘What must be taught?’

**Early Stage 1 (Kindergarten)**
Students make pictures and other artworks using the media and materials given, representing both real and imagined situations. They appreciate that artists make artworks and they begin to describe some aspects of artworks.
Students sing, play and move to a range of music. They experiment with sounds and begin to organise them into basic structures. Students listen and respond to a variety of music.
Students engage in roles through imaginative play and dramatic situations. They use movement, spaces and objects to dramatise personal experiences. They respond to different forms of dramatic experiences.
Students perform dances with some control over body movement and expression. They respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas. Students watch dance performances and begin to recognise some basic components of dance.

**Stage 1 (Years 1 and 2)**
Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.
Students sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources. They organise sounds into simple structures and begin representing creative ideas symbolically.
Students listen to, and identify, simple features of music and make judgements about musical effectiveness and preference.
Students explore and convey stories, events and feelings through roles and they work collaboratively to communicate and express feelings about the action of the drama. They experience and respond to a range of drama forms and elements by making, performing and appreciating drama.
Students perform dances with some understanding of body movement and expression, exploring a range of movements to make choices in order to convey ideas, feelings and moods. They describe the ideas, feelings and moods conveyed by dances.

**Stage 2 (Years 3 and 4)**
Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.
Students sing, play and move to music, demonstrating a basic understanding of musical concepts. They organise musical ideas into simple compositions and use understood symbols to represent these. Students listen to a range of music, identifying key features and they make some informed judgements about musical preference.
Students use movement and voice to build the action and roles of a drama in a variety of situations. They devise and sequence drama to create meaning. Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama.
Students perform dances demonstrating a range of performance qualities and increasingly complex movement skills. They explore the elements of dance in their own works and how these can be selected and combined to convey meaning.
Students discuss the meaning and purpose of dance works and the roles of the creator and performer.
**Stage 3 (Years 5 and 6)**
Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists’ intention and audience interpretation and make reasoned judgements about these artworks.

Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama.

Students perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience. They recognise and discuss how dance has various artistic and cultural contexts.

The amount of time spent on this KLA is approximately 1.5 to 2.5 hours in a normal teaching week. Please note that at MJPS Creative Arts is integrated into each term’s COGs unit.

In addition to classroom teaching and learning programs, MJPS has a number of other programs to support the Creative Arts. These include:

- Junior and Senior Bands
- Junior and Senior Choirs
- Showcase At The Juniors
- Bi-annual Art Show
- Bi-annual Stage Concerts
- Visiting performers and programs e.g. Musica Viva Composer In The Classroom
- School Assembly Items and Community-based Performances
- Tournament Of Minds

Further information about the Creative Arts program in your child’s class can be obtained from the Term Grade Newsletter and the class teacher.