

# **International Standards for Arts Education:**

**A review of standards, practices,  
and expectations in thirteen  
countries and regions**

August 2013

The College Board

Office of Academic Initiatives

45 Columbus Avenue

New York, NY 10023

National Coalition for Core Arts Standards

800-587-6814

Prepared by:

Amy Charleroy, The College Board, New York

Alison Thomas, PhD, 92<sup>nd</sup> Street Y School of Music

Access to this publication is available at [advocacy.collegeboard.org/preparation-access/arts-core](http://advocacy.collegeboard.org/preparation-access/arts-core) and at [nccas.wikispaces.org](http://nccas.wikispaces.org).

Individuals are encouraged to cite this report and its contents. In doing so, please include the following attribution:

The College Board, *International Arts Education Standards: A survey of standards, practices, and expectations in thirteen countries and regions*, New York, NY, August 2013.

## Contents

Executive Summary .....	4
Australia .....	15
Austria .....	26
Canada [British Columbia] .....	34
China .....	59
Finland .....	66
Ireland .....	82
Japan .....	104
New Zealand .....	114
Scotland .....	123
Singapore .....	131
Sweden .....	143
United Kingdom .....	153
United States .....	166

## Executive Summary

### Background and rationale

This report offers compiled and analyzed information on the arts education standards of thirteen countries and regions, including: Australia, Austria, British Columbia, China, Finland, Ireland, Japan, New Zealand, Scotland, Singapore, Sweden, the United Kingdom, and the United States.

This survey is not comprehensive, in that researchers did not seek to document every country or region worldwide that may have standards for the arts. Rather, the regions surveyed were specifically requested by members of the [National Coalition for Core Arts Standards \(NCCAS\)](#), with the belief that these particular examples might offer models that will be useful to their development of National Core Arts Standards. There were additional countries on the list of originally-requested regions of focus, but in some cases, they were eliminated from the study because they did not have a published set of national standards or expectations for arts education.

In compiling this review, researchers sought to identify which arts disciplines are most and least represented in arts standards and curricula worldwide; which habits, skills, abilities related to arts teaching and learning are most commonly emphasized in these documents; how those expectations are articulated for educators; and, where applicable, what guidelines exist for measuring student achievement of the standards.

### Methodology

Researchers performed an initial round of web-based research to locate standards and any further information about the approach to arts education in the regions surveyed. In some cases, supplementary information was available as well, and notes on all sources are included with the summary of the standards of each region. It is important to note that this survey contains information that was readily available online; additional standards or curricula may exist that were simply not accessible to researchers performing the survey. The individual countries' surveys were compared to one another with the aim of identifying recurring themes in their content and approaches.

### Key findings

#### *Educational philosophy statements: Why study the arts?*

The standards documents of eight countries surveyed featured statements (usually presented as a component of the introductory materials for the standards) on the benefits of arts in education, and the overarching goals of arts instruction in that country. These statements varied greatly in form and levels of specificity, but the overall themes that were most prevalent were:

- The arts as **tools for cultural understanding**: understanding social, historical, cultural contexts of works from students' own country and others.
- The arts foster skills of **critical and creative thinking** and **problem solving**
- The arts are a unique form of **communication**
- The arts cultivate **pleasure and enjoyment**, and foster a **sense of well-being**.

#### *Disciplines represented*

Overall, standards for music and visual arts were represented in the standards documents of all thirteen countries profiled. There were seven instances of theatre standards, four examples of media arts standards, and nine examples of dance standards.

Each country does not necessarily offer arts standards for all levels of instruction. In some cases, only primary-level standards could be located. In the case of media arts, secondary-level expectations were more common. At the secondary level, in some instances standards were offered at the course level, rather than by grade or grade band levels. The country-by-country summaries in this report address these differences in approaches, and offer more information on the specifics of the standards content for different levels and disciplines.

In some cases, arts standards were presented as a subsection of the standards for another subject area. This was most common in the case of the standards for dance: of the thirteen regions studied, five countries have stand-alone dance standards, and three feature dance expectations as a component of the objectives for physical education. In Austria's standards at the primary level, a "movement" component of the music standards referenced dance-related abilities. Similarly, in three cases, media arts content and expectations were presented as a component of visual arts standards.

In addition to dance, media arts, music, theatre, and visual arts, two other disciplines were represented in the standards of the countries surveyed: Finland and Sweden have separate sets of standards for crafts, and the United Kingdom has standards for design and technology. This discipline's title may imply that it relates to media arts content and outcomes, but the design and technology expectations were closely linked to the processes of product design and manufacturing as opposed to film, video, and digital technologies, and therefore were classified in a separate category.

The following table features an overview of which disciplines are represented in the standards of every country profiled.

	Dance	Media Arts	Music	Theatre	Visual Art	Other
<b>Australia</b>	✓	✓	✓	✓	✓	
<b>Austria</b>	There is a "movement" portion of the music standards	There is a "visual media" portion of the visual arts standards	✓		✓	
<b>British Columbia</b>	✓	Portion of visual arts standards at secondary level	✓	✓	✓	
<b>China</b>			✓		✓	
<b>Finland</b>	Dance included in physical education standards	Media literacy referenced in language standards; <i>The media and visual communication</i> is a category of visual arts standards	✓		✓	crafts
<b>Ireland</b>	Dance included in physical education standards		✓	✓	✓	
<b>Japan</b>			✓		✓	
<b>New Zealand</b>	✓		✓	✓	✓	
<b>Scotland</b>	✓		✓	✓	✓	
<b>Singapore</b>	Dance included in physical education standards		✓		✓	
<b>Sweden</b>			✓		✓	Crafts
<b>United Kingdom</b>			✓	✓	✓	Design and technology
<b>United States</b>	✓		✓	✓	✓	

### Categories of standards

Generally speaking, arts standards revolve around habits, skills, processes related to **planning**, **producing**, and **responding** to works of art in all disciplines. These broad categories are dealt with differently across regions surveyed (goals associated with **creating**, for example, are presented in categories titled *exploring and creating*, *creative processes*, *image development and design*, *modeling*, *creative music making*, and *expression*, among others), but the overall goals that are expressed in the standards of all countries are similar. **The table on the following pages presents an overview of the categories of the standards to illustrate the range in language and approaches that are taken in articulating what students are to know and be able to do in the arts.**

In addition to describing the habits and skills of creation and performance more generally, certain sets of standards feature categories describing **discipline-specific skills or materials**. The music standards for Austria, Japan, Singapore, and the United States contain categories related specifically to singing and/or to playing instruments, for example. Ireland's visual arts standards are organized entirely around art media (*drawing, paint and colour, print, clay, construction, and fabric and fibre*) as opposed to creative processes.

Three sets of standards – those of British Columbia (at the primary level), Japan, and New Zealand – are organized into categories that are *consistent across arts disciplines*, while the other eight countries surveyed employ different terms to describe the desired outcomes for each discipline. In addition, Australia's *Draft Shape of the Australian Curriculum* (the document around which the next iteration of standards will be organized) presents a broad framework of *making* and *responding*, and the grade-specific expectations within each discipline are not organized into any further categories.

British Columbia (primary level)	Japan	New Zealand
<ul style="list-style-type: none"><li>• Creating/Exploring and Creating/Creative Processes</li><li>• Elements and skills/Skills and strategies/Elements of dance/Drama forms, strategies, and skills</li><li>• Context</li><li>• Presenting and performing</li></ul>	<ul style="list-style-type: none"><li>• Music Making/Expression</li><li>• Appraising/Appreciation</li><li>• Common matters</li></ul>	<ul style="list-style-type: none"><li>• Understanding [discipline] in context</li><li>• Developing practical knowledge</li><li>• Developing ideas</li><li>• Communicating and interpreting</li></ul>

## International Standards: Categories of Standards

	Dance	Media Arts	Music	Theatre	Visual Art	Other
Australia	The content of all five disciplines in the <i>Shape of the Australian Curriculum for the Arts</i> (including dance, media arts, music, theatre, and visual art) is organized around a broad framework of <b>making</b> and <b>responding</b> . The grade-level content is not subdivided into categories.					
Austria			<ul style="list-style-type: none"> <li>• Vocal music</li> <li>• Instrumental music</li> <li>• Movement</li> <li>• Creation</li> <li>• Listening</li> <li>• Basic knowledge</li> </ul>		<ul style="list-style-type: none"> <li>• Visual arts</li> <li>• Visual media</li> <li>• Environmental design and everyday aesthetics</li> </ul>	
Canada [British Columbia]	K-7: <ul style="list-style-type: none"> <li>• Creating dance</li> <li>• Elements of dance</li> <li>• Context</li> <li>• Presenting and performing</li> </ul> 8-12: <ul style="list-style-type: none"> <li>• Elements of movement</li> <li>• Creation and composition</li> <li>• Performance and presentations</li> <li>• Dance and society</li> </ul>		K-7: <ul style="list-style-type: none"> <li>• Exploring and creating</li> <li>• Elements and Skills</li> <li>• Context</li> <li>• Presenting and Performing</li> </ul> 8-12: <ul style="list-style-type: none"> <li>• Thoughts, images, and feelings</li> <li>• Context</li> </ul>	K-7: <ul style="list-style-type: none"> <li>• Exploring and creating</li> <li>• Drama forms, strategies, and skills</li> <li>• Context</li> <li>• Presenting and performing</li> </ul> 8-12: <ul style="list-style-type: none"> <li>• Skills</li> <li>• Context</li> <li>• Technologies and processes</li> </ul>	K-7: <ul style="list-style-type: none"> <li>• Creative processes</li> <li>• Skills and strategies</li> <li>• Context</li> <li>• Exhibition and response</li> </ul> 8-12: <ul style="list-style-type: none"> <li>• Image development and design</li> <li>• Visual elements and the principles of art and design</li> <li>• Context</li> <li>• Materials, technologies, and processes</li> </ul>	
China			<ul style="list-style-type: none"> <li>• Attitude and values</li> <li>• Lifelong learning</li> <li>• Respect</li> <li>• Patriotism</li> </ul>		<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Design/application</li> <li>• Appreciation/critique</li> <li>• Integration/exploration</li> </ul>	

## International Standards: Categories of Standards

	Dance	Media Arts	Music	Theatre	Visual Art	Other
Finland	<p>Dance is a strand within the physical education standards content. The core contents of the dance strand are:</p> <ul style="list-style-type: none"> <li>• Musical and expressive movement</li> <li>• Dances</li> </ul>	Media arts content is a component of the visual arts standards.	The core contents of the music curriculum are not divided into further categories.		<p>Categories of Core contents:</p> <ul style="list-style-type: none"> <li>• Visual expression and thinking</li> <li>• Artistic knowledge and cultural expertise</li> <li>• Environmental aesthetics, architecture, and design</li> <li>• The media and visual communication</li> </ul>	<p><b>Crafts:</b></p> <p>The core contents of the crafts curriculum are not divided into further categories.</p>
Ireland	<ul style="list-style-type: none"> <li>• Exploration, creation, and performance of dance</li> <li>• Understanding and appreciation of dance</li> </ul>		<ul style="list-style-type: none"> <li>• Listening and responding</li> <li>• Performing</li> <li>• Composing</li> </ul>	Drama to explore feelings, knowledge, and ideas, leading to understanding	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Paint and colour</li> <li>• Print</li> <li>• Clay</li> <li>• Construction</li> <li>• Fabric and fibre</li> </ul>	
Japan			<ul style="list-style-type: none"> <li>• Music Making                             <ul style="list-style-type: none"> <li>◦ Singing</li> <li>◦ Playing instruments</li> <li>◦ Creative music making</li> <li>◦ Teaching materials should contain...</li> </ul> </li> <li>• Appraising</li> <li>• Common Matters</li> </ul>		<ul style="list-style-type: none"> <li>• Expression</li> <li>• Appreciation</li> <li>• Common Matters</li> </ul>	
New Zealand	<ul style="list-style-type: none"> <li>• Understanding dance in context</li> <li>• Developing practical knowledge</li> <li>• Developing ideas</li> <li>• Communicating and interpreting</li> </ul>		<ul style="list-style-type: none"> <li>• Understanding [drama, music, visual art] in context</li> <li>• Developing practical knowledge</li> <li>• Developing ideas</li> <li>• Communicating and interpreting</li> </ul>			
Scotland	Scotland's experiences and outcomes do not have any titled categories of content.					



## International Standards: Categories of Standards

	Dance	Media Arts	Music	Theatre	Visual Art	Other
Singapore	The dance standards have no further sub-categories of content.		<ul style="list-style-type: none"> <li>• Sing and play melodic and rhythmic instruments individually and in groups</li> <li>• Create and improvise music</li> <li>• Develop understanding of music elements/concepts</li> <li>• Discern and understand music of various cultures and genres</li> <li>• Understand the role of music in daily living</li> </ul>		<ul style="list-style-type: none"> <li>• Seeing</li> <li>• Expressing</li> <li>• Appreciating</li> </ul>	
Sweden (Core content)			<ul style="list-style-type: none"> <li>• Playing and creating music</li> <li>• Tools of music</li> <li>• Context and functions of music</li> </ul>		<ul style="list-style-type: none"> <li>• Producing pictures</li> <li>• Tools for producing pictures</li> <li>• Analysis of pictures</li> </ul>	<b>Crafts</b> <ul style="list-style-type: none"> <li>• Materials, tools, and techniques used in crafts</li> <li>• Working processes in crafts</li> <li>• Aesthetic and cultural expressions of crafts</li> <li>• Crafts in society</li> </ul>
United Kingdom	Primary programme: <ul style="list-style-type: none"> <li>• Knowledge, Skills, and Understanding</li> <li>• Breadth of Study</li> </ul> Secondary programme: <ul style="list-style-type: none"> <li>• Key concepts</li> <li>• Key processes</li> <li>• Range and content</li> <li>• Curriculum opportunities</li> </ul>		<b>[Music, Drama, Visual Art, and Design and Technology]:</b> <p>Primary programme:</p> <ul style="list-style-type: none"> <li>• Knowledge, Skills, and Understanding</li> <li>• Breadth of Study</li> </ul> <p>Secondary programme:</p> <ul style="list-style-type: none"> <li>• Key concepts</li> <li>• Key processes</li> <li>• Range and content</li> <li>• Curriculum opportunities</li> </ul>			

## International Standards: Categories of Standards

	Dance	Media Arts	Music	Theatre	Visual Art	Other
<b>United States</b> (content standards)	<ul style="list-style-type: none"> <li>Identifying and demonstrating movement elements and skills in performing dance</li> <li>Understanding choreographic principles, processes, and structures</li> <li>Understanding dance as a way to create and communicate meaning</li> <li>Applying and demonstrating critical and creative thinking skills in dance</li> <li>Demonstrating and understanding dance in various cultures and historical periods</li> <li>Making connections between dance and healthful living</li> <li>Making connections between dance and other disciplines</li> </ul>		<ul style="list-style-type: none"> <li>Singing, alone and with others, a varied repertoire of music</li> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniments</li> <li>Composing and arranging music within specified guidelines</li> <li>Reading and notating music</li> <li>Listening to, analyzing and describing music</li> <li>Evaluating music and music performance</li> <li>Understanding relationships between music, the other arts, and disciplines outside the arts</li> </ul>	<ul style="list-style-type: none"> <li>Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history</li> <li>Acting by assuming roles and interacting in improvisations</li> <li>Designing by visualizing and arranging environments for classroom dramatizations</li> <li>Directing by planning classroom dramatization</li> <li>Researching by finding information to support classroom dramatizations</li> <li>Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and applying media, techniques, and processes</li> <li>Using knowledge of structures and functions</li> <li>Choosing and evaluating a range of subject matter, symbols, and ideas</li> <li>Understanding the visual arts in relation to history and cultures</li> <li>Reflecting upon and assessing the characteristics and merits of their work and the work of others</li> <li>Making connections between the visual arts and other disciplines</li> </ul>	

## Assessment

Within the standards surveyed, there is considerable diversity in approaches to assessment in the arts. Some countries include nothing in the way of assessment tools or information, some offer pedagogical advice on assessment strategies, and others detail how and why assessment should take place, what forms it should take, and include specific criteria for measuring student performance.

- The standards for British Columbia include **achievement indicators**: descriptions of measurable, observable student behaviors that indicate their achievement of a skill or concept. The curriculum notes that these indicators are to be used in assessment procedures. Scotland's curriculum includes a series of **experiences and outcomes** that serve similar purposes.
- The standards of Finland and Ireland offer broad guidelines for assessment. In the case of Finland, the standards at the primary level feature "**descriptions of good performance**," meant to aid educators in assessment. As the grade levels progress, assessment criteria and suggestions become more specific. Ireland follows a similar model, outlining broad goals for assessment, and offering suggestions for aspects of student performance to be assessed as well as recommendations for methods
- Sweden and Singapore are among the countries offering the most comprehensive guidelines for student assessment in the arts. Sweden's standards include a series of **descriptions of student performance that correlate with specific letter grades** at the end of each grade band level. In the case of Singapore, the standards offer specific **criteria for assessment of different sets of abilities** (art making vs. art discussion, for example) related to each arts discipline. The standards additionally offer suggestions for methods of assessment most appropriate to each set of skills.

## Secondary goals: Additional priorities informing the standards

To varying degrees, each country incorporated secondary goals into their art education programs and accorded these goals different degrees of emphasis. These goals are in many cases linked to the bigger ideas expressed above – and are often extensions of them.

- **Connections to local community and to arts professionals**

The standards of Finland, Australia, Singapore, and the UK recommend that students **visit galleries, museums, live performances, and artists' studios and workspaces, and work with artists when possible**. Finland's standards, for example, note that the youngest learners should "know how to act at museums and art shows," and the assessment criteria for lower secondary students include the ability to "make good use of artists' visits, visits to exhibitions and museums, and the internet's cultural services." The *Draft Shape of the Australian Curriculum* indicates that "the curriculum will facilitate opportunities for young people to engage with professional artists and arts organizations in numerous ways, as appropriate." In Ireland's standards, it is recommended that students have the opportunity to "visit a craftsperson at work if possible," and "become aware of local organizations and community groups involved in dance." Companion materials to Singapore's standards suggest visits to museums, galleries, and artists' studios.

Some standards documents advocate for providing students with an **awareness of careers in the arts**, especially locally. British Columbia's standards for dance, drama, and music at the secondary level recommend that students research career opportunities in these disciplines and

understand the types of training that they require. Finland requires younger learners studying visual arts to “know what architects and designers do” and “know what artists do.” The crafts curriculum for Finland also recommends that students are introduced to entrepreneurship on a local level. The Australian document notes that “although the basic entitlement of all young people to the arts is primarily educational rather than vocational, identifying potential specialists and providing them with the foundation to build a career in the arts industry is a complementary function of schooling.” Similarly, it is a priority in Scotland “for some, [to] prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.”

- ***Arts integration/Cross-curricular studies***

The standards of Australia and Austria note **themes of cross-curricular study**, including, in the case of Austria, “speech and communication,” and “man and society,” that arts study can relate to.

Other standards recommend creating **connections between arts study and specific non-arts subject areas**. The visual arts standards of China, for example, have a category titled “art and science,” recommending that teachers and students “understand how scientific discoveries and technical progress affect the promotion of artistic development,” and “create art based on the understanding of nature, the environment, and life sciences.” The standards of British Columbia contain tables connecting arts study to other subjects as well, including math, social studies, English language arts, health and career, physical education, and second languages.

The standards of Finland, Ireland, and the United Kingdom feature **general recommendations for making connections between the arts and other subjects**, but do not offer specific guidelines for doing so.

- ***Environmental issues***

The theme of environmental awareness emerged in three different capacities in the standards documents:

The standards of China and Japan reference the **observation and appreciation of nature**. An overarching objective in Japan is “fostering an attitude of respecting life and nature, and contributing to the protection of the environment.”

The concept of **sustainability and environmental awareness** is referenced in several sets of standards. Australia’s documents note that sustainability is a “cross-curriculum priority,” and the standards of British Columbia note environmental concerns related to the use of particular art media and processes. Similarly, Sweden’s standards recommend that students “choose and handle materials in order to promote sustainable development, and the UK standards emphasize an “understanding that designing and making has aesthetic, environmental, technical, economic, ethical, and social dimensions and impacts on the world.”

A third set of environmental references relate to **architecture, design, and the built environment**. In two examples of this concept, Austria’s visual arts standards contain a category of content called “environmental design and everyday aesthetics,” and Finland has standards related to the “interaction of the natural and built environment.”

- ***Arts and cultural heritage/Cross-cultural learning***

The role of the arts in **cultivating national pride** and **learning about one's cultural heritage** is cited in the standards of almost all regions surveyed, including Australia, British Columbia, China, Finland, Japan, New Zealand, and Sweden, among others. A few examples follow:

- The Australian curriculum indicates that “students will develop awareness of Australian and international dance artists, companies, and dance practices.”
- The standards for British Columbia reference the exploration of the “function of dance in Canadian society.”
- “Art and culture” is a category of visual art objectives in China’s standards, and includes the recommendation that students will “explore our national artistic style and cultural and historical backgrounds.”
- Finland’s standards note that students will “familiarize themselves with Finnish and, as applicable, other peoples’ technological, design, and crafts cultures.”
- One of the overarching objectives of education in Japan is “fostering an attitude of respecting our traditions and culture, [and] loving the country that nurtured them.”
- Sweden’s music standards include references to Swedish and Nordic children’s songs, and their crafts curriculum discusses understanding of Swedish craft, and the use of local materials.

The standards of almost all countries profiled additionally promote **exposure to the arts of other cultures** and emphasize the **importance of cultural context** in responding to arts examples. This concept is important enough to be an organizing principle in a few sets of standards: the UK’s visual arts standards include cultural understanding as a category of the key concepts portion of the curriculum, and all of British Columbia’s arts standards contain a category called “context.” In China, a music objective under the “attitude and values” category is to “develop respect for the art of the nation and of other countries and cultures.” Some standards emphasize the importance of exposure to a range of examples (Singapore’s standards emphasize the “ability to distinguish music of different cultures”), while others emphasize the role of context in interpretation – in New Zealand’s standards, students are to “understand with increasing complexity the impact of social and cultural context on the interpretation of works of art.”

- ***The arts and personal well-being***

Another prevalent theme was the importance of arts participation in the cultivation of one’s happiness and self-esteem. The theme of arts and personal well-being was emphasized in many regions’ introductory statements on the value of the arts, but this sentiment was also present in the grade-level standards themselves with surprising regularity. In Australia, for example, well-being is addressed in the cross-curricular goals of music. China’s standards recommend that students “develop the ability to enrich one’s life experience through art.” Finland’s standards note that “a personal relationship with music will reinforce [students’] self-knowledge and holistic well-being and will support their self-esteem,” while the Dance aims in Ireland’s standards note that students should be enabled to “experience the excitement and fulfillment of creativity and the achievement of potential through art activities.” Finally, in Singapore’s documents, a significant portion of the “appreciating” section of the visual arts standards is concerned with the development of students’ personal enjoyment, pride, and well-being.

*The following section provides a country-by-country overview of the arts education standards and expectations in each of the thirteen regions surveyed. These summaries and analyses are based on documentation that was available online, usually through the Ministry of Education or other governmental association. All sources are cited at the close of each country's profile.*

## AUSTRALIA

**Document title:** *Shape of the Australian Curriculum: The Arts*, published by the Australian Curriculum, Assessment, and Reporting Authority (ACARA)

**Year created:** 2011

The *Shape of the Australian Curriculum: the Arts* does not outline Australia's national curriculum for arts education; rather, it is a document that functions as a framework for setting the broad *direction* for the writing of this curriculum. This document has been developed with significant input from teachers, academics, professional teachers' associations, education authorities and the arts industry and community.

Disciplines and Age/Grade Levels Addressed						
	Foundation - year 2	Years 3-4	Years 5-6	Years 7-8	Years 9-10	Years 11-12
Dance	✓	✓	✓	✓	✓	✓
Media Arts	✓	✓	✓	✓	✓	✓
Music	✓	✓	✓	✓	✓	✓
Theatre/Drama	✓	✓	✓	✓	✓	✓
Visual Art	✓	✓	✓	✓	✓	✓
Other						

From the *Shape of the Australian Curriculum*:

"All students will study the five Arts subjects — dance, drama, media arts, music, and visual arts — from Foundation to the end of primary school. From the first year of secondary school (Year 7 or 8), students will have an opportunity to experience some Arts subjects in greater depth and to specialize in one or more Arts subjects. Schools may continue to offer all Arts subjects. This will be determined by their state/territory jurisdiction and/or the school. In Years 9–12, students will be able to specialize in one or more Arts subjects as part of their overall curriculum package. "

### Goals for arts education

The Introduction to the *Shape of the Australian Curriculum: The Arts* provides a detailed outline of the purposes and components of arts education in Australia:

"An education rich in the Arts maximizes opportunities for learners to engage with innovative thinkers and leaders and to experience the Arts both as audience members and as artists. Such an education is vital to students' success as individuals and as members of society, emphasizing not only creativity and imagination, but also the values of cultural understanding and social harmony that the Arts can engender.

Through studying and engaging in the Arts, students will develop specific knowledge, skills, and processes, and also create art works. Through learning to appraise and critique art works, artists, and artistic practices, they will learn to value the uniqueness of each art form, and to understand that all art forms are interconnected. Students will come to understand the social, historical, and cultural contexts of art forms. Students will learn that the Arts are central to creative communities and cultures. The Arts provide evidence of the creative and cultural life of a community.

In a curriculum for the twenty-first century, students will experience and learn about five Arts subjects: dance, drama, media arts, music, and visual arts. In the Arts, students need to know

what questions to ask, especially when encountering an art work of another era, culture, or unfamiliar medium. Young Australians need the confidence to access the Arts, and to understand the contemporary manifestations of each art form as well as their social, cultural, and historical contexts.

As emerging critical and creative thinkers, students will gain the confidence and the tools to understand and critique the Arts in everyday life. Students will learn that the Arts exist in process as much as in finished artistic products. Process does not have to result in a product or performance. Through their Arts studies, students will discover that artists work both individually and in groups, and that the Arts connect many creative and mainstream industries contributing to the development of a vibrant, modern, and inclusive Australian society.”

## Overview of standards document

The Shape of the Australian Curriculum is divided into four broad sections:

1. **The Arts learning area:** This section introduces the structure of arts learning in Australia, defining the five arts disciplines and specifying that students will study all five art forms in earlier grades and will have the option of specializing in one or more disciplines in later grades.
2. **Structure of the Australian Arts Curriculum:** This section specifies that although “each subject in the arts is unique, with its own discrete knowledge, symbols, language, processes and skills,” the arts curriculum is organized around a broad framework of *making* and *responding*:

“In broad terms, learning in the arts involves making and responding. Students learn as artists by making art works that communicate to audiences. They learn as audiences by responding critically to the arts. These actions are taught together as each depends on the other. Within these broad organizers, each subject in the arts will have specific terminology, concepts, and processes that serve as subject organizers. In this curriculum, making will be described in art form-specific ways within each arts subject. Responding will be described in more general terms, which will be applied across the five arts subjects.”

Further, *The Shape of the Australian Curriculum: The Arts* notes that in *making* and *responding* to works of art, students are exploring a variety of themes and concepts related to those works, including: **meanings, forms, societies, cultures, histories, philosophies and ideologies, critical theories, institutions, psychology, and evaluations**. Although later portions of this document refer to the arts disciplines on separate terms, this framework was designed to apply to all arts disciplines at all grade levels.

### 3. Scope and Sequence of the Australian Arts Curriculum

The *Scope and Sequence* descriptions are discipline-specific, and offer an overview of the goals of arts instruction throughout all grade levels, as well as a series of summaries of what students should know and be able to do in each arts discipline at six successive grade band levels. These are not standards per se, but are overall guidelines and expectations that will be used in the development of the national curriculum. A detailed overview of the scope and sequence for each arts discipline begins on page 20.

These documents were designed to encourage teachers and students to revisit and build on the same core set of skills and ideas each year, encouraging deeper and more challenging exploration as the years progress. The introduction to this section of the document reminds readers that “some repetition across the bands is necessary because of the progressive nature of skills development in the Arts. Skills specified in early bands will be developed and refined as students move through the bands.”



The *Scope and Sequence* documents place a heavy emphasis on process-oriented language, and on the idea of skills being revisited and built upon sequentially. Specific media and techniques are not outlined – for example, the documents don’t specify that students should learn to play the guitar at a certain grade level, or build ceramic vessels at another. Instead, the guidelines refer more broadly to the elements and principles of each art form that are appropriate to each grade level. In general, it is recommended that students in earlier grades are introduced to art forms through exploration and play-based methods, but even at the very earliest grades, they are also expected to respond to and comment on their own work and the work of others. The standards indicate that as the grade levels progress, students should work with an increasingly expanded range of media (or an increasingly broad repertoire) and become deeply familiar with the language, elements and principles of each arts discipline, using these in purposeful ways in their own creation and discussion of works of art. As students develop increasingly complex works of art, they will also develop an increasingly sophisticated understanding of the role that context plays in our understanding and interpretation of works of art.

4. **Additional content:** The *Shape of the Australian Curriculum: The Arts* offers evidence of a deep interest in relating arts-based study to the rest of the curriculum in a meaningful way. A series of four related sections of the document offer guidelines for linking arts-based study to broader educational objectives and to the world beyond school. These sections are titled *Considerations*, *The Arts and Cross-Curriculum Priorities*, *The Arts and the General Capabilities*, and *The Arts Industry and Community*. They are not standards or grade-level expectations, but rather a series of general recommendations. An overview of each section, with excerpts of broader definitions and discussions of key ideas within each, follows:

#### *Considerations*

- *Links to other learning areas:* “It is important that students can see connections to other learning areas within the curriculum.”
- *The place of design in the curriculum:* “Design involves...a combination of creativity, concept analysis and synthesis, aesthetics, and problem resolution. All art forms use the design process when creating and shaping elements and materials.”
- *Safe practices in the Arts:* “Safe practice... refers to all necessary aspects of health, safety, and injury prevention for anyone participating in the Arts at any level, any age and in any genre.”
- *Students with disability:* “Students with disability are entitled to the creative learning opportunities that all five Arts subjects can provide. The Arts... offer alternative means for students with disability to: explore and develop their sense of identity; perceive and respond to instruction; and communicate and comment on themselves and their world.”
- *Key Terms:* Definitions of the terms *audience*, *culture*, and *play-based learning* are provided here, describing how these concepts relate to arts learning and the design of the national curriculum.

#### *The Arts and Cross-Curriculum Priorities*

- *Aboriginal and Torres Strait Islander histories and cultures:* “Students ...will recognize the significance of the concept of ‘Living Communities’ – the meanings it holds for Aboriginal and Torres Strait Islander Peoples and for artists working

through and within these Communities... Students will appreciate the intrinsic value of art works and artists' practices as well as their place and value within broader social, cultural, historical and political contexts."

- *Asia and Australia's engagement with Asia:* "...Students will experiment with, learn to use and respond to art forms, media, instruments, and technologies of the Asia region."
- *Sustainability:* "The Arts will investigate the concept of sustainability and the interrelated nature of social, economic and ecological systems. It will provide opportunities to consider the sustainability of practices and traditions in the Arts."

#### *The Arts and the General Capabilities*

- *Literacy:* "In each of the five Arts subjects, students will find opportunities to interpret, analyze, respond to and construct increasingly complex works."
- *Numeracy:* "Students will develop their ability to interpret and use symbols and graphic texts, diagrams, charts, tables, graphs, and time, from score reading and composition in music, to management of time and space in drama and dance, to working with design, animation and effects software in media arts and visual arts."
- *Information and communication technology (ICT) competence:* "...students will develop and use skills that lead to ICT competence through forming ideas, plans, processes and solutions to challenges or tasks. They may use ICT in learning a concept, completing an activity or responding to a need."
- *Critical and creative thinking:* "By using logic and imagination and by reflecting on how best to tackle issues, tasks and challenges, students will be increasingly able to select from a range of thinking strategies and employ them selectively and spontaneously in an increasing range of arts learning contexts."
- *Ethical behavior:* "Students develop and apply ethical behavior when they encounter or create content that requires ethical consideration, such as content that is controversial, involves a moral dilemma or presents a biased point of view."
- *Personal and social competence:* "In all Arts subjects, students will work individually and collaboratively. [S]tudents will have regular opportunities to identify and assess personal strengths, interests, and challenges. They will recognize and respond to the viewpoints and experiences of others."
- *Intercultural understanding:* "Students learn about their own languages and cultures, and those of others, as they explore and experience the Arts subjects and works of art from diverse cultures, considering the historical, cultural, social and political context."

#### *The Arts Industry and Community*

- *Participation and the community:* "The Curriculum...will facilitate opportunities for young people to engage with professional artists and arts organizations in numerous ways, as appropriate."
- *Careers in the Arts:* "Although the basic entitlement of all young people to the Arts is primarily educational rather than vocational, identifying potential specialists and

providing them with the foundation to build a career in the Arts industry is a complementary function of schooling.”

- *The Arts industry and schools:* “The Arts curriculum will provide opportunities for teachers in schools, professional artists and arts organizations to develop students’ learning and experiences in the Arts.”

### **Assessment**

The Scope and Sequence documents define the qualities of arts instruction and participation in each grade level, but they do not specifically offer these descriptions as guidelines for assessment, or suggest how students may be assessed in the arts at each level. It is possible that assessment considerations will be a part of Australia’s final arts curriculum document.

## Australia: Dance: Scope and Sequence

*In Dance, students will develop knowledge, understanding and skills to communicate ideas using the elements of dance, including space, time, dynamics, and relationships. They will work with the body as the instrument and movement as the medium of dance, using dance composition processes to explore, organize, and refine movement for choreography and performance. In each year the starting point will be everyday movement. Students will develop their movement vocabulary, with techniques from simple to advanced skills in locomotion, balance, coordination, alignment, and expression. Safe dance practices and technical skills will be used, relevant to body type and individuals. Through the integrated practices of choreography, performance and appreciation, students will develop aesthetic knowledge. These early dance experiences will lead to later participation in a variety of genres and styles, relevant to young people's interests, capabilities, and local context. They will understand that dances have always been created for multiple purposes, in past times and in contemporary life, and that social networks and technology can be used to contribute to innovation in dance. They will examine the influences of social, cultural and historical contexts, both past and present, on dance. This learning will provide a basis for composing and performing, and for the critical analysis of dance works.*

F-2	Students will gain a basic understanding of the elements of dance and improvise playfully with the body to explore and control movement. They will communicate through the body to make and share performances with their peers. They will experience connections to other Arts subjects, especially music to dance. Students will view, discuss, and listen to opinions about their own and others' dances.
3-4	Students will make and perform dances by exploring and selecting movement, using dance elements to express ideas. They will combine these elements and movement skills with expressive qualities to communicate through the body. They will develop awareness of ownership in making dance, either using their own or others' ideas. Students will discuss the use of dance elements and meaning in their own and others' dance works. They will learn that dances are made in different cultural contexts for a range of reasons. When making their own dances they will think critically about why people make and perform dances in a variety of contexts. They will share opinions about the meaning of dances.
5-6	Students will choreograph and perform dances demonstrating increasingly complex movement skills and a range of performance qualities, experiencing dances from specific contexts. They will improvise, select, organize, and refine movement, using the elements of dance with appropriate expressive qualities to communicate intent. They will understand how movement signs and symbols differ from the written or spoken word, and from the symbol systems of other art forms. They will explore ways of documenting and recording dance ideas using their own devised methods. Students will critically consider how the dance elements and physical and expressive skills have been used to communicate ideas and tell stories. They will discuss connections between content, meaning, and context in dances.
7-8	Students will choreograph and perform dances from a range of contexts, demonstrating a wide range of movement skills and style-specific techniques, and use the elements of dance with appropriate expressive qualities for choreographic intent. They will interpret ideas through increased understanding of movement and of how the elements of dance work together to communicate meaning. Through improvising, selecting, organizing, rehearsing, and refining movement/dance they will express their own and others' ideas and artistic intentions. Students will discuss and analyze how dance takes place in various artistic and cultural contexts, responding critically to dance by comparing the content and meaning of dance works from a variety of contemporary and historical contexts.
9-10	Students will choreograph and perform solo, duet, and group dances to communicate ideas, experiences and artistic intentions for different purposes, contexts, and audiences. They will develop and apply understanding of the processes of dance composition for choreography using a range of dance elements, genres, styles, techniques, conventions, and practices. Students will develop awareness of Australian and international dance artists, companies, and practices, expanding their understanding of the cultural dimensions of dance and informing their own compositions and performances. They will use the language of dance to analyze and respond critically to a range of dance works.
11-12	Students will consolidate and extend their development of dance skills and knowledge through the integrated study of choreography, performance, and appreciation. They will choreograph to communicate ideas, experiences, and artistic intentions. They will understand the roles of choreographer, dancer, audience, and dance critic in the construction of meaning in dance. Students will demonstrate informed critical appreciation of dance works, considering dance practices, elements, genres, styles, techniques, and conventions. They will interpret, analyze, and evaluate the cultural and historical significance of dance. They will study intention and meaning in dance works. They will evaluate the significance of Australian and international dance artists and companies.

## Australia: Drama: Scope and Sequence

*In drama, students will explore, depict and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art, combining physical, verbal, visual and aural dimensions. In drama students will experience theatre and develop and understanding of the performer/audience relationship. Learning in drama can be both process and performance. Students will combine the elements of drama to make, present and respond to representations of human situations, characters, behavior and relationships. They will make drama through dramatic play, role-play and improvisation, structuring the elements into play-building, directing and scriptwriting. In presenting drama they will learn, as actors, to use body and gesture, voice and language, through interpretation and rehearsal processes as well as production and performance. In responding, students will learn about how drama contributes to personal, social and cultural identity. They will study the diversity of purposes, forms and styles in drama and theatre both contemporary and from other times, places and cultural contexts.*

F-2	Students will begin to learn and use some of the elements of drama. They will explore and learn about role, relationships, and narrative through dramatic play, role-play, improvisation, and process drama as they explore and depict stories involving causes and consequences. They will experiment with objects, puppets, and images. They will engage in informal and often spontaneous performance to classroom and in-house audiences, using their own language and movement, and sometimes simple props and costumes. Students will reflect on their own work and respond to theatre.
3-4	Students will learn about and use further elements of drama. They will explore basic dramatic tension, complex role and relationships, and use of space. They will develop awareness of the primary instruments of drama: movement and gesture, voice and language. They will make more intricate improvisations and process drama, and begin to play-build. They will present their performances with limited rehearsal and begin to encounter scripted texts. In responding, students will reflect on their own and others' drama and begin to learn about diversity of form and style.
5-6	Students will make and present drama exploring ideas and issues, roles, and character. They will work with a range of dramatic tensions, spaces, places, and times, and use varied registers of language and movement. They will develop play-building skills and experiment with scripted text, beginning to explore a range of forms. They will begin learning about staging, rehearsal, and acting skills, and present informal and formal performances to audiences. Students will experience and respond to a range of drama and learn about theatrical forms, contemporary and historical concepts and conventions.
7-8	Students will learn to apply all the basic elements of drama, including more complex use of dramatic tension and sub-texts. They will make, refine, and present student-devised drama, working in groups and as individuals, and experiment with small-scale scriptwriting. They will explore characterization in scripted text. In performance, they will use characterization and contrast, experiment with design, and develop a performance vocabulary as they learn the basic principles of dramatic production. They will present informal and formal performances. Students will begin to learn about contemporary and historical theatrical movements, local and global. They will experience and respond to a diversity of forms and styles, including comedy and tragedy.
9-10	Students will use drama for exploring and expressing their individual and social identities. They will learn to use symbols, mood, irony, and multiple subtexts in making drama. They will experiment with innovative and hybrid forms and performance styles. They will practice directing and production tasks and responsibilities, and refine and practice for their performances. Students will explore and respond to more complex theatre forms and styles from a range of traditions and movements, and begin to develop and articulate a personal framework for critical study.
11-12	Students will learn to apply and manage all the elements of drama in their drama practice. They will combine the elements with other arts and media in their interpretation and analysis of historical, contemporary, and innovative forms, genres, and styles. They will make student-devised and applied theatre, using dramatic symbolism for exploring, expressing, and communicating ideas and issues. They will practice scriptwriting, dramaturgy, design and scenography, and directing skills. They will explore and practice techniques of acting, both empathic and distanced, and acquire technical and production management knowledge, skills, and techniques. They will perform for a range of audiences. They will experience, present, and respond to a range of significant Australian and world theatre from diverse times and places, understanding the artistic, social, cultural, and ideological contexts. In responding, students will recognize and articulate the elements, and gain deep knowledge of some forms and genres of theatre and its applications in the community. They will come to understand the cultural, ethical, social, and economic roles of theatre in society, historically and in contemporary society.

## Australia: Media Arts: Scope and Sequence

*Students will develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries. Digital technologies have expanded the role that media play in every Australian's life. Media arts explore the diverse cultural, creative, social and institutional factors that shape communication and contribute to the formation of identities. Through media arts, individuals and groups participate in, experiment with and interpret the rich cultural and communications practices that surround them. Students develop knowledge and understanding of five key concepts: the media languages used to tell stories; the technologies which are essential for producing, accessing and distributing media; the various institutions that enable and constrain media production and use; the audiences for whom media arts products are made and who respond as consumers, citizens and individuals; and the constructed representations of the world, which rely on shared social values and beliefs.*

F-2	Students will experiment creatively with a range of communications technologies and digital materials. They will begin to understand and make simple stories using written text, images, and sound. They will view and listen to printed, visual, and moving image media and respond with relevant actions, gestures, comments, and/or questions. Students will understand that stories are made by different people and groups for different purposes.
3-4	Students will begin to learn that media products are constructed and that different versions of a story can exist. They will engage with familiar media made for different purposes and audiences. They will make media stories using communications technologies and digital materials, considering purpose and audience. They will apply the codes of different communications forms such as fonts, colors, shot types, and layout. For example, they will gather a small range of digital still and moving images, undertake simple sound recording, and begin to use software to gather, edit, mix, and arrange digital materials. Students will respond by giving personal opinions, writing short responses, and taking part in discussion. They will begin to consider themselves as media creators and audience members.
5-6	Students will design and produce stories for different purposes and audiences and they will purposefully apply the codes of a range of communications forms. They will undertake pre-production by using storyboards and formal scripts to design ideas for productions. They will gather a variety of digital still and moving images, record sound, and use software to edit, mix, and arrange digital materials. Students' evaluation of their own work will involve simple analysis of process and outcomes. They will learn that media products represent the values and beliefs of the individuals and groups in society who make them, and of the audiences who consume them. They will engage with familiar and unfamiliar media made for different institutional purposes and audiences. They will explore their own preferences as audience members and how these influences the types of media they aim to create.
7-8	Students will produce stories and create representations to inform, entertain, persuade, and educate audiences, and will become increasingly aware of how different codes and conventions may be manipulated to create meaning for different audiences and contexts. They will understand the specific roles and production processes used to create media products. They will select between different types of software to edit, refine images, mix sounds, and distribute media products. Students will respond to media products by analyzing, evaluating, reflecting, and remixing media, using different perspectives. They will consider how this relates to the construction of identity. They will learn that media present versions of reality through processes of selection and construction related to cultural beliefs and values, and they will reflect on their own involvement as producers and audiences.
9-10	Students will use media arts to express themselves as citizens, consumers, creators, and community members. They will deepen their creative and critical knowledge and engagement with media. They will explore and control the language codes, conventions, and processes of media practice and become responsive and ethical creators and users of media who can communicate stories in conventional and imaginative ways. Students will operate a range of technologies to produce media for specific purposes, including for commercial, non-commercial, independent, and artistic contexts and audiences. They will experiment with different communications forms and make informed choices about the technologies they use to produce, distribute, and access media. Students will learn about specific media histories and contexts, including those in Australia. They will learn about some of the artistic, social, cultural, technological, economic, and legal contexts in which media are produced.
11-12	Students will develop their knowledge of media and culture to communicate stories imaginatively through media design, production, and analysis in increasingly sophisticated ways. They will creatively and purposefully operate communications technologies, including emergent technologies, to express complex and engaging ideas, concepts, and stories for diverse audiences. Students will become more aware of the artistic, social, cultural, technological, economic, and legal implications of their own and others' media production, representational practices, and media use. They will engage with questions about how media and popular culture operate within national and global political, regulatory, and market structures. They will learn about media histories such as institutional practices, including national cinemas, generic and artistic media styles, and Australian media and popular culture traditions and industries.

## Australia: Music Scope and Sequence

*Students will use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They will learn the elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality). They will apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources (natural and manufactured objects) and information and communication technology. They will imagine and respond to their own and others' music by developing specialized listening skills as composers, performers, and audience members. They will learn forms of notation to record and communicate music and musical ideas. Students will come to understand and engage with the multiple and culturally diverse practices of music, learning about Australian and international music – locally, nationally, and globally. Students will research traditions and contexts of music and music practices, and develop the skills and techniques to critique their own and others' music practices. Learning in music is most effective when composing, performing, and listening are interconnected. Music learning will be continuous, as students will develop and revisit skills, techniques, knowledge and understanding with increasing depth and complexity. They will develop an understanding of music as an aural art form and explore connections between music and other Arts subjects.*

F-2	Students will learn about and participate in the different roles of composer, performer, and audience member. They will explore and experiment with voice, instruments, and sound to create their own music. They will sing, play instruments and found sound sources, and move to a range of music. They will develop a repertoire of chants, songs, rhythms, rhymes, and melodies. They will invent and explore ways of recording musical thinking through symbols. Students will begin to use music terminology. They will listen and respond to a range of musical works and develop their aural skills. They will learn to respond and comment on their own music making and that of others.
3-4	Students will use their developing aural skills and musical terminology in composing, performing, and responding to their own and others' performances. They will build on their knowledge, as they use and select elements of music to structure simple musical compositions, which they will record using invented and conventional notations. They will sing, play instruments, and move to music, demonstrating an understanding of musical concepts. They will use a range of technologies to record and communicate their musical ideas, and access those of others. Through performing, listening, and composing, students will identify the use of musical elements in performances and share opinions about the ways these create meaning and musical effect in their own and others' music.
5-6	Students will use their developing understanding of music concepts and elements to arrange, compose, improvise, and perform music. They will use a range of technologies to plan, organize, and record their musical ideas and access those of others. Students' musical practices will be underpinned by a developing use of music notation, aural skills, and music terminology. Their music making as arrangers, composers, and improvisers will demonstrate an increased awareness of a range of musical styles and genres. They will perform an increasingly diverse musical repertoire of songs and instrumental compositions. In responding, students will identify key features in music that they perform and listen to, and make some informed judgments about musical preferences.
7-8	Students will develop the skills and understanding to engage in music as knowledgeable music-makers and audience members. They will arrange, compose, improvise, and perform for various purposes. They will demonstrate knowledge and understanding of musical elements, materials, ideas, styles, and technologies. They will sing and play instruments to realize their own and others' musical ideas and works. Students will respond critically to their own and others' musical works and practices, using the concepts of music and terminology to communicate their understandings. Through listening, performing, and composing they will begin to identify cultural, social, and historical contexts of music.
9-10	Students will develop a deepened understanding and use of music concepts and languages, practices, technologies, and techniques. Through their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts. As composers, they will create, shape, and refine musical ideas in a range of forms and styles, with consideration of the musical needs and practices of performers. As performers, they will demonstrate skills and knowledge in their chosen instruments (including voice), both as soloists and ensemble members, with a command of repertoire relevant to their instrument. As audience members, students will respond to music, demonstrating a command of the language and concepts of music. Through research and critical study they will develop a rich knowledge of the contemporary and historical contexts of musical works and practices.
11-12	Students will consolidate and extend their deep understanding and use of music concepts, languages, practices, technologies, and techniques, within and beyond the classroom. Their music making, as composers and performers (instrumentalists, singers, conductors), will demonstrate a developed musical identity, knowledge and skills in the musical practices and institutions beyond their communities, and an understanding of their roles as responsible and ethical producers and users of music. Their musical practice will be founded in a broad, diverse, and more musically challenging repertoire, and they will demonstrate a depth and breadth of repertoire knowledge and practice. Students will demonstrate informed musical preferences and will be able to relate and apply these across modes of musical practice and other art forms including multiple and hybrid arts. They will demonstrate an understanding and knowledge of the rich and diverse musical practices of contemporary Australian and other composers and performers and the traditions—local, national, and international—from which these practices arise. They will seek and engage in critical commentary and discussion of their own and others' work.



## Australia: Visual Arts: Scope and Sequence

***Students will learn through direct engagement with two-, three-, and four-dimensional art and design practices and concepts, theories, histories and critiques. They will develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students will learn to explore ideas through imaginative engagement, making and presenting art, craft and design works, and engaging critically with these works and processes. They will work with a range of materials, design elements, technologies and processes, and develop skills, knowledge and understanding about art, craft and design practices. By using traditional and new technologies they will learn to understand and to exploit the qualities of diverse media. They will learn established codes and conventions and develop an understanding of visual arts as a field of knowledge informed by particular histories, theories and cultures. Students will learn to critically analyse, evaluate and understand personal and collective contexts for art making and responding and will be able to consider these from various perspectives. They will actively participate in the art and design world, and arts industries, as artists and designers, audiences, historians and critics.***

F-2	Students will learn through making and responding to visual art works. They use a range of equipment, materials, media, and technologies to make art, craft, and design works that communicate their ideas, feelings, and observations of personal and community experiences. In so doing they will begin to develop skills and to learn about processes. Students will look at artworks and talk about what they see, beginning to use the language of visual arts. They will start to recognize different purposes and contexts of art, thus starting to discriminate and engage as audiences. They will start to understand that works of art, artists, and designers have a place in their communities, and that specific works of art tell narratives about themselves and about their own and other cultures.
3-4	Students will develop skills as they consciously start to experiment with equipment, materials, media, and technologies. They will make choices in selecting codes and conventions to suit intentions, express ideas, and produce art works. They will learn to present their work for others to view, and to understand that presentations (including exhibitions) have a purpose. In responding, students will discuss processes and meanings of their own and others' artworks, offering opinions and preferences, using vocabulary appropriate to visual arts. Through learning about traditional and popular cultures, students will develop visual and aesthetic understanding, and begin to gain awareness of codes, symbols, and meanings in visual culture. They will discuss the place and function of art, craft, and design in their communities.
5-6	Students will synthesize, edit, refine, and extend ideas through art and design practice. They will explore, create, make, and present art, craft, and design works with more deliberate planning and increasing skills in selecting and manipulating technologies, processes, and forms for their expressive needs. They will identify and manage increasing complexity in design elements, techniques, and forms, and evaluate, review, and refine decisions in practice. They will present their work with awareness of venue, space, purpose, and context. Students will respond to a range of art works and styles, applying aesthetic criteria and communicating reasons for preferences about their own and others' works. They will critically analyze art, craft, and design works in historical and contemporary cultural contexts, and respond through art-based vocabulary as artists, designers, audiences, historians, and critics. They will demonstrate increasing understanding of the role of artists and designers in community and arts industries.
7-8	Students will create, make, and present more complex ideas, and develop knowledge of different technologies, genres, and subject matters in historical and contemporary art, craft, and design practices. They will identify and understand cultural codes and symbols. They will explain their decisions, analyze choices of approach in practice, and review outcomes. They will plan and manage presentations and respond by expressing opinions about their own and others' works. Students will learn about significant contemporary and historical art movements and styles, and learn to analyze, compare, and evaluate using appropriate art and design terminology. They will understand how art and design practice is influenced by cultural and historical concerns, attitudes, values, and beliefs, and will be able to use their skills to demonstrate this knowledge. They will learn about and engage actively with the arts industry through the work of artists and designers, historians and critics.
9-10	Students will explore and investigate materials through critical selection and manipulation of a range of media and technologies. They will engage in image and object making, designing, fabricating, and constructing, digitally and materially, to evaluate and make critical, cognitive, and aesthetic decisions. They will use art and design thinking, and create works that embody conceptual and problem-solving processes. They will produce and curate a presentation of a body of work in their chosen medium. Students will develop a more critical understanding of visual arts as an aesthetic and cultural body of knowledge. They will understand its historical, theoretical, social, and material contexts and interrogate their own art and design works within these knowledge frameworks. They will understand cultural forms and practices in historical and contemporary contexts, and respond with specific art and design conventions and terminologies. They will understand relationships between art and design works, artist, audiences, and users in the visual arts and design industries.
11-12	Students will develop a strong visual arts identity as creators, audiences, critics, and users of art. They will specialize in studio practice to develop a cultural and aesthetic voice and demonstrate a critical understanding of the way the art and design world functions. They will exercise their knowledge, skills, and understanding to visually articulate their conceptual processes of creating and problem solving, in order to develop and curate a body of work to public exhibition standard. Students will develop a critical understanding of how art and design works operate in the world to make, reflect, and interrogate social and cultural meanings. They will develop the cognitive skills of critical commentary and analysis of their own and others' art and design works. They will understand how audiences, critics, and institutions contribute to meaning-making strategies. They will learn art and design histories and theories, and will be able to make aesthetic judgments and articulate them in both written and oral communication.



## Sources

The Shape of the Australian Curriculum: The Arts

[http://www.acara.edu.au/verve/\\_resources/Shape\\_of\\_the\\_Australian\\_Curriculum\\_The\\_Arts -  
\\_Compressed.pdf](http://www.acara.edu.au/verve/_resources/Shape_of_the_Australian_Curriculum_The_Arts_-_Compressed.pdf)

## AUSTRIA

**Document title:** *Bildungsstandards* (Educational Standards)

**Year created:** 2004

Disciplines and Age/Grade Levels Addressed		
	Primary	Secondary
Dance	There is a “movement” component of the music standards	
Media Arts	Visual arts standards contain a “visual media” category	
Music	✓	
Theatre/Drama		
Visual Art	✓	
Other		

*Note: The text of the introduction to the standards refers to the availability of arts programs at the secondary level, but it does not appear that national standards for such programs exist.*

### Goals for arts education

Arts education at the elementary school level in Austria generally includes instruction in music and visual arts. Music classes can include Movement (Dance), which is also often included in physical education classes. Two arts instruction classes per week are mandated, plus extra-curricular activities.

Secondary schools increasingly define their own curricular planning, and secondary school students may choose to specialize in an art form. Vocational schools, for students over age 15, do not ordinarily provide arts education classes. However, there are individual schools for the various disciplines, including music, dance, fine arts, graphics, design, and fashion.

There is also considerable cooperation between schools and educational initiatives offered by municipal cultural institutions and community programs. Since 2007 federal museums offer students free entrance. Artist-in-residence programs provide specialized learning opportunities.

### Structure and content of standards

Standards are defined in two parts: **subject area** and **content materials**.

- **Subject areas** are definitions of which aspects or media of each of the arts disciplines may be studied at the primary level. Teachers are *not* required to include all suggested subject area content in their primary-level arts instruction.
  - The subject areas for **visual arts** are presented in three categories: **visual arts**, **visual media**, and **environmental design and everyday aesthetics**.
  - The subject areas for **music** include **vocal music**, **instrumental music**, **movement**, **creation**, **listening**, and **basic knowledge**.
- **Content materials** are descriptions of the types of arts experiences students should have at different grade levels, and the abilities and skills that they should cultivate through these

experiences. In general, the content materials for earlier grades emphasize the importance of exposing students to a range of visual arts and music, and encouraging play, experimentation, and improvisation. In the upper primary grades, more emphasis is given to deepening students' creative and performance skills, and to the ability to analyze and interpret works at deeper levels.

The discipline-specific overviews on the following pages feature the overall aims, subject areas, and content materials associated with visual art and music instruction at the primary level.

### **Additional content**

The standards documents additionally identify skills obtained through arts study that contribute to five areas of cross-curricular learning, identified in the table on the following page.

The Arts and Cross-Curricular Learning		
	Visual Art	Music
Speech and communication	<ul style="list-style-type: none"> <li>• Making connections between verbal and visual media</li> <li>• Media appropriate creation of messages</li> <li>• Expressing aesthetic experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Communication abilities above and beyond language</li> <li>• Text design with musical means</li> <li>• Artistic and physiological dealing with their own voices</li> <li>• Expert expression about music</li> <li>• Multicultural understanding</li> <li>• Effects of media</li> </ul>
Man and society	<ul style="list-style-type: none"> <li>• Making connections between art and developments in society, art and religion</li> <li>• Connecting art and cultural identity</li> <li>• Insight into other cultures</li> <li>• Responsibility and engagement for the creation of the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Music as a mirror of society, youth culture</li> <li>• Critical consumer behavior – sensible recreation behavior</li> <li>• Societal behavior and experience in the art business – understanding of the artistic world</li> <li>• Music as a business factor</li> <li>• Development of the understanding of culture through tolerance and ability to criticize</li> <li>• Creative usage of new media</li> </ul>
Nature and technology	<ul style="list-style-type: none"> <li>• Visual aspects as phenomena of nature</li> <li>• Measure, number and structures as aspects of creation</li> <li>• Development of the ability to abstract and the ability of special thinking</li> <li>• Materials and techniques as well as their intended and responsible usage</li> <li>• Aspects of interdependent relationships in the development of science and creative arts</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of acoustics and instruments</li> <li>• Physiological foundations of hearing and voice</li> <li>• Analytical and creative problem solving strategies</li> </ul>
Health and movement		<ul style="list-style-type: none"> <li>• Artistic components of movement</li> <li>• Training of motion</li> <li>• Networking of both brain hemispheres – music therapy approaches</li> <li>• Development of well-being</li> <li>• Sharpening of the senses – expansion of perception</li> <li>• Concentration and self discipline</li> </ul>
Creativity and design	<ul style="list-style-type: none"> <li>• Expansion and differentiation of sensual experiences and learning as well as of creative abilities</li> <li>• Enjoyment of creative tasks</li> <li>• Development of creative opinions and methods as well as an age appropriate aesthetic subject knowledge</li> <li>• Support/development of creative talents in respect to professions with artistic or creative profiles</li> </ul>	<ul style="list-style-type: none"> <li>• Production and improvisation through singing, playing music, movement, design</li> <li>• Development of imagination, spontaneity and creativity, individually and in groups</li> <li>• Non-verbal communication and emotional intelligence</li> </ul>

## Austria: Visual Art

From the Austrian Primary Curriculum:

“The mission of (visual) art education in Austrian schools is to convey basic experiences in visual communication and creation, providing exposure to visual arts, visual media, and environmental design and everyday aesthetics. Students learn the connection between product and process as they learn manual and technical procedures and experience the importance of openness, experimentation, flexibility, and persistence in their creative efforts.

Art education contributes also to learning opportunities beyond the immediate subject areas, as the students make connections between aesthetic demands and ethical beliefs and world views. It also offers insights into historical, ethical, and economic factors in the artistic process. Cross-curricular potentials include making connections between verbal and visual media; observing the relationship of art and social history, art and religion, art and cultural identity, art and environment; observing the visual aspects of the phenomena of nature and of technology; and exploration of the role and experience of creativity in various disciplines.

While there is considerable latitude for teachers in choice of tasks and emphasis and combination of topics, they are expected to adhere to a core structure of subject areas:”

Austrian Primary Curriculum: Visual Art: Subject Areas		
Visual Arts	Visual Media	Environmental Design and Everyday Aesthetics
<ul style="list-style-type: none"> <li>• Painting, sculpture, graphics, calligraphy, architecture, photography, film, video, computer, current artistic media and expressive forms, e.g., action art, happenings, performance art, montage, concept art</li> <li>• Functions of images, reception</li> <li>• Image arrangement, elements and structure</li> <li>• Color: light, color perception, function and effect of color, painting techniques, theories of color</li> <li>• Art and society, art and politics, art and history</li> <li>• Dissemination of art: museum, gallery, art market, media</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings as carriers of information, e.g., sketch, plan, etc.</li> <li>• Typography, layout, graphic design</li> <li>• Writing and image: poster, newspaper, magazine, comics, visual aspects of advertizing</li> <li>• Language and image: lecture, presentation; presentational media: blackboard, art portfolio, overhead projection, slide projection, copy machine</li> <li>• Photography, film, video, computer-aided art</li> <li>• Societal meaning of image media</li> <li>• Art pieces as mass media</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aspects of architecture and design</li> <li>• Cityscapes, city structure, ideal cities; city utopias, historical preservation, cultural tourism, identity of places</li> <li>• Special design; special effects</li> <li>• Aesthetically influenced situations and processes: cultural, religious, political and sports events, celebrations and festivities, ceremonies and rituals, games</li> <li>• Self-depiction: body language, fashion, make-up</li> </ul>

Austrian Primary Curriculum: Visual Art: Content Materials	
1st & 2nd Grade	basic experiences, abilities, & knowledge; creative tasks as visual expressions for issues, ideas, and concepts, as well as feelings and fantasies; first insights into the structure and function of visual creation through their own projects and through interaction with works of creative art, visual media, and environmental design; experience of various influences on visual perception
1st Grade	playful use of visual media to learn forms and techniques for personal expression; talk about visual input; exposure to new image media; exposure to works of art; notice examples of environmental design in surroundings; learn to express their own needs and express them visually
2nd Grade	match techniques and process to a given task; learn to use experimental process as an impulse; talk about perception of images and signs from everyday environment; get acquainted with new image media as tools; learn about the structure of art works and apply to their own creative work
3rd & 4th Grade	topics and tasks are designed to deepen and expand students' visual experiences, knowledge, and abilities, towards more independent art creation and problem solving; students are exposed to multiple forms of art and aesthetic expression; they discuss multiple meanings of visual expression; they learn about the connection between visual and verbal and non-verbal communication; they learn to use information sources and institutions of art independently
3rd Grade	learn to use expanded knowledge about the connection of form and effect; describe and analyze visual phenomena in a structured way using consideration of different points of view and factual knowledge; recognize aesthetically determined aspects of everyday life and learn to create their own personal space
4th Grade	gain independence in choosing techniques and forms appropriate to creative tasks; critically assess visual communication methods and discuss the possibilities of manipulation; learn about art history and its connection with society; learn to analyze projects of environmental design and develop their own creative alternatives

## Austria: Music

From the Austrian Primary Curriculum:

“Music instruction in grades 1-4 is intended to lead to an independent and continuous involvement with music. Students engage with as many types and periods and forms of music as possible, expanding their perception, imagination, and ability to express themselves. They develop a repertoire of songs, dances, and music examples. Interaction with music supports the ability to concentrate, willingness to perform, self-discipline, team spirit, communicative competence, and tolerance. Cross-curricular application includes study of the interconnection of music and the environment, music and religion, music and society, music as conveyor of text, and music as mirror and shaper of attitudes towards life and world view. Intrinsic to the subject area and to cross-curricular application is discussion of music as a non-verbal language, conveying meaning, emotion, vitality, atmosphere, sense of belonging, and experience of community.

Students learn music terminology and use it to analyze performances. They consider the role of music in everyday life as well as for a career choice. They learn about the music business, and about the musical identity of Austria.

The music curriculum focuses on six principal areas of instruction: Vocal Music, Instrumental Music, Movement, Creation, Listening, and Basic Knowledge.”

### Austria: Primary Curriculum: Music: Content Materials

	1st and 2nd Grade	3rd and 4th Grade
<b>Vocal Music</b>	vocal training and speech training in groups; listening to music and learning repertoire, incl. examples of regional music; practicing single- and multi-part songs and spoken works with attention to accuracy; creation of songs of different styles with or without accompaniment, and using movement	vocal training, in accordance with physical and developmental aspects; style-appropriate use of voice; rehearsal of expanding repertoire; practicing single- and multi-part songs with attention to mutating voices and to musical and verbal accuracy; learning songs exemplary of music history and from various cultures; speaking pieces
<b>Instrumental Music</b>	use of rhythmic instruments and of pitched instruments, including conventional, self-made, electronic, and body instruments; elementary song accompaniment; easy group improvisation	expansion of music practice with body instruments, rhythmic instruments, stick games; electronic instruments; enhanced usage of existing classroom instruments; song accompaniment, with study of theoretical foundations; simple improvised music making
<b>Movement</b>	movement in connection with voice training; practicing posture and motion sequences; improvisatory movement; use of props and instruments; experiencing meter, beat, tact, rhythm, melody, as well as form, sound, and style through movement; group dances, given and self-developed forms, dance songs	movement in connection with voice training; different forms of movement and dance according to music genre; dances exemplary of music history and various cultures
<b>Creation</b>	textual, expressive, and artistic creation accompanying music; creative play with rhythms, sounds; use of media and new technologies	creation of music pieces with given or self-invented rhythmic and melodic motives, text, and movement sequences; inclusion of current media
<b>Listening</b>	experiencing, describing, and evaluating the acoustical environment; development of emotional but also cognitive relationships to music by listening to examples of different periods, styles, functions, and cultures, incl. vocal and instrumental music	listening to music from various epochs and culture with regard to form, genre, and style; critical analysis of the effects of music
<b>Basic Knowledge</b>	basic theory terminology; graphic and traditional notation as aid to listening, playing, making music, and singing; elements of music, incl. meter, tact, rhythm, dynamics, tempo, phrasing, intervals, chords, modes, themes, motives, 2 and 3-part songs, musical forms incl. rondo, variation, music genres; recognition of common instruments by look and sound; lives of musicians in connection with selected music examples	expansion of knowledge and usage of basic terminology; examples of vocal and instrumental music genres of different epochs and cultures, incl. 20th and 21st C styles; knowledge of forms incl. opera, oratorio, suite, musical, concerto, symphony, popular music; music styles and musician biographies in their social, economic, and political environment; exposure to regional, beyond regional, and international musical life; recognition of music as an economic factor; learning about professions in the music industry



## Sources

Educational Standards

<http://www.bmukk.gv.at/schulen/unterricht/ba/bildungsstandards.xml>

Austrian Federal Ministry for Education, Arts and Culture

<http://www.bmukk.gv.at/enfr/index.xml>

Cultural Policies and Trends in Europe

<http://www.culturalpolicies.net/web/index.php>

Eurydice Study of Arts and Cultural Education at School in Europe

[http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/113EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/113EN.pdf)

## CANADA [British Columbia]

**Document Title:** Arts Education Curriculum Documents

**Year Created:**

Grades K-7: 2010

Grades 8-10: 1995

Grades 11-12: 1997-98, 2002

*Note: As Canada does not have a national curriculum or set of national standards for all provinces, the guidelines for British Columbia are presented and summarized here as a representative example for the country.*

Disciplines and Age/Grade Levels Addressed			
	Grades K-7	Grades 8-10	Grades 11-12
Dance	✓	✓	✓
Media Arts			✓
Music	✓	✓	✓
Theatre/Drama	✓	✓	✓
Visual Art	✓	✓	✓
Other			

British Columbia's overview document outlining the national approach to arts education describes a student's course of study in the arts: "Arts education is an integral part of the educational growth of all students. From Kindergarten through Grade 7, all four arts education subjects – Dance, Drama, Music, and Visual Arts – are required areas of study. The Prescribed Learning Outcomes for all four arts education subjects are therefore required at every grade level. In grades 8-12 students are required to specialize in one or more arts discipline."

### Goals for arts education

The *Arts Education – Kindergarten to Grade 7 Overview* document provides a rationale for arts education at these grade levels:

"The arts are important to our understanding of society, culture, and history, and are essential to the development of individual potential, social responsibility, and cultural awareness. They also contribute significantly to the intellectual, aesthetic, emotional, social, and physical development of the individual. The study of the arts reveals distinct and common characteristics of societies throughout history. Dance, drama, music, and visual arts are central to the expression of cultural identity, and are means of both reflecting and challenging the values and norms in a pluralistic society. The arts are expressed in and influenced by personal contexts (e.g., gender, age, life experience, beliefs, values), social and cultural contexts (e.g., ethnicity, belief systems, socioeconomics, evolving technologies, the environment), and historical and political contexts. An understanding of the arts fosters respect for and appreciation of the diverse cultural heritages and values within Canada and around the world.

Each of the arts education subjects has its own essential skills, techniques, and processes that provide students with unique insights and ways of assimilating and expressing all learning. As students engage in the arts, they devise and solve problems and apply these problem-solving processes to concrete experiences. Arts education activities and experiences foster development of students' critical-thinking skills, including skills for describing, analyzing, interpreting, and evaluating creative works.

Dance, drama, music, and visual arts offer expressive means for students' self-discovery and exploration of the world around them. Through the creative process, students are able to communicate, giving form and meaning to their ideas and emotions. Arts education stimulates students' imaginations, innovation, and creativity. It also develops self-discipline, self-motivation, and self-confidence, and skills and competencies useful to their future education and careers. Through the arts education subjects, students also find a source of pleasure and enjoyment and gain a deepened awareness of themselves and their place in their environment, community, culture, and world."

## Structure of Standards

The standards are structured into three grade bands: grades K-7, 8-10, and 11-12. There are standards for each individual grade within these bands. At each grade level, standards are organized into a series of **prescribed learning outcomes** and associated **suggested achievement indicators**.

- **Prescribed learning outcomes** are broad statements of habits, skills, and abilities that students should be building within the discipline.
- **Suggested achievement indicators** are more specific examples of particular tasks that students may complete to indicate that they are meeting the prescribed learning outcome.

These two sets of information are further organized into categories associated with three types of learning:

- **Creating, expressing, perceiving, responding**
- **Knowledge, skills, and techniques;** and
- **Personal, social, cultural, and historical contexts**

The curriculum documents note that these categories are useful to educators because "the common areas of learning make it easier for teachers to integrate instruction in arts education. Such integration offers many advantages for both students and teachers, provided the unique characteristics of each subject are respected and made evident to students." Although there is cohesiveness between disciplines in this overall approach, the specific language used to describe these skills varies by discipline. The following table outlines the differences in language employed by each discipline's set of standards.

Categories of Prescribed Learning Outcomes/Suggested Achievement Indicators				
	Dance	Drama	Music	Visual Art
K-7	Creating Dance	Exploring and Creating	Exploring and Creating	Creative Processes
	Elements of Dance	Drama Forms, Strategies, and Skills	Elements and Skills	Skills and Strategies
	Context	Context	Context	Context
	Presenting and Performing	Presenting and Performing	Presenting and Performing	Exhibition and Response
8-12	Elements of Movement	Exploration and Imagination	Structure: <ul style="list-style-type: none"> <li>• Elements of melody</li> <li>• Elements of rhythm</li> <li>• Elements of expression</li> <li>• Form and principles of design</li> </ul>	Image Development and Design: <ul style="list-style-type: none"> <li>• Perceiving/Responding</li> <li>• Creating/Communicating</li> </ul>
	Creation and Composition	Skills: <ul style="list-style-type: none"> <li>• Body and voice</li> <li>• Role</li> <li>• Drama as metaphor</li> <li>• Elements and structure</li> <li>• Technique</li> </ul>	Thoughts, images, and feelings	Visual Elements and Principles of Art and Design: <ul style="list-style-type: none"> <li>• Perceiving/Responding</li> <li>• Creating/Communicating</li> </ul>
	Performance and Presentations	Context: <ul style="list-style-type: none"> <li>• Social and cultural context</li> <li>• Making connections</li> </ul>	Context: <ul style="list-style-type: none"> <li>• Self and community</li> <li>• Historical and cultural</li> <li>• Musicianship</li> <li>• Applications of Technology</li> </ul>	Context: <ul style="list-style-type: none"> <li>• Perceiving/Responding</li> <li>• Creating/Communicating</li> </ul>
	Dance and Society	Technologies and Processes (grades 11-12 only)		Materials, Technologies, and Processes: <ul style="list-style-type: none"> <li>• Perceiving/Responding</li> <li>• Creating/Communicating</li> </ul>

For grades 11 and 12, the learning outcomes and achievement indicators relate to specialized tracks of study within each of the arts disciplines. These tracks are indicated below. It is notable that two disciplines contain elements of media arts in their specialized tracks of study: the drama standards contain guidelines for film and television study, and the visual art standards have a specific media arts track.

Specialized tracks of study: Grades 11-12			
Dance	Drama	Music	Visual Art
<ul style="list-style-type: none"> <li>• Performance</li> <li>• Choreography</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre Performance</li> <li>• Film and Television</li> <li>• Theatre Production</li> </ul>	<ul style="list-style-type: none"> <li>• Choral</li> <li>• Instrumental</li> <li>• Composition and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Studio Art</li> <li>• Media Arts</li> </ul>

### Assessment:

The suggested achievement indicators are clear tools for assessment, as they are very specific, measurable expectations of what students should be able to do at each grade level, in relation to each learning outcome.

### Additional content

The K-7 standards include a table of **connections between arts education subjects and other subjects** – connecting arts study to social studies, language arts, health and career education, science, mathematics, physical education, and second languages.

The arts standards also include information on **safety considerations**, and basic **planning tools** for teachers, including a set of guidelines and questions for educators to ask themselves as they plan and implement arts instruction.

---

The tables on the following pages present examples of prescribed learning outcomes and suggested achievement indicators for students in **grades 3, 9, and 12**. *They are not a complete presentation of all standards at all grade levels.*

### British Columbia: Dance: Grade 3

	Prescribed Learning Outcomes <i>It is expected that students will:</i>	Suggested Achievement Indicators <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
Creating Dance	Move expressively to a variety of sounds and music	<ul style="list-style-type: none"> <li>• Move expressively in response to a variety of sounds and music, demonstrating: Response to expressive elements of music; variety of movements</li> <li>• Describe how changes in sounds and music affect their movements</li> </ul>
	Create movement sequences based on patterns, stories, and themes	<ul style="list-style-type: none"> <li>• Move to express events, actions, ideas, or feelings elicited by a variety of inspirations, representing: Stories and characters; themes, topics, and events</li> <li>• Use lead-and-follow strategies to develop a movement sequence with peers</li> <li>• Work cooperatively in groups of varying sizes to create movement sequences</li> <li>• Repeat and vary movements to create narrative sequences</li> <li>• Combine and sequence movements</li> </ul>
	Demonstrate deliberate use of the creative process (exploration, selection, combination, refinement, reflection) when creating dances	<ul style="list-style-type: none"> <li>• Describe why there are several stages in a creative process</li> <li>• Respond to a variety of sources and stimuli for creating a dance sequence</li> <li>• Work alone and in small groups to select and combine movements and create sequences</li> <li>• Alter dance sequences by transforming movements using direction from the teacher</li> <li>• Reflect and respond to the change in movement</li> </ul>
Elements of Dance	Move safely in both personal space and general space during dance activities	<ul style="list-style-type: none"> <li>• Participate in movement involving: themselves alone; work with a partner; work in small groups</li> <li>• Demonstrate control and coordination needed to avoid collisions during movement</li> <li>• Independently demonstrate appropriate spacing and distance from other students within the dance space</li> </ul>
	Move using a variety of levels, pathways, dynamics, and directions	<ul style="list-style-type: none"> <li>• Demonstrate a variety of movements: at three different levels; in particular directions; along particular pathways; with particular dynamics</li> </ul>
	Move in time to a variety of rhythms, metres, and tempi	<ul style="list-style-type: none"> <li>• Vary movements in response to differences in: rhythmic pattern; metre; tempo</li> <li>• Following teacher modeling, demonstrate repeated and varied movements in narrative sequences with a beginning, middle, and end.</li> </ul>
Context	Compare similarities and differences among dances	<ul style="list-style-type: none"> <li>• Compare two or more dances from differing contexts with respect to characteristics such as: costume, regalia and props; accompaniment; narrative; pathways; groupings; interactions</li> </ul>
	Describe a variety of reasons people dance	<ul style="list-style-type: none"> <li>• With reference to particular contemporary or historical examples of dances learned or viewed, identify a variety of reasons for dance</li> </ul>
Presenting/ Performing	Demonstrate willingness to rehearse and perform dance	<ul style="list-style-type: none"> <li>• Demonstrate willingness to participate actively in rehearsals and performances</li> </ul>
	Demonstrate appropriate performance skills in a range of dance settings	<ul style="list-style-type: none"> <li>• Demonstrate appropriate ways to express appreciation or enjoyment for a performance</li> <li>• Demonstrate appropriate audience skills for specific dance performance settings</li> <li>• Demonstrate performance skills appropriate to the setting</li> </ul>

## British Columbia: Dance: Grades 9 and 12

	Grade 9 students will:	Grade 12 <b>Performance</b> students will:	Grade 12 <b>Choreography</b> students will:
<b>Elements of movement</b>	<ul style="list-style-type: none"> <li>• Demonstrate dance techniques associated with particular genres</li> <li>• Apply principles of movement (alignment, balance, breathing, flexibility, strength) to dance</li> <li>• Apply principles of fitness, health, and safety to dance</li> <li>• Use elements of movement in a variety of combinations, as appropriate to the given genre</li> </ul>	<ul style="list-style-type: none"> <li>• Refine techniques specific to two or more genres</li> <li>• Apply fitness, health, and safety considerations to dance technique</li> <li>• Apply appropriate terminology to describe technique</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise movement: to extend understanding of the elements of movement; to expand known movement vocabulary in new applications</li> <li>• Apply principles of movement to dance exploration</li> <li>• Apply an understanding of fitness, health, and safety to choreography</li> <li>• Use appropriate terminology to describe movement and staging</li> </ul>
<b>Creation and Composition</b>	<ul style="list-style-type: none"> <li>• create movement in response to a range of stimuli</li> <li>• Identify and use dance as metaphor or analogy</li> <li>• Distinguish among choreographic forms</li> <li>• Transform a given dance sequence for a specific purpose</li> <li>• Choreograph dances for a variety of environments and purposes</li> <li>• Apply the creative process to revise and refine dance</li> </ul>	<ul style="list-style-type: none"> <li>• Move with sensitivity to the expressive elements of music</li> <li>• Evaluate improvisation as a tool for refining performance</li> <li>• Use established criteria to reflect on and refine dance performances from a range of contexts</li> <li>• Justify their artistic choices in performance</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate improvisation as a creative tool</li> <li>• Create compositions for a variety of purposes: to respond to or represent a range of stimuli; for a variety of audiences; for a variety of settings; to represent different points of view</li> <li>• Apply elements of movement to develop a choreographic motif</li> <li>• Apply the principles of design to create dances in a wide range of pattern and narrative choreographic forms</li> <li>• Evaluate their choreography in terms of choreographic intent</li> <li>• Design stagecraft for a chosen choreography</li> <li>• Apply one or more methods to record choreography</li> </ul>
<b>Performance and Presentation</b>	<ul style="list-style-type: none"> <li>• Rehearse and perform dance for a specific environment</li> <li>• Demonstrate dance movements in the appropriate style for the chosen genre or choreography</li> <li>• Demonstrate skills and attitudes appropriate to a range of dance experiences as performer, participant, and audience, demonstrating: an awareness of a sense of community; audience and performer etiquette; performance skills; respect for others' contributions</li> <li>• Use established criteria to analyze the work of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate technical accuracy and aesthetic quality in performing dance</li> <li>• Demonstrate performance skills appropriate to a given style</li> <li>• Articulate a clear interpretation of choreographic intent</li> <li>• Demonstrate abilities to enhance performance through proficient use of stagecraft</li> <li>• Demonstrate skills and attitudes appropriate to the collaborative process of presenting dance: commitment to the rehearsal process; respect for others' contributions; body and mind management; arts administration and production design and application</li> <li>• Adapt a performance for a chosen environment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate skills and attitudes appropriate to the role of the choreographer in presenting dance: ability to lead a group effectively; respect for others' contributions; commitment to the rehearsal process; ability to seek and apply constructive criticism</li> <li>• Assume the role of choreographer for a dance performance</li> <li>• Evaluate structure, style, and meaning in dance in terms of: technical and aesthetic use of the elements of movement; representation of style or genre; choreographic form, design, and roles; use of stagecraft</li> </ul>

## British Columbia: Dance: Grades 9 and 12

	Grade 9 students will:	Grade 12 <b>Performance</b> students will:	Grade 12 <b>Choreography</b> students will:
<b>Dance and Society</b>	<ul style="list-style-type: none"> <li>Analyze the cultural context and evolution of a particular dance genre</li> <li>Describe the purposes of dance in various cultures</li> <li>Analyze roles in dance</li> <li>Opportunities in dance (occupation, recreation, entertainment)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the purpose of dance in a given social, historical, or cultural context</li> <li>Demonstrate the skills and attitudes necessary to participate as a dance performer within society: assuming leadership roles in a variety of contexts; actively seeking and applying constructive criticism; refining personal goals for performance; practicing individual and group rights and responsibilities in dance performance; respecting diversity</li> <li>Assess the influence of the work of various artists on students' own dances</li> <li>Evaluate career opportunities in dance performance</li> </ul>	<ul style="list-style-type: none"> <li>Analyze cultural and historical influences on their choreography</li> <li>Evaluate the influences of technology on choreography</li> <li>Assess the function of dance in Canadian society</li> <li>Evaluate career opportunities in dance performance</li> </ul>



### British Columbia: Drama: Grade 3

	Prescribed Learning Outcomes <i>It is expected that students will:</i>	Suggested Achievement Indicators <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
Exploring and Creating	Use imagination, exploration and reflection to create drama	<ul style="list-style-type: none"> <li>• Create stories, depict ideas, and portray feelings through drama</li> <li>• Explore connections between the real and the imagined worlds through drama</li> <li>• Explore the who, what, where, with whom, and why of a role</li> <li>• Refine work based on reflection and feedback from others</li> <li>• Describe what they thought and felt at specific moments in the drama</li> </ul>
	Demonstrate collaboration skills in drama explorations	<ul style="list-style-type: none"> <li>• Generate ideas for drama work</li> <li>• Demonstrate willingness to contribute thoughts, feelings, and ideas</li> <li>• Demonstrate willingness to explore ideas through drama games and activities</li> <li>• Demonstrate willingness to include and work with all members of the class</li> </ul>
Drama Forms, Strategies, and Skills	Use voice to convey intended ideas or feelings	<ul style="list-style-type: none"> <li>• Use voices in a variety of ways</li> <li>• Demonstrate appropriate vocal elements while working in role</li> </ul>
	Use movement and their bodies to convey intended ideas or feelings	<ul style="list-style-type: none"> <li>• Explore and use movement in a variety of ways</li> <li>• Use movement to explore and respond to imagined physical spaces and constraints</li> <li>• Use body position to convey levels of status and focus</li> <li>• Use a variety of movement elements to offer more than one physical interpretation of a feeling, event, or space</li> </ul>
	Participate in a variety of drama forms	<ul style="list-style-type: none"> <li>• Use body, voice, and movement appropriately within a story drama, role drama, or dance drama to depict feelings, intentions, and attitudes</li> <li>• Express thoughts, feelings, intentions, and attitudes of particular characters</li> <li>• Individually and in groups, create tableaux for a variety of purposes</li> <li>• Participate in choral speaking using a familiar short poem</li> <li>• Reflect on themes that emerge within the drama work</li> </ul>
	Participate safely in drama activities	<ul style="list-style-type: none"> <li>• Follow rules and guidelines for safe participation in individual, group, and class movement and voice explorations</li> </ul>
Context	Identify ideas expressed in drama work from a variety of contexts	<ul style="list-style-type: none"> <li>• Give examples of common ideas and themes depicted in drama</li> <li>• Give examples of how drama helps to express the multicultural nature of Canada</li> </ul>
	Identify opportunities for participation in drama	<ul style="list-style-type: none"> <li>• Identify opportunities for participation in school and community drama as audience and as performer</li> <li>• Demonstrate an awareness of the multiple tasks required to put on a drama presentation</li> </ul>
Presenting and Performing	Engage actively in drama presentations	<ul style="list-style-type: none"> <li>• Demonstrate ability to maintain focus and concentration while in role</li> <li>• Sustain attention when others are taking on a role</li> <li>• Apply voice, body, and movement to portray and interpret a role</li> <li>• Apply simple production elements to support the drama as appropriate</li> </ul>
	Identify aspects of a drama presentation that evoke a response	<ul style="list-style-type: none"> <li>• Demonstrate respect for the contributions of others during informal and formal performances</li> <li>• Identify components of a drama presentation that evoked a particular response</li> <li>• Respond to teacher cues or sentence stems to reflect on and form an opinion about drama presentations</li> </ul>

## British Columbia: Drama: Grade 9

Exploration and Imagination	<p><b>Expression and Trust:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate trust in others through class activities and individual and ensemble performances</li> <li>• Demonstrate the unique ability of drama to unify a diverse group</li> <li>• Restate the thoughts, feelings, and beliefs of others</li> <li>• Choose appropriate ways to express thoughts, feelings, and beliefs</li> </ul>	<p><b>Critical Analysis:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of strategies to make choices in problem solving</li> <li>• Make reasoned choices within the boundaries of the dramatic situation</li> <li>• Accept responsibility for decisions and solution</li> <li>• Use set criteria to assess and evaluate the work of self and others</li> </ul>
Skills	<p><b>Body and Voice:</b></p> <ul style="list-style-type: none"> <li>• Make movement choices that create a specific effect</li> <li>• Demonstrate appropriate use of voice elements</li> <li>• Use appropriate physical and vocal expression to enhance drama</li> <li>• Apply movement and gesture to clarify and enhance vocal interpretation</li> <li>• Use emotional recall to enhance sensory recall and visualization</li> </ul> <p><b>Role:</b></p> <ul style="list-style-type: none"> <li>• Move in and out of role appropriately</li> <li>• Create and sustain situations while in role</li> <li>• Use vocal and physical techniques to create role and character</li> <li>• Reflect on and clearly express experiences both in and out of role</li> </ul> <p><b>Drama as Metaphor:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a commitment to suspending disbelief</li> <li>• Use objects as symbols of abstract concepts in a drama</li> <li>• Identify effective dramatic forms for representing particular ideas and experiences</li> <li>• Demonstrate an awareness of a dramatic work as a metaphor</li> </ul>	<p><b>Elements and Structures:</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of ways in which character is revealed</li> <li>• Identify and portray a character's objective within a scene</li> <li>• Relate setting to action</li> <li>• Explain how a central image contributes to a unified work</li> <li>• Identify a variety of ways to manipulate a story's structure to enhance the drama</li> <li>• Show facility in using a variety of forms to develop a drama</li> <li>• Manipulate drama and theatre elements to affect the drama</li> </ul> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate familiarity with stage vocabulary and apply theatrical conventions to dramatic forms</li> <li>• Select and use design elements to achieve a desired effect</li> <li>• Demonstrate responsibility to the group and self in rehearsal and performance</li> <li>• Demonstrate respect for the nature of their audience</li> <li>• Enhance dramatic work with available technical elements</li> <li>• Select and adapt material appropriate to a concept</li> <li>• Collaborate in the direction of a dramatic activity</li> </ul>
Context	<p><b>Social and Cultural Context:</b></p> <ul style="list-style-type: none"> <li>• Reflect the cultural variety of their communities in their dramatic work</li> <li>• Identify and explain the influence of the media on their own work in drama</li> <li>• Demonstrate an understanding that theatre is created in response to the needs of the community</li> </ul>	<p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>• Articulate criteria for their own aesthetic responses</li> <li>• Select other art forms to respond to drama</li> <li>• Select appropriate dramatic forms, skills, attitudes, and knowledge as a means of learning in other subjects</li> <li>• Consider various career possibilities in which dramatic skills may be useful</li> <li>• Apply their knowledge of the arts in their choice of recreational activities</li> </ul>

## British Columbia: Drama: Grade 12

	Grade 12 Theatre Performance students will:	Grade 12 Film and Television students will:	Grade 12 Theatre Production students will:
Exploration and Imagination	<ul style="list-style-type: none"> <li>Justify their aesthetic response to a theatre performance in terms of: drama form; style; elements of drama; meaning; use of performance elements; use of production elements</li> <li>Apply skills and techniques to communicate thoughts, feelings, and beliefs in a theatre performance</li> <li>Maintain engagement in performance</li> <li>Demonstrate the ability to move in and out of role</li> <li>Take performance risks in a variety of situations</li> <li>Critique their own and others' performances</li> <li>Use appropriate terminology to describe theatre performance</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how the artistic components of film and television affect meaning</li> <li>Critique their own and others' performances and products</li> <li>Collaborate to solve acting, scriptwriting, and technical production problems</li> <li>Use appropriate vocabulary when discussing or producing film and television</li> </ul>	<ul style="list-style-type: none"> <li>Justify aesthetic response to a theatre performance in terms of: drama form; style; elements of drama; meaning; use of performance elements; use of production elements</li> <li>Critique their own and others' theatre production projects</li> <li>Apply problem-solving strategies to address theatre production challenges</li> <li>Use appropriate terminology to describe theatre production</li> </ul>
Skills	<p>Body and Voice</p> <ul style="list-style-type: none"> <li>Demonstrate proficient use of body and voice as performing instruments</li> <li>Use selected voice elements and elements of movement to achieve a specific purpose</li> <li>Apply safety and health considerations to body and voice</li> <li>Use appropriate theatre terminology to describe movement and voice</li> </ul> <p>Characterization</p> <ul style="list-style-type: none"> <li>Demonstrate the ability to convey a character's objectives and motivations</li> <li>Justify a character's objectives and motivation</li> <li>Apply a range of internal and external strategies to develop characters</li> <li>Sustain fully developed characters while performing</li> </ul> <p>Elements and Structure</p> <ul style="list-style-type: none"> <li>Manipulate script conventions and structures to achieve specific purposes</li> <li>Demonstrate the ability to interpret scripts</li> <li>Apply understanding of a central image to create a unified performance</li> <li>Maintain the integrity of a performance in relation to the production concept</li> <li>Use appropriate stage terminology</li> </ul>	<p>Drama Skills:</p> <ul style="list-style-type: none"> <li>use voice and movement to create effective film and television roles</li> <li>maintain the integrity of a performance within the technical parameters of film and television</li> </ul>	<p>Production Skills:</p> <ul style="list-style-type: none"> <li>Apply the design process to a particular theatre production element</li> <li>Design a theatre production element with understanding of effect on performance</li> <li>Apply technical skills to implement a design to achieve a specific purpose or effect</li> <li>Demonstrate effective organization and communication skills and procedures in relation to: theatre personnel; facilities; equipment; materials</li> <li>Assume responsibility for a specific production task</li> <li>Use theatre production equipment and materials in a safe and appropriate manner</li> <li>Use appropriate theatre terminology in relation to materials, processes, and equipment</li> </ul>

## British Columbia: Drama: Grade 12

	Grade 12 Theatre Performance students will:	Grade 12 Film and Television students will:	Grade 12 Theatre Production students will:
Technologies and Processes		<ul style="list-style-type: none"> <li>• Explain processes involved in pre-production, production, post-production, and distribution</li> <li>• Use film and television production equipment appropriately and safely to achieve a purpose or effect</li> <li>• Apply production techniques to translate scripts to film and television works</li> <li>• Assess physical, time, and budgetary constraints on production</li> <li>• Use standard formats to develop screenplays, script treatments, and commercials</li> </ul>	
Context	<ul style="list-style-type: none"> <li>• analyze how cultural and historical contexts influence and are influenced by theatre</li> <li>• compare how performance elements are used for specific purposes in various cultural and historical contexts</li> <li>• identify the contributions of significant actors, directors, playwrights, and theatre works from various historical periods and cultures</li> <li>• demonstrate understanding of the legal and ethical requirements for performing theatre of various cultures</li> <li>• apply knowledge of theatre styles to performance</li> <li>• analyze the relationship between theatre performance and other artforms</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how social, cultural, and historical contexts influence and are influenced by film and television images and messages</li> <li>• Analyze economic and social impacts of film and television production on the local and global communities</li> <li>• Compare how artistic components in film and television are constructed for specific audiences and purposed in a variety of social, cultural, and historical contexts</li> </ul> <p>Industry:</p> <ul style="list-style-type: none"> <li>• Describe the organizational structure of a film crew, including production staff and actors</li> <li>• Apply the appropriate procedures associated with a specific position in a production setting</li> <li>• Apply on-set etiquette in production settings</li> <li>• Delegate and accept responsibility in a group</li> <li>• Identify the skills and training needed to pursue careers related to film and television</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how cultural and historical contexts influence and are influenced by theatre</li> <li>• Compare how production elements are used for specific purposes in various cultural and historical contexts</li> <li>• Demonstrate understanding of the ethical requirements for producing theatre of various cultures</li> <li>• Analyze economic and social impacts of theatre production on local and global communities</li> <li>• Evaluate the use of other art forms in theatre production</li> </ul>

## British Columbia: Drama: Grade 12

	Grade 12 Theatre Performance students will:	Grade 12 Film and Television students will:	Grade 12 Theatre Production students will:
Company	<ul style="list-style-type: none"> <li>• demonstrate the responsibilities of their position in the organizational structure of a theatre company</li> <li>• demonstrate commitment to the rehearsal and performance process</li> <li>• delegate and accept responsibility in groups</li> <li>• demonstrate appropriate performance etiquette</li> <li>• collaborate to solve performance and production problems</li> <li>• refine personal goals for theatre performance</li> <li>• identify skills developed through the study of theatre performance that can be transferred to a variety of careers</li> </ul>		<ul style="list-style-type: none"> <li>• demonstrate the ability to delegate and accept responsibility in a theatre production team</li> <li>• demonstrate the ability to collaborate to solve theatre production problems</li> <li>• demonstrate commitment to the production process</li> <li>• apply procedures and etiquette for backstage and front-of-house communication during performance</li> <li>• demonstrate health and safety procedures and standards in theatre production</li> <li>• refine personal goals for theatre production</li> <li>• identify skills developed through the study of theatre production that can be transferred to a variety of careers</li> </ul>

### British Columbia: Music: Grade 3

	Prescribed Learning Outcomes <i>It is expected that students will:</i>	Suggested Achievement Indicators <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
Exploring and Creating	Sing and play classroom repertoire	<ul style="list-style-type: none"> <li>participate in a variety of classroom songs and singing games</li> <li>maintain a melodic or rhythmic part in a simple texture</li> <li>Explore differences between pitched and non-pitched percussion instruments</li> <li>Play classroom instruments in response to modeled examples</li> <li>Perform classroom repertoire, demonstrating the use of specific elements of expression, including: tempo, dynamics, articulation, timbre</li> </ul>
	Represent personal thoughts, images, and feelings experienced in classroom repertoire	<ul style="list-style-type: none"> <li>Use stories, movement, etc to communicate personal thoughts, images, and feelings experienced in classroom listening and performing repertoire</li> <li>Invent stories for music they hear</li> <li>Relate tempo, dynamics, articulation, and timbre to thoughts, images, and feelings evoked by specific live or recorded music selections</li> <li>Demonstrate willingness to share their responses to music experiences</li> </ul>
	Create music to interpret poems, stories, and songs	<ul style="list-style-type: none"> <li>Use repetition and pattern to explore, select, and organize familiar components such as: rhythmic patterns; melodic phrases; changes in dynamics, tempo, or articulation</li> <li>Use voice or instruments to improvise interpretations for poems, stories, or songs</li> <li>Create soundscapes or tone poems individually or in groups</li> </ul>
Elements and Skills	Perform rhythmic patterns and sequences from classroom repertoire	<ul style="list-style-type: none"> <li>Play rhythmic patterns using a variety of accented beats</li> <li>Maintain a repeated rhythmic pattern in a simple texture</li> <li>Use barred instruments, body percussion, voice, or non-pitched instruments to produce rhythm patterns and sequences</li> </ul>
	Sing simple melodies	<ul style="list-style-type: none"> <li>Sing in tune</li> <li>Sing melodies in one and a half octaves</li> <li>Use singing skills to change pitch and melodic direction accurately in response to cues</li> <li>Maintain a melody or repeated melodic phrase in a simple texture</li> </ul>
	Represent metre, rhythmic patterns, and melody	<ul style="list-style-type: none"> <li>Recognize and demonstrate a simple rhythmic phrase from notation using eighth, quarter, and half notes and rests</li> <li>Use invented notation or standard notation to represent simple metres or to represent melody</li> <li>Identify connections between invented notation and standard notation</li> <li>Identify and reproduce examples of simple form in rhythmic phrases in listening repertoire</li> <li>Use appropriate terminology to describe rhythm (e.g., quarter note, beat, ostinato)</li> </ul>
	Perform elements of tempo, dynamics, and articulation in classroom repertoire	<ul style="list-style-type: none"> <li>Describe changes in tempo in selections from classroom listening repertoire using appropriate terminology</li> <li>Maintain tempo while singing and playing</li> <li>Describe changes in dynamics in selection from classroom listening repertoire by using appropriate terminology</li> <li>Identify examples of legato and staccato in classroom listening repertoire, using appropriate terminology</li> <li>Classify pitched and non-pitched instruments according to timbre</li> <li>Perform classroom repertoire, demonstrating proficient use of specific elements of expression including tempo, dynamics, and articulation</li> </ul>
	Demonstrate appropriate use of classroom instruments	<ul style="list-style-type: none"> <li>Hold and play classroom instruments correctly</li> <li>Demonstrate proper care and storage of instruments and equipment</li> <li>Demonstrate respect for personal health and well-being in music activities</li> </ul>

## British Columbia: Music: Grade 3

	Prescribed Learning Outcomes <i>It is expected that students will:</i>	Suggested Achievement Indicators <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
Context	Participate in music activities from a variety of historical, cultural, and social contexts	<ul style="list-style-type: none"> <li>• Compare music from a variety of historical and cultural contexts, focusing on: choices of voices and instruments; themes; purposes and functions; relationship with other art forms</li> <li>• Describe sounds and music in the school and community</li> <li>• Actively engage in activities related to music from a variety of historical, cultural, and social contexts</li> </ul>
Presenting and Performing	Demonstrate appropriate performance skills in a range of music settings	<ul style="list-style-type: none"> <li>• Demonstrate willingness to participate in rehearsals and performances</li> <li>• Demonstrate respect for the contributions of others</li> <li>• Demonstrate performance skills appropriate to the setting</li> </ul>
	Identify aspects of a music presentation that evoke a response	<ul style="list-style-type: none"> <li>• Describe appropriate audience skills specific to a variety of music performance settings</li> <li>• Demonstrate willingness to reflect on and form an opinion about music presentations</li> <li>• Identify components of a music presentation that evoked a particular response.</li> </ul>

## British Columbia: Music: Grades 9 and 12

		Grade 9	Grade 12 Choral	Grade 12 Instrumental	Grade 12 Composition and Technology
Structure	Elements of Melody	<ul style="list-style-type: none"> <li>• Demonstrate ability to enhance tuning by altering pitch</li> <li>• Apply understanding of melodic direction and contour to expressive phrasing</li> <li>• Analyze patterns used in melody</li> <li>• Identify and represent melodies in various clefs and keys</li> <li>• Use appropriate music terminology to describe a range of melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate rhythmic fluency in choral music</li> <li>• Apply an understanding of the relationship between lyrics and rhythm to perform choral music</li> <li>• Refine abilities to internalize rhythmic patterns in simple and compound meters</li> <li>• Sight-read rhythmic patterns from appropriate repertoire</li> <li>• Refine skills in ear training and aural dictation to notate rhythmic patterns in simple and compound meters</li> <li>• Analyze pulse, meter, and rhythmic patterns in choral repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate rhythmic fluency in performing instrumental music</li> <li>• Refine abilities to internalize rhythmic patterns in simple and compound meters</li> <li>• Sight-read rhythmic patterns from appropriate repertoire</li> <li>• Refine skills in ear training and aural dictation to notate rhythmic patterns in simple and compound meters</li> <li>• Analyze pulse, meter, and rhythmic patterns in instrumental repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Compose, perform, and notate rhythms in increasingly complex meters</li> <li>• Compose using rhythms that reflect a diversity of cultures and styles of music</li> <li>• Describe pulse, meter, and rhythmic patterns in their own compositions using both traditional and contemporary terminology</li> </ul>
	Elements of Rhythm	<ul style="list-style-type: none"> <li>• Create, perform, and notate rhythms in a variety of meters</li> <li>• Analyze rhythmic choices in performing and listening repertoire</li> <li>• Use appropriate music terminology to describe a wide range of rhythmic patterns and meter</li> </ul>	<ul style="list-style-type: none"> <li>• Perform appropriate scales, intervals, and arpeggios</li> <li>• Analyze melodic structures in choral repertoire</li> <li>• Apply understanding of melodic structure to their performance of choral repertoire</li> <li>• Demonstrate fluency in sight-singing melodies from appropriate repertoire</li> <li>• Refine skills in ear training and aural dictation to notate melodies</li> </ul>	<ul style="list-style-type: none"> <li>• Perform major, minor, and chromatic scales from memory within the functional range of the instrument</li> <li>• Demonstrate fluency in sight-reading melodies from appropriate repertoire</li> <li>• analyze melodic structures in instrumental repertoire</li> <li>• Apply understanding of melodic structure to their performance of instrumental repertoire</li> <li>• Demonstrate an understanding of principles of transposition</li> <li>• Refine skills in ear training and aural dictation to notate melodies</li> </ul>	<ul style="list-style-type: none"> <li>• Notate pitch using a variety of traditional and non-traditional techniques</li> <li>• Identify increasingly complex intervals within a melodic pattern</li> <li>• Apply increasingly complex melodic contour to their own compositions</li> <li>• Use appropriate terminology to describe melodic patterns</li> </ul>



## British Columbia: Music: Grades 9 and 12

					British Columbia: Music: Grades 9 and 12				
		Grade 9		Grade 12 Choral		Grade 12 Instrumental		Grade 12 Composition and Technology	
	Elements of Expression	<ul style="list-style-type: none"> <li>Read and maintain a part accurately within complex harmonies and textures</li> <li>Apply an increasing range of dynamics, tempos, timbres and articulations in classroom repertoire</li> <li>Evaluate the use of the elements of expression in performing and listening repertoire</li> <li>Describe the elements of expression using appropriate music terminology</li> <li>Describe the elements of expression in terms of the physical properties of sound</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrate fluency in applying the elements of expression in choral repertoire</li> <li>Analyze the relationships among the elements of expression, rhythm, and melody in choral repertoire</li> <li>Demonstrate an ability to adapt the elements of expression in relation to the acoustics of the performance environment</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrate fluency in applying the elements of expression in instrumental repertoire</li> <li>Analyze the relationships among the elements of expression, rhythm, and melody in instrumental repertoire</li> <li>Demonstrate an ability to adapt the elements of expression in relation to the acoustics of the performance environment</li> </ul>		<ul style="list-style-type: none"> <li>Create a multi-timbral accompaniment to a given melody</li> <li>Manipulate the elements of expression in their compositions</li> <li>Compose music demonstrating an understanding of harmonic principles</li> <li>Compare the timbral qualities of various music styles in a variety of cultures</li> <li>Analyze the elements of expression using the appropriate terminology</li> </ul>	
	Form and Principles of Design	<ul style="list-style-type: none"> <li>Identify an expanded variety of forms</li> <li>Purposefully apply a variety of music forms and principles of design to composition</li> <li>Represent the form of a piece of music</li> <li>Use appropriate terminology to define aspects of form and principles of design</li> <li>Compare and contrast the form of a variety of music compositions</li> </ul>		<ul style="list-style-type: none"> <li>Analyze the style of choral repertoire in terms of the form and principles of design</li> <li>Compare form and principles of design in choral music with those in other artforms</li> <li>Apply knowledge of form and principles of design to create short choral compositions</li> </ul>		<ul style="list-style-type: none"> <li>Analyze the style of instrumental repertoire in terms of the form and principles of design</li> <li>Compare form and principles of design in instrumental music with those in other artforms</li> <li>Apply knowledge of form and principles of design to create short instrumental compositions</li> </ul>		<ul style="list-style-type: none"> <li>Compose music incorporating increasingly complex forms and principles of design</li> <li>Apply form and principles of design from a variety of historical, cultural, and stylistic contexts to music compositions</li> <li>Use appropriate terminology to describe form and the principles of design in their own work</li> </ul>	
	Thoughts, Images, and Feelings	<ul style="list-style-type: none"> <li>Represent thoughts, images, and feelings derived from music experiences</li> <li>Apply the elements of music to interpret and represent a broad range of thoughts, images, and feelings</li> <li>Demonstrate a willingness to share personal insights arising from experiences with music</li> <li>Explain personal meaning derived from music without reference to stories or visual artifacts</li> <li>Defend personal music choices, demonstrating awareness of the thoughts, images, and feelings that the music expresses</li> <li>Demonstrate respect for and understanding of the diversity of thoughts, images, and feelings evident in culturally, historically, and stylistically diverse music</li> </ul>		<ul style="list-style-type: none"> <li>Perform interpretations of choral music to communicate thoughts, images, and feelings</li> <li>Justify their interpretation of thoughts, images, and feelings in choral works</li> <li>Compare the expression of thoughts, images, and feelings in choral music to those expressed in other artforms</li> </ul>		<ul style="list-style-type: none"> <li>Perform interpretations of instrumental music to communicate thoughts, images, and feelings</li> <li>Justify their interpretation of thoughts, images, and feelings in instrumental works</li> <li>Compare the expression of thoughts, images, and feelings in instrumental music to those expressed in other artforms</li> </ul>		<ul style="list-style-type: none"> <li>Compose music that represents a broad range of thoughts, images, and feelings</li> <li>Compare musical expressions of thoughts, images, and feelings to other forms of expression</li> <li>Explain personal music preferences, demonstrating an awareness of the thoughts, images, and feelings expressed by music</li> </ul>	

## British Columbia: Music: Grades 9 and 12

		Grade 9	Grade 12 Choral	Grade 12 Instrumental	Grade 12 Composition and Technology
Context	Self and Community	<ul style="list-style-type: none"> <li>Use skills and attitudes appropriate to a range of music experiences in a variety of venues, as performer, participant, and audience, demonstrating:                             <ul style="list-style-type: none"> <li>an awareness of the sense of community</li> <li>audience and performer etiquette</li> <li>performance skills</li> <li>respect for others' contributions</li> </ul> </li> <li>Demonstrate an ability to critique the work of self and others</li> <li>Demonstrate an ability to contribute to the physical well-being of self and others while experiencing music</li> <li>Identify a range of career-related music experiences represented in the local community</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the skills and attitudes necessary to participate as a musician within society:                             <ul style="list-style-type: none"> <li>assuming leadership roles in a variety of contexts</li> <li>actively seeking and applying constructive criticism</li> <li>practicing individual and group rights and responsibilities in music performance</li> <li>being an advocate for music in the community</li> </ul> </li> <li>Apply elements of concert production to enhance choral performance</li> <li>Analyze issues related to vocal health and hearing safety</li> <li>Analyze factors affecting the production of music</li> <li>Identify skills developed through the study of choral music that can be transferred to a variety of careers</li> <li>Refine their plans for lifelong participation in music</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the skills and attitudes necessary to participate as a musician within society:                             <ul style="list-style-type: none"> <li>assuming leadership roles in a variety of contexts</li> <li>actively seeking and applying constructive criticism</li> <li>practicing individual and group rights and responsibilities in music performance</li> <li>being an advocate for music in the community</li> </ul> </li> <li>Apply elements of concert production to enhance instrumental performance</li> <li>Analyze health and safety issues related to instrumental music</li> <li>Analyze factors affecting the production of music</li> <li>Identify skills developed through the study of instrumental music that can be transferred to a variety of careers</li> <li>Refine their plans for lifelong participation in music</li> </ul>	<ul style="list-style-type: none"> <li>Revise their compositions in response to constructive feedback</li> <li>Demonstrate an understanding of the impact of technology on legal, moral, and ethical issues in composing music</li> <li>Analyze the ways that music can reflect or shape social values</li> <li>Critique music composed by themselves and others</li> <li>Recognize the knowledge, skills, and attitudes relevant to future careers</li> </ul>
	Historical and Cultural	<p><b>Historical and Cultural</b></p> <ul style="list-style-type: none"> <li>Compare and contrast music from a range of historical and cultural contexts, including their interrelationships</li> <li>Compare and contrast music created for a variety of purposes</li> <li>Demonstrate respect for music of various historical and cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the relationship between a composition and the contexts in which it was created</li> <li>Evaluate the purpose of choral music in a variety of contexts</li> <li>Identify the contributions of significant musicians, composers, and choral compositions from various historical periods and cultures</li> <li>Perform choral music, demonstrating an interpretation of its historical and cultural contexts</li> <li>Demonstrate an understanding of the ethical requirements for performing vocal music of various cultures</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the relationship between a composition and the contexts in which it was created</li> <li>Evaluate the purpose of instrumental music in a variety of contexts</li> <li>Identify the contributions of significant musicians, composers, and instrumental compositions from various historical periods and cultures</li> <li>Perform music, demonstrating an interpretation of its historical and cultural contexts</li> <li>Demonstrate an understanding of the ethical requirements for performing instrumental music of various cultures</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the historical, cultural, and stylistic influences in their compositions</li> <li>Demonstrate respect for music from various historical and cultural contexts when composing</li> <li>Compose music for the variety of purposes, venues, and audiences</li> </ul>

**British Columbia: Music: Grades 9 and 12**

		Grade 9	Grade 12 Choral	Grade 12 Instrumental	Grade 12 Composition and Technology
<b>Context</b>	Musicianship		<ul style="list-style-type: none"> <li>• Compose music that represents a broad range of thoughts, images, and feelings</li> <li>• Compare musical expressions of thoughts, images, and feelings to other forms of expression</li> <li>• Explain personal music preferences, demonstrating an awareness of the thoughts, images, and feelings expressed by music</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate competence in instrumental technique</li> <li>• Demonstrate skills and attitudes appropriate to a variety of instrumental performance contexts</li> <li>• Demonstrate an ability to respond to the direction of the conductor</li> <li>• Perform instrumental repertoire, demonstrating an understanding of its structural elements</li> <li>• Refine personal goals for instrumental performance</li> </ul>	
	Applications of Technology				<ul style="list-style-type: none"> <li>• Use increasingly complex technologies to create, reproduce, and manipulate music</li> <li>• Demonstrate an understanding of the physics and physical properties of sound</li> <li>• Use a variety of music technologies to manipulate sounds in compositions</li> <li>• Use sound synthesis to manipulate properties of sound</li> <li>• Use, care for, and maintain electronic tools, equipment, materials, and work space in a safe and environmentally sensitive fashion</li> <li>• Use appropriate terminology for technologies used in composition</li> </ul>

## British Columbia: Visual Art: Grade 3

	Prescribed Learning Outcomes <i>It is expected that students will:</i>	Suggested Achievement Indicators <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
Creative Processes	Use a variety of image sources to create images, including feelings, imagination, memory, observation, and sensory experience	<ul style="list-style-type: none"> <li>Name examples of images created: To represent feelings; From imagination; from memory; from observation; from sensory experiences</li> <li>Create images using feelings, imagination, memory, observation, and sensory experience</li> </ul>
	Create images using the image-development strategies of fragmentation, multiplication, and superimposition	<ul style="list-style-type: none"> <li>Create an image using fragmentation as an image-development strategy</li> <li>Create an image using multiplication as an image-development strategy</li> <li>Create an image using superimposition as an image-development strategy</li> </ul>
	Create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects: colour, shape, line, texture, pattern, radial balance	<ul style="list-style-type: none"> <li>Demonstrate various ways to use colour</li> <li>Create images that demonstrate the use of radial balance</li> <li>Sketch various types of lines based on images viewed</li> <li>Create images that demonstrate the use of pattern to produce a particular effect</li> </ul>
	Experiment with materials, technologies, and processes to create particular effects	<ul style="list-style-type: none"> <li>Compare the effects of materials, technologies, and processes used in two or more selected images viewed</li> <li>Experiment with technologies and processes based on examples viewed in class</li> <li>Create images using a variety of materials</li> <li>Create images using a variety of technologies and processes</li> </ul>
	Create 2-D and 3-D images: To communicate experiences, moods, and stories To illustrate and decorate That represent time as transformation	<ul style="list-style-type: none"> <li>Create images to communicate their own experiences</li> <li>Create images to depict a mood or feeling</li> <li>Create images to tell an imagined story</li> <li>Create images that represent concepts developed over time</li> </ul>
Skills and Strategies	Describe and apply image-development strategies including: Multiplication, Superimposition, Fragmentation	<ul style="list-style-type: none"> <li>Describe examples of multiplication, superimposition, and fragmentation in images viewed in the class, school, and community</li> <li>Create images that demonstrate the use of multiplication, superimposition, and/or fragmentation to produce a particular effect</li> </ul>
	Describe and apply specific visual elements and principles of design in images and in natural and human-built environments, including: colour, shape, line, pattern, texture, radial balance	<ul style="list-style-type: none"> <li>Identify examples of the use of colour, shape, line, pattern, texture, and radial balance in images viewed in the class, school, and community</li> <li>Create images that demonstrate the use of colour, shape, line, pattern, and/or texture to produce a particular effect</li> <li>Create images that demonstrate the use of radial balance to produce a particular effect</li> <li>Use appropriate terminology to describe elements and principles</li> </ul>
	Describe and apply a variety of materials, technologies, and processes to create images	<ul style="list-style-type: none"> <li>Name common classroom and home materials that can be used to make images</li> <li>Name common classroom technologies to make images</li> <li>Name common classroom and home processes that can be used to make images</li> <li>Select and use a variety of materials, technologies and processes to make images</li> <li>Use appropriate terminology to identify the materials, technologies, and processes used to create particular images</li> </ul>
	Demonstrate safe and environmentally responsible use of materials, technologies, and processes	<ul style="list-style-type: none"> <li>Identify safety considerations for the use of materials, technologies, and processes</li> <li>Identify environmental considerations for the use of materials, technologies, and processes</li> <li>Demonstrate appropriate setup, use, cleanup, and storage procedures for the materials, technologies, and workspaces they use</li> </ul>

### British Columbia: Visual Art: Grade 3

	Prescribed Learning Outcomes <i>It is expected that students will:</i>	Suggested Achievement Indicators <i>Students who have fully met the Prescribed Learning Outcome are able to:</i>
Context	Describe a variety of reasons people make and use visual arts	<ul style="list-style-type: none"> <li>List and discuss reasons people make and use visual art (e.g., enjoyment, communication, decoration, expressing cultural identity, expressing a memory, advertising)</li> <li>Identify examples of visual art in their homes, school, and community</li> <li>Give examples of how art can express the identity of a community (e.g., provincial and national symbols, sports team logos, cultural symbols)</li> </ul>
	Identify differences between original artworks and reproductions	<ul style="list-style-type: none"> <li>Identify examples of original artworks in the classroom, school, and community</li> <li>Give reasons for using reproductions of artworks</li> </ul>
Exhibition and Response	Describe their response to 2-D and 3-D images created: <ul style="list-style-type: none"> <li>To communicate experiences, moods, and stories</li> <li>From observation, memory, and imagination</li> <li>To illustrate and decorate</li> </ul>	<ul style="list-style-type: none"> <li>View and discuss images created to communicate personal experiences</li> <li>View and discuss portraits that show human emotions</li> <li>Use examples from their own experiences when responding to images (e.g., "This picture reminds me of the time I...")</li> <li>Suggest reasons for the use of elements and principles in their own and others' work</li> <li>Use appropriate terminology (e.g., multiplication, imagination, mood, superimpose) to describe images.</li> </ul>
	Suggest reasons for preferences in an artwork	<ul style="list-style-type: none"> <li>Demonstrate an awareness that particular images have personal value</li> <li>Respond to artworks viewed, stating a preference for particular works</li> <li>Compare preferences with those of their classmates</li> <li>Demonstrate respect for the preferences of others</li> <li>Use appropriate, constructive, descriptive vocabulary in their responses.</li> </ul>
	Display individual and group artworks in a variety of ways	<ul style="list-style-type: none"> <li>View and discuss a variety of displays of their own and others' artworks</li> <li>Create an artist's statement, based on a provided model, that describes their artworks</li> <li>Demonstrate respect for the work of self and others</li> </ul>

**British Columbia: Visual Art (including Media Arts): Grades 9 and 12**

		<b>Grade 9 students will:</b>	<b>Grade 12 Studio Art students will:</b>	<b>Grade 12 Media Arts students will:</b>
<b>Image development and design</b>	<b>Perceiving/ Responding</b>	<ul style="list-style-type: none"> <li>• use vocabulary related to 2-D and 3-D art forms and image development</li> <li>• compare and contrast a variety of images of a given subject in different media, styles, and techniques</li> <li>• identify a variety of imagery sources and analyze and evaluate image-development strategies used by self, peers, and others</li> <li>• analyze images (2-D and 3-D) to determine the purposes for which they have been created</li> <li>• recognize the importance of ethical considerations associated with reproduction as an image-development strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the use of image development strategies of artists in a specific visual expression area</li> <li>• Compare the use of image development strategies in a specific visual expression area across a variety of cultures</li> <li>• Identify personal bias in image development</li> <li>• Justify selection of image development strategies in their work</li> <li>• Critique the effect of design strategies on mood and message</li> <li>• Evaluate ethical and legal implications of using existing images in personal image making</li> <li>• Analyze the impact of new technologies on image development within a specific visual expression area</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the effect of images developed using two or more media arts technologies</li> <li>• Analyze the use of media arts technology to solve a specific design problem</li> <li>• Evaluate ethical, moral, and legal implications of using media arts technology to reproduce and distribute images</li> </ul>
	<b>Creating/Communicating</b>	<ul style="list-style-type: none"> <li>• develop and make images: using a combination of image-development techniques; using a variety of styles and movements; (or a series of images) that represent a subject or theme; that solve complex design problem, considering form and function; that deliberately engage more than one of the senses</li> <li>• draft and refine ideas relating to fields other than visual arts, using various image-development strategies and sources</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate self direction in selecting image sources and image development strategies to create images to achieve a specific purpose</li> <li>• Demonstrate self direction in applying design strategies to solve a design problem</li> <li>• Use a variety of image development strategies to create a series of images on a single concept</li> <li>• Select image development strategies to create a personal style within a specific visual expression area</li> <li>• Apply digital technologies in image development</li> </ul>	<ul style="list-style-type: none"> <li>• Create media arts images using a variety of design strategies and image sources, and justify selection</li> <li>• Identify and solve design problems using one or more media arts technologies</li> <li>• Adjust meaning by manipulating a single image through a variety of technologies and processes</li> <li>• Develop images that simultaneously challenge more than one sense.</li> </ul>

**British Columbia: Visual Art (including Media Arts): Grades 9 and 12**

		Grade 9 students will:	Grade 12 Studio Art students will:	Grade 12 Media Arts students will:
Context	Perceiving/Responding	<ul style="list-style-type: none"> <li>• Compare and contrast art careers in a variety of contexts</li> <li>• Demonstrate an understanding of the roles of artists and the visual arts in a variety of contexts</li> <li>• Demonstrate an understanding of the roles of artists and the visual arts in reflecting, sustaining, and challenging beliefs and traditions in society</li> <li>• Explain how the meanings and purposes of images are influenced by the context in which they are created or viewed</li> <li>• Demonstrate an awareness of the relationship between culture and style, and the use of materials, processes, and images associated with them</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate roles that visual arts have in reflecting, sustaining, and challenging beliefs and traditions in a range of cultures</li> <li>• Evaluate how content and form influence and are influenced by personal, historical, social, and cultural contexts</li> <li>• Analyze characteristics of images from a variety of cultures within a specific visual expression area</li> <li>• Compare issues of Aboriginal artforms in BC within a specific visual expression area to those of another indigenous culture</li> <li>• Justify a position on ethical issues affecting the production of image in a specific visual expression area</li> <li>• Identify skills developed through the study of visual arts that can be transferred to a variety of careers</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze roles that media arts have in reflecting, sustaining, and challenging beliefs and traditions</li> <li>• Evaluate how content and form influence and are influenced by historical, social, and cultural context</li> <li>• Justify personal interpretation of and preferences for media artworks</li> <li>• Demonstrate an understanding of the skill and training needed to pursue media arts careers</li> </ul>
	Creating/Communicating	<ul style="list-style-type: none"> <li>• Create images that:                             <ul style="list-style-type: none"> <li>– support or challenge personal and societal beliefs, values, traditions, or practices</li> <li>– demonstrate an awareness of the styles of various artists, movements, and periods</li> <li>– respond to historical and contemporary images or issues</li> <li>– reflect a sense of personal and social responsibility</li> </ul> </li> <li>• Make and arrange a display or portfolio of work, taking into consideration the nature of the artwork, venue, and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Create images within a personal visual expression area:                             <ul style="list-style-type: none"> <li>– that reflect personal contexts</li> <li>– that support or challenge beliefs, values, traditions</li> <li>– that incorporate characteristics of other artists, movements, and periods in personal style</li> <li>– that reflect historical and contemporary issues</li> <li>– that reflect art movements</li> <li>– for specific purposes</li> </ul> </li> <li>• Develop a presentation of images within a specific visual expression area for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of media arts technologies to create images that:                             <ul style="list-style-type: none"> <li>– support or challenge beliefs, values, and traditions</li> <li>– incorporate characteristics of other artists, movements, and periods in personal style</li> <li>– reflect historical and contemporary issues</li> </ul> </li> <li>• Select and defend choices of media arts technologies, form, and content to reflect the intended audience and purpose</li> <li>• Develop a presentation of media arts images for a specific purpose or venue</li> </ul>

**British Columbia: Visual Art (including Media Arts): Grades 9 and 12**

		Grade 9 students will:	Grade 12 Studio Art students will:	Grade 12 Media Arts students will:
Visual Elements and Principles of Art and Design	Perceiving/ Responding	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary in oral and written analyses of works of art</li> <li>• Analyze how individual visual elements and principles of art and design are used to create meaning in images</li> <li>• Analyze how the physical qualities of visual elements and principles of art and design are used to create effects and mood in representational and non-representational images</li> <li>• Evaluate personal use of the elements and principles of art and design</li> </ul>	<ul style="list-style-type: none"> <li>• Critique how particular elements and principles are used to create meaning/effect in images</li> <li>• Compare expressive and physical qualities of a selected visual element as used in a variety of images within a specific visual expression area</li> <li>• Compare characteristics of particular elements and principles within a visual expression area in various cultures</li> <li>• Analyse the use of particular elements and principles in aboriginal artforms in BC within a specific visual expression area</li> <li>• Predict the effect of altering particular elements and principles in selected images</li> <li>• Justify selection of elements and principles within a specific visual expression area</li> <li>• Analyze how particular relationships of elements and principles influence personal preference</li> <li>• Analyze the role of elements and principles in art styles and movements within a specific visual expression area</li> <li>• Use appropriate visual arts terminology in art criticism.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate how the visual elements and principles of art and design are manipulated to:                             <ul style="list-style-type: none"> <li>– Convey a message</li> <li>– Create an effect</li> <li>– Influence personal preference</li> </ul> </li> <li>• Analyze symbolic and cultural associations of visual elements and principles of art and design in media arts</li> <li>• Predict the impact of altering visual elements and principles of art and design in selected media artworks</li> </ul>
	Creating/ Communicating	<ul style="list-style-type: none"> <li>• Create images that:                             <ul style="list-style-type: none"> <li>– deliberately employ physical and expressive qualities of the visual elements and principles of art and design to create an effect or mood</li> <li>– use a selected element of art to convey an idea or concept</li> <li>– combine and emphasize particular visual elements and principles of art and design</li> </ul> </li> <li>• Create variations of an image through manipulation of particular elements or principles of art and design</li> </ul>	<ul style="list-style-type: none"> <li>• Create images within a specific visual expression area that demonstrate effective use of elements and principles to convey the intended mood or message</li> <li>• Manipulate visual elements and principles of art and design within a specific visual expression area to:                             <ul style="list-style-type: none"> <li>– achieve a specific purpose</li> <li>– alter the meaning or effect of images</li> <li>– reflect stylistic or cultural influences</li> </ul> </li> <li>• Create a series of images within a specific visual expression area that demonstrate particular elements and principles</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of media arts technologies to create a series of images that demonstrate the qualities of particular visual elements and principles of art and design</li> <li>• Manipulate and justify selection of visual elements and principles of art and design in order to:                             <ul style="list-style-type: none"> <li>– alter the meaning or effect of images</li> <li>– reflect cultural and stylistic influences</li> <li>– achieve a specific emotional response</li> </ul> </li> </ul>



**British Columbia: Visual Art (including Media Arts): Grades 9 and 12**

		Grade 9 students will:	Grade 12 Studio Art students will:	Grade 12 Media Arts students will:
<b>Materials, Technologies, and Processes</b>	<b>Perceiving/Responding</b>	<ul style="list-style-type: none"> <li>• Apply vocabulary for materials, processes, and technologies used in 2-D and 2-D image development</li> <li>• Analyze the contribution of materials, processes, and technologies to the meaning and function of an image and evaluate the appropriateness of their use</li> <li>• Evaluate the skills and techniques associated with the use of particular materials and processes in a given work</li> <li>• Identify tools and equipment used to create images</li> <li>• Demonstrate an awareness of safety and environmental considerations related to materials, technologies, and processes</li> <li>• Demonstrate respect for their own work and the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the effect of the selection of materials, technologies, and processes on the meaning and purpose of images within a specific visual expression area</li> <li>• Analyze the evolution of particular technologies used to make images in a specific visual expression area</li> <li>• Analyze issues related to the use of materials, technologies, and processes within a specific visual expression area</li> <li>• Evaluate ethical and legal implications of using technology to reproduce and distribute images</li> <li>• Use appropriate art terminology to discuss materials, technologies, and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the materials, media arts technologies, and processes used in creating images and given media artworks</li> <li>• Evaluate the effect of the selection of materials, media arts technologies, and processes on the meaning and purpose of images</li> <li>• Describe the evolution of specific media technologies used to make images, and predict future developments</li> <li>• Consistently use appropriate vocabulary when discussing media artworks and associated materials, technologies, and processes</li> </ul>
	<b>Creating/Communicating</b>	<ul style="list-style-type: none"> <li>• Use a variety of materials, technologies, and processes, alone and in combination, to make personally meaningful images</li> <li>• Select materials, technologies, and processes appropriate for a planned work</li> <li>• Use, care for, and maintain materials, technologies, and work space in a safe and environmentally sensitive fashion</li> <li>• Invent and construct a technology for an applied use</li> <li>• Demonstrate a willingness to try unfamiliar materials and processes and adapt familiar materials for unfamiliar uses</li> </ul>	<ul style="list-style-type: none"> <li>• Set personal goals for skill development in the use of materials, technologies, and processes in a specific visual expression area</li> <li>• Demonstrate self direction in selecting materials, technologies, and processes specific to a specific visual expression area</li> <li>• Manipulate a combination of materials, technologies, and processes for a particular purpose within a specific visual expression area</li> <li>• Select materials, technologies, and processes to create a series of images on a concept within a specific visual expression area</li> <li>• Demonstrate independence in planning and preparing materials, technologies, and processes within a specific visual expression area</li> <li>• Demonstrate independence in using materials, equipment, and workspace in a safe and environmentally sensitive manner</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of materials, media arts technologies, and processes proficiently to create images</li> <li>• Manipulate a combination of materials, media arts technologies, and processes to support intent of media artworks</li> <li>• Use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner</li> <li>• Apply appropriate procedures associated with a specific position in a production team to create media artworks</li> </ul>

## Sources

Arts Education Overview

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/2010\\_art\\_education\\_overview.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/2010_art_education_overview.pdf)

Arts Education: Dance K-7

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/2010dancek7.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/2010dancek7.pdf)

Arts Education: Drama K-7

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/2010dramak7.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/2010dramak7.pdf)

Arts Education: Music K-7

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/2010musick7.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/2010musick7.pdf)

Arts Education: Visual Arts K-7

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/2010dramak7.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/2010dramak7.pdf)

Dance 8-10

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/support\\_materials/da10\\_sup.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/support_materials/da10_sup.pdf)

Drama 8-10

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/1995drama810.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/1995drama810.pdf)

Music 8-10

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/1995music810.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/1995music810.pdf)

Visual Arts 8-10

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/support\\_materials/va10\\_sup.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/support_materials/va10_sup.pdf)

Dance 11 and 12: Performance and Choreography

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/1997dance1112\\_perfchoreo.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/1997dance1112_perfchoreo.pdf)

Drama 11 and 12: Film and Television

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/1998drama1112\\_filmtv.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/1998drama1112_filmtv.pdf)

Drama 11 and 12: Theatre Performance and Theatre Production

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/2002drama1112\\_theatreper\\_produc.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/2002drama1112_theatreper_produc.pdf)

Music 11 and 12: Composition and Technology

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/1997music1112\\_comptech.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/1997music1112_comptech.pdf)

Music 11 and 12: Choral Music and Instrumental Music

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/2002music1112\\_choralinstrum.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/2002music1112_choralinstrum.pdf)

Visual Arts 11 and 12: Art Foundations and Studio Arts

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/2002visualarts1112\\_artfoundstudioarts.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/2002visualarts1112_artfoundstudioarts.pdf)

Visual Arts 11 and 12: Media Arts

[http://www.bced.gov.bc.ca/irp/pdfs/arts\\_education/1997visualarts1112\\_mediaarts.pdf](http://www.bced.gov.bc.ca/irp/pdfs/arts_education/1997visualarts1112_mediaarts.pdf)

## CHINA

**Title of documents:** *Fine Arts Curriculum Standards; Music Curriculum Standards*

**Year created:** 2003

Disciplines and Age/Grade Levels Addressed			
	Grades 1-2	Grades 3-6	Grades 7-9 (lower secondary)
Dance			
Media Arts			
Music	✓	✓	✓
Theatre/Drama			
Visual Art	✓	✓	✓
Other			

### Goals for arts education

**Note:** *This summary report utilizes translations of the Fine Art and Music standards from the original Chinese by a College Board Associate; some information may remain unclear.*

China has the tradition of valuing art education in educational institutions. The third National Conference on Education since China adopted the policy of reform has once again included students' development in art in the national guidelines for education. In recent years, rapid progress has been achieved in art education in regular educational institutions. A scientific administrative system over art education has been formed covering all regions of the country. A series of guiding documents concerning art education has been issued. The teaching structure of art education, inter-related between all stages from primary school, junior, and senior secondary school to university, has taken an initial shape.

### Structure and content of standards

The standards for visual art and music share the same basic structure: each discipline has a set of **major objectives**, and **sub-objectives** organized into additional secondary categories. These objectives apply to all levels of study. The categories of these secondary objectives are:

Music	Visual Art
<ul style="list-style-type: none"><li>• Attitude and values</li><li>• Process and method</li><li>• Knowledge and skills</li></ul>	<ul style="list-style-type: none"><li>• Art and emotion</li><li>• Art and culture</li><li>• Art and science</li></ul>

Beyond these overarching objectives, the standards contain more specific **learning objectives**, organized by grade band. These objectives identify the types of arts experiences students should have at each level, and the types of skills and abilities they should be cultivating. The learning objectives for each arts discipline are outlined in the discipline-specific overviews on the following pages.

## Content of learning objectives

### *Visual Arts*

The visual arts standards have been divided into four categories: **modeling, design/application, appreciation/critique**, and **integration/exploration**. The modeling and design/application standards seem to cover basic art skills: materials, techniques, and elements of design. The appreciation/critique category contains standards related to analysis, description, and discussion of art works. In later stages there are criteria for judging works of art and considering the cultural context of works of art. The integration and exploration category contains standards for encouraging cross-curricular, community, and performance learning. There is an emphasis on the observation of nature and on developing social skills. Students are expected to learn to use art skills to express feelings and thoughts. The characteristics and history of Chinese art receive much attention as does the importance of working collaboratively.

### *Music*

Music objectives are addressed in categories as well: **attitude and values** (emphasizing music appreciation, **lifelong learning, respect** and **patriotism**), process and method (which is further divided into categories titled experience, imitation, inquiry, cooperation, and connection), and knowledge and skills (describing basic music-related skills and abilities). In addition to the common acquisition of skills and knowledge, the objectives emphasize developing good social skills and a “positive and optimistic attitude toward life.”

## China: Fine Arts [Visual Art]

From the *Fine Arts Curriculum Standards*: “Students participate, individually or collaboratively in groups, in a variety of art activities, try a variety of tools, materials, and production processes, learn the methods of art appreciation and critique, enrich their visual and aesthetic experiences, and experience the fun of art activity, developing lasting interest in art. They gain access to knowledge of art and learn basic art terminology, express their emotions and ideas, and enrich their environment and life experience. In the process of learning fine arts, students develop creativity, art skills, and art literacy, and cultivate aesthetic understanding and character.”

### Major objectives:

“Through the different stages of learning, students continuously learn the basic art skills and develop awareness and appreciation of art, and the ability to perform and create, reflect on and evaluate art. They learn to exchange opinions and work collaboratively and improve the taste of life, and develop qualities such as respect, caring, friendship, sharing, and are enabled to develop artistically and in terms of their integrity as well.”

### Sub-objectives:

1. Understand the elements and principles of art
2. Through arts activities, enhance awareness of life, expanding the life experience, and experience the joy of living.
3. Through the interaction of art and life experience, transform artistic experience, and develop the ability to enrich one’s life experience through art

Additional objectives are presented in three categories: **Art and Emotion**, **Art and Culture**, and **Art and Science**.

### Art and Emotion (feeling)

1. Learn to use the basic art skills to express one’s feelings and thoughts creatively.
2. Understand and feel what is expressed by different works of art and artistic expression and thus enrich one’s understanding of life experience.
3. Experience, understand and reflect on how life experiences enrich artistic creation and performance and improve aesthetic appreciation.

### Art and Culture

1. Explore and compare our national artistic style and cultural and historical backgrounds. Learn their unique presentation, and learn to appreciate the value of the national art.
2. Understand the art of different parts of the world: understand their unique styles and cultural and historical backgrounds, learn to respect cultural diversity.
3. Learn to recognize and understand the cultural significance of the arts of different historical times in different regions.

### Art and Science

1. Understand how scientific discoveries and technological progress affect the promotion of artistic development.
2. Learn how artistic imagination and aesthetic requirements impact science and technology development.
3. Try to combine the learning of art and science and technology. Create art based on the understanding of nature, the environment, and life sciences. Promote better connection between scientific thought and artistic thinking.

China: Art Learning Objectives				
Stage	Modeling	Design/Application	Appreciation/Critique	Integration/Exploration
Stage One (Grades 1-2)	Try different tools, paper, and other easily found materials, observing and making art freely and creatively; experience the fun of doing art	With different tools and easy to find media and materials, enjoy doing art through activities such as painting, making simple combinations of media and decoration	Analyze and appreciate the various shapes and color of art works, and express their feelings and opinions	Use games to create and show their art work on particular assigned themes, or topics of their choice and imagination
Stage Two (Grades 3-4)	Gain preliminary understanding of form, color, and texture; learn how to use various tools and experience the effects of different media; use observation of art and creation of art to stimulate imagination and creative design	Learn such principles as contrast, harmony, symmetry, and balance; learn some basic methods of design and art making, and do simple design and decoration; feel the difference between design and other arts activities	Observe and appreciate natural beauty and various works of art, their color and texture; describe, orally and in writing, the art they observe; express their analytical thinking and comments on the art work	Through the use of games, do art creation in connection to what they learn in their language arts and music classes; show their artwork and express their creative intentions
Stage Three (Grades 5-6)	Using various forms of shape, color, texture, and space, and descriptive and dimensional modeling methods, and selecting suitable tools and materials for their own purpose, create art works to record and capture what they see, hear, feel, and think	Apply such principles and techniques as contrast and harmony, symmetry and balance, rhythm and rhyme combinations, to design and create art to beautify their surroundings	Understand and appreciate the characteristics of the beauty of nature and of art work, by means of description, analysis, and discussion; demonstrate understanding of the diversity of artistic expression; use simple art terminology to express their feelings and understanding of fine art	Combine the learning of art with other school subjects and community activities, in planning, production, and performance of art; demonstrate the relationship between art and traditional culture and the natural environment
Stage Four (Grades 7-9)	Intentionally use such artistic techniques as shape, color, texture, space, and light contrast; select the appropriate tools, materials, and forms and explore different creation methods to create art that shows individuality and originality and expresses personal thoughts and emotions	Understand the major design categories and their features; use contrast and harmony, symmetry and balance, rhythm and rhyme, diverse and unified combination principles, utilizing the characteristics of the medium, to create art works that beautify their surroundings	Appreciate and understand the forms and content of natural beauty and fine art; develop the ability to appreciate the aesthetics of art; understand Chinese and foreign art development, gaining respect for cultural heritage; comment on art works using art terminology	Study and understand the relationship between art, traditional culture, and the natural environment; record, plan, and produce performances and other events using art; through interdisciplinary learning, understand common themes and common principles

## China: Music

The objective of the music curriculum is, through a variety of music activities, to cultivate students' musical taste and their ability to analyze and appreciate music, as well as developing their performance and creative abilities; to improve their music literacy, and enrich their life experience and emotional experience. The major objectives of the curriculum can be divided into the following three areas:

**Attitude and Values, Process and Method, and Knowledge and Skills.**

### Attitude and Values

1. Enrich the students' life experience and develop positive and optimistic attitude toward life through music learning: Through learning music, students develop love of life and a positive attitude toward others including relatives, friends, and all other people.
2. Develop music interests, and establish a desire for lifelong learning: Using a variety of means, guide students into learning about music; develop the basic music skills and music fundamentals; develop appreciation of good music and lay the foundation for life-long music learning.
3. Improve music appreciation, and cultivate character and integrity: Through the study and understanding of music, its style, and how human feeling and understanding of the meaning of human feelings are reflected in music, students develop healthy aesthetic interest and cultivate their character.
4. Cultivate the spirit of patriotism and the sense of collectivism (ability to work collaboratively): Through the study of musical works, which embody the beauty of the country's mountains and rivers, people, history, culture, and social development, cultivate students' feelings of patriotism; through practice of music activities, cultivate students' ability to understand and respect others, and to work collaboratively and cooperatively.
5. Respect for art and multiculturalism: Respect artists and their art work; develop the ability to appreciate the arts. Through the study of the arts of different countries, different nationalities, different times of work, develop awareness and respect for the art of the nation and of other countries and cultures.

### Process and Method

1. Experience: With a complete and full engagement with music, students cultivate their music aesthetics; through positive experience of music, their imagination is inspired, as well as their independent thinking and creativity.
2. Imitation: In age- and skills level-appropriate activities, students learn the basic elements of music, developing their music ability and appreciation through imitation, laying the foundations for music performance and further development of creative ability.
3. Inquiry: Through improvisation and creation of simple music works, students explore and develop their creativity.
4. Cooperation: Through group performances and practice, students develop a sense of cooperation and the ability to work collaboratively in groups.
5. Connection: Combining the learning of music with the learning of other art forms, students gain a fuller understanding of music's importance and the value of human artistic activity.

## Knowledge and Skills

1. Basic knowledge of music: Learning and understanding the basic elements of music (such as strength, speed, tone, rhythm, melody, harmony, etc.), the structure of music (musical form), and various music genres, students form a basis of music appreciation.
2. Basic music skills: Students learn to sing and to play various music instruments, developing their self-confidence; they listen to examples and learn to read scores; they apply their knowledge in performance.
3. Artistic creation and understanding of the historical background: In a free and spontaneous creative expression of their emotions through music, students develop basic music knowledge and skills. By learning about genres, and composers' styles, biographical, and historical backgrounds, they learn the history of the development of Chinese and Western music.
4. Music and related culture: Students learn how music links with the other arts; they learn about the different features/characteristics of the different categories of art and art forms, and how different art forms connect with each other. Based on their own life experience and their cumulative knowledge, they explore the social function of music.

## Learning Objectives by Stages

In the 9-year compulsory curriculum, music study is divided into three stages.

China: Music Learning Objectives	
Grades 1-2	<ul style="list-style-type: none"><li>• Design and implement learning activities according to the characteristics of the children at this stage of learning, such as their curiosity, energy, and good imitation ability.</li><li>• Engage students through the use of songs, dance, photos, and intuitive teaching. Choose listening examples that are short and interesting and that engage students' imagination.</li><li>• Through singing and playing simple instruments alone and in groups, develop students' ability to express themselves and to participate in music performance and other artistic activities.</li><li>• Cultivate their positive attitude and friendship with others.</li></ul>
Grades 3-6	<ul style="list-style-type: none"><li>• Expand knowledge and cognitive development in more areas of student life, and encourage students to explore and develop their creative ability.</li><li>• Guide students to a broader experience of music, enriching the teaching repertoire of genre and forms, and build students' interests in music through interactive and effective teaching.</li><li>• In a variety of repertoire of song and instrumental music, foster students' willingness to participate in musical performances. Cultivate music appreciation and their critical ability.</li><li>• Foster artistic imagination and creativity. Cultivate positive attitude and friendship with others.</li></ul>
Grades 7-9	<ul style="list-style-type: none"><li>• At this stage students mature physically and psychologically, and their desire to participate and interact with others becomes stronger. They have wider access to knowledge and information and form their own musical preferences, being stronger emotionally than students of grades 1-6.</li><li>• Teachers should increase the variety of repertoire, to consolidate and improve the students' basic skills of music performance and broaden their scope of music appreciation.</li><li>• They should more consciously integrate humanistic studies into the teaching of grade 7-9 students.</li><li>• Students at this stage undergo some changes in their voice development and efforts should be made to help students achieve a healthy voice change.</li><li>• Choosing a variety of repertoire and styles of music for students to listen to and perform, enhance their interest in music, enable them to participate more in musical activities, improve their abilities of music perception and critical evaluation, and enrich and enhance their artistic imagination and creativity.</li><li>• Cultivate students' positive attitude and abilities of collaboration and cooperation in a creative and supportive performance and practice environment.</li></ul>



## Sources

China Education and Research Network

[http://www.edu.cn/english\\_1369/index.shtml](http://www.edu.cn/english_1369/index.shtml)

Music (Translated)

<http://www.microsofttranslator.com/bv.aspx?ref=Internal&from=&to=en&a=http://www.being.org.cn/ncs/music/music.htm>

Fine Art (Translated)

<http://www.microsofttranslator.com/bv.aspx?from=&to=en&a=http%3A%2F%2Fwww.being.org.cn%2Fncs%2Ffine-arts%2Ffine-arts.htm>

Overview of Arts Education in Asia

[http://portal.unesco.org/culture/en/files/40481/12668581593Overview\\_Arts\\_Education\\_in\\_Asia.pdf/Overview%2BArts%2BEducation%2Bin%2BAsia.pdf](http://portal.unesco.org/culture/en/files/40481/12668581593Overview_Arts_Education_in_Asia.pdf/Overview%2BArts%2BEducation%2Bin%2BAsia.pdf)

## FINLAND

**Document title:** *National Core Curriculum for Basic Education*

**Year Created:** 2003/2004

Disciplines and Age/Grade Levels Addressed			
	Grades 1-4	Grades 5-9	Secondary
<b>Dance</b>	Dance is referenced in physical education objectives/core content	Dance is referenced in physical education objectives/core content	
<b>Media Arts</b>	<ul style="list-style-type: none"> <li>Media literacy referenced in <i>Mother Tongue and Literature</i> standards;</li> <li><i>The media and visual communication</i> is a component of visual art standards</li> </ul>	<ul style="list-style-type: none"> <li>Media literacy referenced in <i>Mother Tongue and Literature</i> standards;</li> <li><i>The media and visual communication</i> is a component of visual art standards</li> </ul>	
<b>Music</b>	✓	✓	✓
<b>Theatre/Drama</b>			
<b>Visual Art</b>	✓	✓	✓
<b>Other</b>	Crafts	Crafts	

The standards for music, art, and crafts are published as part of the *National Core Curriculum for Basic Education*. The meaning and purpose of this document was described by the Finnish National Board of Education: “The national core curriculum for basic education specifies the objectives and core contents of cross-curricular themes, subjects, and subject groups in basic education intended for pupils receiving compulsory education, and of other education as referred to in the Basic Education Act, with the exception of pre-primary education. The national core curriculum for basic education constitutes a regulation, on the basis of which the provider of basic education will take decisions respecting curriculum.”

The Finnish National Board of Education specifies that there are *nine* art forms to have objectives and core curricula, including music, literary arts, dance, performing arts (circus and theatre) and visual arts (architecture, audiovisual art, visual arts, and craft); however, the *National Core Curriculum* documents feature stand-alone guidelines for only *three* of these areas: art, music, and craft. Upon closer examination, it appears that this statement by the Board of Education may refer not to nine separate sets of standards, but to references to these varied art forms existing *within the standards of other disciplines*. For example:

- There are a small number of references to dance in the objectives and core content for physical education;
- *Environmental aesthetics, architecture, and design* is a category within the visual art document. References to media art and visual communication are included in these standards as well.
- There are a limited number of references to theatre in the “mother tongue and literature” objectives and core content. This document briefly references concepts related to media literacy as well.

## Goals for arts education

The Finnish National Board of Education's statement on basic education in the arts asserts that "basic education in the arts is goal-oriented, progressing from one level to another. It teaches children skills in self-expression and capabilities needed for vocational, polytechnic, and university education in their chosen art form. Participation is voluntary. Basic education in the arts is provided by music, art, dance, visual arts and craft schools, and other institutes, both public and private, which receive government grants."

Beyond these general cross-disciplinary statements, the core curriculum documents for art, crafts, and music each feature their own overarching goals of instruction, featured in the discipline-specific tables on the following pages. Many of the same general themes and big ideas are referenced in all three sets of goal statements. Among them are:

- Using the various art forms as vehicles for self-expression;
- Forming personal interests within an arts discipline
- Deriving personal satisfaction from engagement with the arts
- Using the arts as a tool for learning about and understanding Finnish culture and other cultures
- Developing an inquisitive attitude and skills of investigation and creative problem solving.

## Structure and content of standards

At each grade band level, the standards outline two categories of information that guide the teaching and learning of art, craft, and music. These are objectives and core contents. **Objectives** are statements describing the skills and understandings in the arts that should be addressed at different grade levels.

**Core contents** are more specific descriptions of tasks that students may undertake in order to meet the criteria outlined in the objectives. For example, a grade 5-8 music objective is for students to "learn to examine and evaluate various sound environments critically, and to broaden and deepen their knowledge of different genres and styles of music." The core contents related to this objective instruct teachers to use "diverse listening selections and their analysis in terms of time, locale, and culture."

The objectives and core contents between the different disciplines do share many commonalities:

- They all refer to the importance of understanding the **basic elements and principles** of each art form,
- They emphasize a **breadth of experiences** in the arts – including experience with a diverse musical repertoire, or practice using an array of media in visual art
- They emphasize **refinement of creative and performance skills** as the grade levels progress, and
- They emphasize refining skills related to **analysis and interpretation** of art works and performances, including one's own.

The objectives and core contents vary from one another in other respects. While the core contents for music are somewhat general, those for visual arts are divided into four subcategories (*visual expression and thinking; artistic knowledge and cultural expertise; environmental aesthetics, architecture and design; and the media and visual communication*) that suggest a somewhat more closely directed line of study. Specific media and processes (including "combining image and text," photography, and digital imaging) are recommended, as is study of architecture and the built environment.

## Assessment

Assessment in the arts is addressed in three different ways in the Finnish national curriculum:

- In grades 1-4, the objectives and core contents are followed by a “description of a good performance at the end of the fourth grade.” Music students, for example, should be able to use their voices so they can sing in unison with others, master a repertoire of songs (some of them by heart), and be able to express their listening experiences using words, images, or movement. These concrete descriptions of student performance can easily be adapted by educators for assessment purposes.
- The material for grades 5-9 includes “final assessment criteria for a grade of 8.” The overall approach is similar to that of the earlier grades, in that this section once again offers a list of skills students should have mastered by this point; the difference at this level is that the concept of assessment is being addressed more directly.
- At the secondary level, specific assessment criteria are not offered. Instead, the topic of assessment is addressed by recommending a diversity of approaches for assessing student learning, including self-assessment by the student. Emphasis is placed on the ongoing, interactive nature of assessment at the secondary level, rather than isolated examinations or reviews of student performance.

## Finland: Goals of Music instruction

Primary and lower secondary	Upper secondary
<ul style="list-style-type: none"> <li>• Help the pupils find their objects of interest in music and give them means of expressing themselves musically</li> <li>• Help the pupil understand that music is tied to time and situation.</li> <li>• Provide tools for the pupils to form their own musical identities</li> <li>• Develop skills through long-term practice based on repetition.</li> <li>• Develop social skills such as responsibility, constructive criticism, and the acceptance and appreciation of a diversity of cultures and skills.</li> <li>• The development of the pupil's overall expression must be bolstered by seeking connections with other subjects</li> <li>• Music instruction utilizes possibilities offered by technology and the media</li> </ul>	<ul style="list-style-type: none"> <li>• Music instruction at the upper secondary school is based on the idea that music plays a significant part in human culture.</li> <li>• A personal relationship with music will reinforce their self-knowledge and holistic well-being and will support their self-esteem.</li> <li>• Students will learn to understand diverse manifestations and meanings of music.</li> <li>• The role of instruction is to provide students with experiences, skills, and knowledge that will expand their musical education and encourage them to take a lifelong interest in music.</li> <li>• Music instruction will focus on students' own expression, creativity, interaction skills and positive experiences.</li> <li>• Their musical competence, thinking, and ability to assess their own actions will develop in interaction with their peers and the teacher.</li> <li>• Making music together is a unique form of group activity, which will reinforce social and communication skills.</li> <li>• The core contents of instruction comprise making music and listening to it.</li> <li>• Music studies will consolidate students knowledge of their own culture and other cultures, It will help them to appreciate cultural diversity</li> </ul>

## Finland: Music Curriculum: Primary and Lower Secondary levels

	Objectives	Core Contents	Assessment Criteria
Grades 1-4	<p>The pupils will learn to</p> <ul style="list-style-type: none"> <li>• use their voices naturally and express themselves by singing, playing instruments and moving, both in a group and alone</li> <li>• listen to and observe the sound environment and music actively and intently</li> <li>• use different elements of music as ingredients of composing</li> <li>• understand the diversity of the musical world</li> <li>• act responsibly as members of a music-making group and as music listeners</li> </ul>	<p>Instruction will include</p> <ul style="list-style-type: none"> <li>• exercises using the voice by speaking, talking nonsense, and singing; age-appropriate song games</li> <li>• repertoire of songs; singing exercises that prepare the pupils for singing in parts</li> <li>• instrumental repertoire and exercises that prepare the pupils for playing together, using rhythmic, melodic and harmonic instruments, and their bodies as instruments, with exercises that develop a basic sense of beat serving as the starting point</li> <li>• listening to a variety of music, using various means of activation; describing one's own experiences and ideas</li> </ul>	<p>The pupils will</p> <ul style="list-style-type: none"> <li>• know how to use their voices so that they can sing in unison with others</li> <li>• make out the basic beat of a piece of music so that they are able to participate in instrumental practice and play their instruments together</li> <li>• master a repertoire of songs, some of them memorized</li> <li>• know how, as individuals and group members, to invent their own musical solutions, for example in echo, question/response and solo/tutti exercises, using sound, movement, rhythm, or melody</li> <li>• recognize the music they hear and be able to express their listening experiences using words, images, or movement</li> <li>• know how to act as members of a music-making group, taking the group's other members into account</li> </ul>
Grades 5-8	<p>The pupils will learn to</p> <ul style="list-style-type: none"> <li>• maintain and improve their abilities in different areas of musical expression, acting as members of a music-making group</li> <li>• learn to examine and evaluate various sound environments critically, and to broaden and deepen their knowledge of different genres and styles of music</li> <li>• learn to understand the tasks of music's elements - rhythm, melody, harmony, dynamics, tonal color, and form - in the formulation of music, and to use the concepts and notations that express these elements</li> <li>• build their creative relationship with music and its expressive possibilities, by means of composing</li> </ul>	<p>Instruction will include</p> <ul style="list-style-type: none"> <li>• exercises that develop voice control and vocal expression; single- and multiple-voiced repertoire representing different styles and genres, with part of the repertoire memorized</li> <li>• exercises that develop skills for playing instruments together; Instrumental repertoire representing different musical cultures and styles in a varied way</li> <li>• diverse listening selections and their analysis in terms of time, locale, and culture</li> <li>• experimenting with one's own musical ideas by improvising, composing, and arranging, using sound, song, instruments, movement, musical technology, etc.</li> </ul>	<p>The pupils will</p> <ul style="list-style-type: none"> <li>• participate in group singing and know how to sing, following a melody line and with the correct rhythm</li> <li>• master, as individuals, the basic technique of some rhythmic, melodic, or harmonic instrument so as to be able to play in an ensemble</li> <li>• know how to listen to music and make observations about it, and present justified opinions about what they have heard</li> <li>• know how to listen to both their own music and music produced by others, so as to be able to make music together with others</li> <li>• recognize, and know how to distinguish between, different genres of music and music of different eras and cultures</li> <li>• know the most important Finnish music and musical life</li> <li>• know how to use musical concepts in conjunction with making and listening to music</li> <li>• know how to use the elements of music as building materials in the development and realization of their own musical ideas and thoughts</li> </ul>

## Finland: Music Curriculum: Upper Secondary School

Objectives	Assessment Criteria	Courses
<p>At this level students will</p> <ul style="list-style-type: none"> <li>• become aware of their own relationship with music and be able to assess it, while learning to appreciate diverse musical opinions</li> <li>• learn to express themselves musically through singing and playing; develop their ability to listen to music and interpret what they hear, even while making music</li> <li>• consolidate their knowledge of the different styles, genres and history of music</li> <li>• discover their own cultural identity and learn to understand the diversity of musical cultures and participate in intercultural interaction</li> <li>• learn to understand the significance of music and sound in the media</li> <li>• be able to function responsibly and persistently in active interaction with their group</li> <li>• be able to set objectives for their music studies and assess their achievements</li> </ul>	<p>Since music study involves several concurrent ways for students to develop their musical talent and competence, both independently and as part of the group, assessment must be continuous and diverse. Assessment will support students' musical progress in a positive manner and consolidate their relationship with music. Assessment will be carried out in a safe and trusting atmosphere and will focus on the whole process of music studies and on achievement of the objectives set for the studies. Each student's initial skills level will be taken into account in assessment, together with the fact that a student's abilities may shine through in any area of music. Students' self-assessment will form an essential part of assessment. Assessment will focus on students' musical activities at school, not on their musicality.</p>	<p><b>Compulsory:</b></p> <ol style="list-style-type: none"> <li>1. Music and Me</li> <li>2. A Polyphonic Finland</li> </ol> <p><b>Specialization:</b></p> <ol style="list-style-type: none"> <li>1. Open up to Music</li> <li>2. Music's message and influence</li> <li>3. Music project</li> </ol>

## Finland: Goals of Visual Art instruction

Primary and lower secondary	Upper secondary
<ul style="list-style-type: none"> <li>• Support the development of the pupils' visual thinking and aesthetic and ethical awareness, and make pupils capable of their own visual expression.</li> <li>• Understanding the manifestation of visual culture in society – art, the media, and the environment.</li> <li>• Allow pupils to develop a personal relationship with art.</li> <li>• Appreciate and understand the visual works of Finnish culture, the pupils' own cultures, and cultures foreign to them.</li> <li>• Visual arts instruction develops skills needed in building a sustainable future.</li> <li>• Develop the imagination and promote the pupil's skills in creative problem-solving and investigative learning.</li> <li>• A thematic quality that allows for an unhurried atmosphere and sustained work characterizes the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn to interpret, appreciate and evaluate their own and other visual cultures</li> <li>• Develop students' understanding of visual phenomena in society and the environment and of their meanings.</li> <li>• Independent work will provide students with opportunities to enjoy art, experience feelings of success, and express what is important to them.</li> <li>• Support development of students' imagination, creative thinking, and associative skills.</li> <li>• Students will understand the significance of art both in their own lives and in society.</li> <li>• Educational contents include visual expression and visual thinking, knowledge of art and cultural competence, environmental planning, architecture and design as well as visual media texts</li> <li>• Educational contents will be combined to create cross-curricular themes and instruction will involve co-operation with other art forms and branches of science.</li> </ul>



## Finland: Visual Art Curriculum: Primary Level

*Students practice sensory observation and use of imagination in a playful approach. They learn fundamental skills in art creation: planning, making a sketch, completing the work, and evaluation.*

Objectives	Core Contents	Assessment Criteria
<p>The pupils will:</p> <ul style="list-style-type: none"> <li>learn the skills and knowledge necessary in visual expression: making observations, processing ideas, imagining, invention, and creative problem-solving, making and justifying aesthetic choices, and setting one's objectives</li> <li>learn skills in making a picture and constructing a space, and gain a knowledge of materials</li> <li>learn to examine and discuss their own and others' pictures, practicing the use of basic concepts of art, and to appreciate various viewpoints on art and visual communication</li> <li>get to know the visual traditions of their own cultures and foreign cultures within their sphere of experience, the Finnish building tradition, modern art, the important buildings and natural environments in their home communities, architecture, and design</li> <li>learn to evaluate the aesthetic values, pleasantness, and functionality of their environment</li> <li>learn to examine the meaning of different media in their own lives</li> <li>learn to use the tools of visual communication, and to understand the differences between the real and imaginary worlds</li> </ul>	<p><b>Visual Expression and Thinking:</b></p> <ul style="list-style-type: none"> <li>visual techniques, ways of expression, and materials: painting, drawing, graphics, design, and building; fundamentals of visual composition: balance, tension, rhythm, color, form, space, movement, time, and line; study and evaluation of visual images and practice with using correct terminology when discussing them</li> </ul> <p><b>Artistic Knowledge and Cultural Expertise:</b></p> <ul style="list-style-type: none"> <li>visits to local museums or art exhibitions and introduction to an artist's work; studying artistic images by creating one's own images and discussing them; introduction to masters of Finland's golden era; examples of contemporary art and art from different eras.</li> </ul> <p><b>Environmental Aesthetics, Architecture, and Design:</b></p> <ul style="list-style-type: none"> <li>Introduction to and depiction of nature, buildings, and the building heritage; recognition of changes in the environment; examining, designing, and making objects; three-dimensional construction; making environmental plans and miniature models</li> </ul> <p><b>The media and visual communication:</b></p> <ul style="list-style-type: none"> <li>fundamentals of visual narration: from story to picture, close-up and overview, combining image and text; illustration, comic strips, advertising images, photography, video, and the digital image</li> </ul>	<p>The pupils will:</p> <ul style="list-style-type: none"> <li>know how to give visual form to their thoughts, feelings, and ideas, and to transform their observations into images</li> <li>know the fundamentals of composition in creating an image and constructing a space, and understand the properties of materials</li> <li>know how to use key tools and techniques in their own image-making, and to use a sketch as an aid to their work</li> <li>know how to care for artistic tools and materials; know how to keep a record of their work processes and to use it in self-evaluation</li> <li>know how to discuss works they and others have made, to justify their artistic preferences, and to use basic concepts of art</li> <li>know what artists do and know about the works of some Finnish artists as well as visual expression in foreign cultures within their personal spheres of experience</li> <li>know how to act at museums and art shows, and with art in different contexts</li> <li>know how, with guidance, to use works of art, images from the environment, nature and the built environment, books, newspapers, museums, galleries, and the internet as sources of information</li> <li>recognize and assess aesthetic and ethical values in their school and immediate environment</li> <li>know what architects and designers do, and know some works of architects and designers</li> <li>know how to evaluate their use of the media, to make their own choices, and to justify their viewpoints</li> <li>know how to observe and evaluate the differences between the real and imaginary worlds</li> <li>know how to use some of the tools of visual communication</li> <li>know how to work alone and in interaction with others</li> </ul>

## Finland: Visual Art Curriculum: Lower Secondary Level

*Instruction at this level expands students' command of media technology and the fundamentals and techniques of visual expression, along with their knowledge of art and art history and their skills in interpreting visual images.*

Objectives	Core Contents	Assessment Criteria
<p>The pupils will:</p> <ul style="list-style-type: none"> <li>• get to know the primary materials, techniques, tools, and ways of expression used in art and visual communication</li> <li>• learn to enjoy expressing their own thoughts, observations, ideas, and feelings in a visual form, and come to understand art's ways of treating various phenomena of life</li> <li>• come to understand the distinctive nature of the artistic process while recording the course of their own work</li> <li>• learn to evaluate their own and others' visual expression and working approaches, such as visual, content, and technical solutions, and to employ the key concepts of art</li> <li>• make good use of cultural services and electronic communication as sources for their work, information acquisition, and experiences</li> <li>• get to know techniques of visual communication and impact and learn to use key tools of visual communication to express one's own thoughts in the media</li> <li>• study and evaluate art, visual communication, and the environment from the aesthetic and ethical perspective</li> <li>• work independently and as a community member in art projects</li> </ul>	<p><b>Visual Expression and Thinking:</b></p> <ul style="list-style-type: none"> <li>• drawing, graphics, painting, ceramics, sculpture, spatial art, and art in the environment; deepening of visual thinking; fundamentals of visual composition: balance, tension, rhythm, form, color, space, movement, time, and line; styles of art and visual symbolism in one's own visual expression; expressing one's own observations, thoughts, and ideas by visual means</li> </ul> <p><b>Artistic Knowledge and Cultural Expertise:</b></p> <ul style="list-style-type: none"> <li>• contemporary art, art history, and the visual world of different cultures; guided visits to shows and museums, introduction to an artist's work, and making use of internet cultural services; analysis of images: studying the structure of an artistic image, content interpretation, and art criticism</li> </ul> <p><b>Environmental Aesthetics, Architecture, and Design:</b></p> <ul style="list-style-type: none"> <li>• examining the interaction of nature and the built environment, studying the building heritage, and examining and evaluating various environments from the aesthetic, ethical, ecological, and planning perspectives; introduction to the means of expression, stylistic features, and traditions of architecture and design; Introduction to the most important representatives of Finnish architecture and design; observation, planning, and construction of a space; introduction to the design process; examination of the connection between material and intended use</li> </ul> <p><b>The Media and Visual Communication:</b></p> <ul style="list-style-type: none"> <li>• examining the intended use of an image in the media; structural and content analysis of media presentations; photography or digital and video photography; forms of visual narration: special features of illustration, comic strips, and the moving image; graphic design: combining image and word, fundamentals of typography and lay-out; advertising channels and means of expression; analysis of films and television programs</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• know how to express themselves visually</li> <li>• know how to use means of constructing an image and the main materials and working techniques of the arts and media</li> <li>• know how to choose the techniques and materials most appropriate to the objectives of their work; be able to explain the image-creation process, from sketches to completed works</li> <li>• recognize some key phenomena of the arts and place them in their temporal and cultural contexts</li> <li>• be able to examine and interpret images in art and communication</li> <li>• know how to make good use of artist's visits, visits to exhibitions and museums, and the internet's cultural services</li> <li>• be able to distinguish among, assign value to, and assess the aesthetic and ecological features of various environments and objects</li> <li>• know the different phases of the planning and design processes and know how to apply them in their work; recognize cultural and stylistic features in architecture and objects</li> <li>• know the fundamentals of visual communication and media technology: photography or video photography, the processing of digital images, and graphic design</li> <li>• be able to analyze the contents, structure, and visual realization of media presentations</li> <li>• know how to observe and evaluate their own learning, and to benefit in their work from feedback supplied by others</li> <li>• know how to record their work processes and make use of that record in self-evaluation</li> <li>• be capable of independent work and interactive cooperation with others, in accordance with the assignment</li> <li>• know how, with guidance, to use works of art, images of the environment, the natural and built environment, books, newspapers, magazines, museums, galleries, and the internet as sources of information and experiences</li> </ul>

## Finland: Visual Art Curriculum: Upper Secondary Level

*The key objective at this level is to expand students' understanding of the significance of art both in their own lives and in society. Instruction will consolidate students' general learning in visual culture and create sufficient qualifications for further study.*

Objectives	Courses	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> <li>learn to recognize, understand, and evaluate visual arts and other visual culture in their own lives and in society</li> <li>recognize the key concepts of visual arts and culture and know how to use these to interpret and assess works of art, visual messages, and their own and other people's work and to describe work processes</li> <li>gain practice in intentional process-related working methods, self-assessment, and co-operation</li> <li>learn to choose different materials, techniques, and tools and use these appropriately in their visual expression</li> <li>be familiar with contemporary art and the history of visual arts; understand media culture and its influence on people and society</li> <li>learn to plan, produce, and aesthetically assess the visual contents of media productions and know how to apply media technologies in their own visual work</li> <li>be familiar with the visual language and history of architecture, design, and material culture</li> <li>become aware of the effects of their own actions on nature, cultural landscape, built environments, and relevant planning and decision-making processes</li> <li>be able to use and appreciate cultural services</li> </ul>	<p><b>Compulsory courses</b></p> <ol style="list-style-type: none"> <li>Me, Visual Images and Culture</li> <li>Environment, Place, and Space</li> </ol> <p><b>Specialization Courses:</b></p> <ol style="list-style-type: none"> <li>The media and visual images</li> <li>From images in art to personal images</li> <li>Contemporary art workshop</li> </ol>	<p>A long-term and interactive process, assessment in visual arts must provide information about individual students' progress, while encouraging them to express themselves with courage and with confidence in their own visual expression. Instruction in visual arts must develop students' self-assessment skills. The targets of assessment include students' work processes and results, content-related, expressive, and technical skills, and their ability to apply theoretical knowledge in their own expression. Assessment will take into account visual and written individual and group assignments, sketches, independent assignments, and the overall degree of active participation.</p>

## **Finland: Goals of Crafts Instruction**

### **Primary and lower secondary**

- Develop pupils' skills with crafts so that their self esteem grows and they derive joy and satisfaction from their work.
- Students' sense of responsibility for their work and use of material increases
- Students learn to appreciate the quality of the material and work, and take a critical, evaluative stance towards their own choices and ideas
- Instruction uses experimentation, investigation, and invention
- Instructional tasks guide pupil in systematic, sustained, independent work
- Students develop creativity, problem-solving skills, an understanding of everyday technological phenomena, and aesthetic, technical, and psychomotor skills
- Students receive an introduction to the cultural traditions of handicrafts among the Finns and other peoples.

## Finland: Crafts Curriculum: Primary Level

***Grades 1-4: Students gain basic design skills and capabilities for realizing their designs. They are guided in safe and appropriate use of various machines and tools. Their perseverance and problem-solving skills are developed in group and independent work.***

Objectives	Core Contents	Assessment Criteria
<p>The pupils will</p> <ul style="list-style-type: none"> <li>• get to know concepts associated with crafts and learn to use a variety of materials, tools, and methods</li> <li>• adopt a positive attitude towards occupational safety; learn the safe use of tools, machines, and equipment; learn to attend to the comfort of their learning environment</li> <li>• learn about basic crafts techniques and the planning of crafts products, and become practiced in the skills required, so as to develop their thinking skills and creativity</li> <li>• learn spatial perception in the designing and making processes</li> <li>• learn to pay attention to aesthetic properties, colors, and forms of products</li> <li>• learn to make, take care of, and repair everyday products</li> <li>• learn to take responsibility for their own environment of objects, understanding that products have life-cycles</li> <li>• get an introduction to the use of information technology tools in the different phases of design and making processes and in a variety of learning environments</li> <li>• gradually come to master an entire crafts process</li> <li>• gain an introduction to the technology of day-to-day life</li> <li>• learn as individuals to evaluate and appreciate their own work and others'</li> </ul>	<ul style="list-style-type: none"> <li>• basic materials, tools, and techniques related to textile and technical work</li> <li>• safety factors</li> <li>• design of individual craft projects; practicing and experimenting with techniques of producing and illustrating designs and realizing products</li> <li>• crafts products, tools, materials, crafts techniques, both traditional and modern, that are characteristic of the pupil's home community; features of other cultures' crafts traditions that may play a role in the local environment</li> <li>• phenomena in nature and the built environment that are close to the pupil; technological applications of those phenomena</li> <li>• maintenance, conservation, and reparation of materials and products; recycling and reuse</li> </ul>	<p>By the end of fourth grade pupils will</p> <ul style="list-style-type: none"> <li>• know how to produce creative ideas, with guidance; to experiment with technical solutions; to design a meaningful product</li> <li>• work appropriately under guidance, processing their designs and giving consideration to occupational safety</li> <li>• master basic craft techniques, know basic concepts, and identify basic materials</li> <li>• work in a sustained fashion both as group members and independently to progress as craftsmen, and know their responsibility for shared tools and work areas</li> <li>• understand the technological operating principles of the surrounding environment</li> <li>• evaluate and appreciate their own and others' work</li> <li>• take a positive stance towards their own cultural traditions and those of other peoples</li> </ul>

## Finland: Crafts Curriculum: Lower Secondary

**Grades 5-9:** At this level the aim to increase pupils' knowledge of and skills in crafts, enabling them to choose materials, techniques, and tools appropriate to projects more independently. The pupils are encouraged to develop innovative designs and work self-directedly; they also develop cooperative skills in joint projects. They are exposed to the local working industrial and cultural communities. They may at this level choose to specialize in a particular technical or textile craft.

Objectives	Core Contents	Assessment Criteria
<p>While developing in greater depth the objectives of the previous level, the pupils will also</p> <ul style="list-style-type: none"> <li>learn to design and produce high-quality, aesthetically pleasing products suited to their purposes, and to give consideration, when working, to ethical, ecological, and economic values</li> <li>familiarize themselves with Finnish and, as applicable, other peoples' technological, design, and crafts cultures, thus acquiring ideas for constructing their own style identities and design tasks</li> <li>learn to appreciate and examine critically their own work and that of others, and to find, both as individuals and cooperatively, creative solutions to the problems they perceive, using various information sources</li> <li>learn to take a position on technological development and its meaning to the well-being of individuals, the society, and nature</li> <li>come to understand entrepreneurship and industrial production processes</li> </ul>	<p><b>General contents of crafts instruction:</b></p> <ul style="list-style-type: none"> <li>conceptualizing the product and process</li> <li>forms, composition, and colors</li> <li>knowledge of materials and the consumer</li> <li>appropriate use of the material</li> <li>various systems and instructions for working</li> <li>connection between applications and problems that appear in crafts, in contrast with other scholastic subjects such as visual arts, the natural sciences, and mathematics</li> <li>various techniques for documenting, reporting, and illustrating designs and outputs</li> <li>knowledge of and experiences with Finnish culture, tradition, and design, as well as influences from other cultures</li> <li>introduction to entrepreneurship and industrial life in one's own locality</li> <li>evaluation of one's own work and its results, and participation in the joint examination of the work of others</li> </ul> <p>[The crafts curriculum additionally articulates core contents related specifically to <b>technical work</b> and <b>textile work</b>. Each of these is further broken down into content related to <b>visual design and technical planning</b> and <b>production</b>.]</p>	<p><b>Visual Design and Technical Planning:</b></p> <ul style="list-style-type: none"> <li>observe problems independently, develop ideas creatively, and, with guidance, design products with attention to available time, tools, materials, and aesthetics appropriate to the product, along with ecological value, durability, economy, and suitability for purpose</li> <li>understand the products they are designing as a message to the environment</li> <li>document designs, with illustrations, verbally, with samples or models, or by other means, so as to reveal the nature of the idea and its intended method of production</li> <li>know how, in their planning, and with guidance, to use elements from the technological, design, and crafts cultures of the Finns and other peoples</li> </ul> <p><b>Production:</b></p> <ul style="list-style-type: none"> <li>work appropriately and carefully, observing work safety instructions, and attend to the order and comfort of their working environment</li> <li>master basic techniques, so that the product is appropriate for its purpose, polished, ecological, and aesthetically pleasing</li> <li>know how to work purposefully alone or in a team</li> <li>know how to apply advance technology, with guidance, in their work, understanding technological concepts and systems and their applications</li> <li>know how to apply the knowledge and skills they have learned in other subjects</li> </ul> <p><b>Self-evaluation:</b></p> <ul style="list-style-type: none"> <li>be able, with guidance, to examine their personal work and learning</li> <li>observe the strengths and weaknesses in a process and its results</li> <li>demonstrate a tolerance for criticism in the evaluation process, and direct their actions in accordance with feedback</li> <li>evaluate their ideas and products by the criteria of aesthetics, economy, ecology, and appropriateness for purpose</li> <li>understand the interdependence of technology, culture, society, and nature</li> <li>form a realistic picture of their skills and potential for improvement</li> </ul>

## Finland: Arts References in the Standards of Other Subject Areas

	Primary	Lower Secondary	Upper Secondary
<b>Dance</b> (in Physical Education curriculum)	<p><b>Grades 1-4:</b></p> <p>The instruction is conducted playfully, in an encouraging atmosphere, and progresses from basic motor skills towards skills in specific forms of physical activity. The point of departure for instruction in physical education is the pupils' activism, and instruction makes use of their imagination and insights.</p> <p><b>Objective:</b> Pupils will learn basic motor skills in a diverse way and receive stimuli for physical activity</p> <p>Core contents include <b>musical and expressive movement; dances</b></p> <p><b>Description of good performance: [Pupils will]:</b></p> <ul style="list-style-type: none"> <li>• Master basic motor skills and know how to apply them in different forms of physical activity</li> <li>• Know how to express themselves through physical activity, and how to move with music or a rhythm</li> </ul>	<p><b>Grades 5-9: [Pupils will]:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop basic motor skills and will learn skills in specific forms of physical activity.</li> <li>• Learn to observe and develop their functional abilities</li> <li>• Learn to act independently and in a group</li> </ul> <p><b>Core contents</b> include <b>musical and expressive movement; dances</b></p> <p><b>Final assessment criteria (#3):</b> Pupils will demonstrate through their actions that they understand the importance of rhythm in exercise and dance</p>	<p><b>Course: Skill and Condition:</b></p> <ul style="list-style-type: none"> <li>• <b>Core criteria</b> include <b>"different forms of dance."</b></li> </ul> <p><b>Course: Individual and Group Training:</b></p> <ul style="list-style-type: none"> <li>• <b>Core criteria</b> include <b>"different forms of dance."</b></li> </ul>
<b>Media Arts*</b> (in Mother Tongue and Literature curriculum)	<p>[students will] develop their reading and writing skills, <b>including their media literacy</b>, as well as their communication capabilities in an information-technology learning environment</p>	<ul style="list-style-type: none"> <li>• [students will] acquire a sense of the power of the media and texts to produce images, shape conceptions of the world, and guide people in their choices</li> <li>• [students will] read texts, including various media texts, using the appropriate reading method</li> <li>• [students will] recognize typical genres of everyday, media, and literary texts</li> </ul>	<p><b>Course: Language, texts and interaction</b></p> <ul style="list-style-type: none"> <li>• <b>Core contents</b> include consolidation of the conception of text, such as written and spoken texts, <b>media texts</b>, electronic and graphic texts, factual and literary texts, public and private texts</li> </ul> <p><b>Course: Texts and influence</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> [Students will] consolidate their media literacy, which will enable them to analyze and interpret various media texts, their backgrounds and functions and to critically assess information communicated by the media and its effects on individuals and society</li> </ul>

## Finland: Arts References in the Standards of Other Subject Areas

	Primary	Lower Secondary	Upper Secondary
<b>Theatre/Drama</b> (in <i>Mother Tongue and Literature</i> curriculum)	<p><b>Grades 1-2:</b></p> <ul style="list-style-type: none"> <li>Reworking of things heard, seen, experienced, and read, with the help of improvisation, narration, play and drama, integrating these skills into other artistic subjects too.</li> </ul> <p><b>Grades 3-5:</b></p> <ul style="list-style-type: none"> <li>[Students will] improve their own narrative and overall expressive skills</li> <li>[Students will] become acquainted with the culture of both their own country and other peoples through literature, theatre, and film</li> <li>Interaction skills include exercises in expression</li> <li>[Students will] search for connections between literature and other fields.</li> </ul> <p>From a description of a <b>good performance at the end of the fifth grade:</b></p> <ul style="list-style-type: none"> <li>[Students] have also acquainted themselves with the fiction of film and theatre, and fiction created through other media.</li> </ul>	<ul style="list-style-type: none"> <li>[students will] gain further experience with techniques of expression used in theatre and film</li> </ul> <p><b>Core contents: text comprehension</b></p> <ul style="list-style-type: none"> <li>Examination of the verbal, visual and auditory techniques used in texts as builders of the texts' meaning</li> </ul> <p><b>Core contents: relationship with language, literature, and other cultures</b></p> <ul style="list-style-type: none"> <li>Gaining experience with theatre and films; analysis and sharing of experiences</li> <li>[Students will] have read both Finnish and foreign poems, fables, short stories, dramatic texts.</li> </ul>	<p><b>Course: Devices and interpretation of literature</b></p> <ul style="list-style-type: none"> <li><b>Core contents</b> include: <ul style="list-style-type: none"> <li>Drama as a literary genre</li> <li>Analysis of short stories, poems and drama</li> </ul> </li> </ul>

*\*Note: Media Arts are addressed in the Visual Arts curriculum as well.*



## Sources

Basic Education in the Arts

[http://www.oph.fi/english/education/basic\\_education\\_in\\_the\\_arts](http://www.oph.fi/english/education/basic_education_in_the_arts)

The Finnish National Board of Education (FNBE)

<http://www.oph.fi/english>

Eurydice Study of Arts and Cultural Education at School in Europe

[http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/113EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/113EN.pdf)

Cultural Policies and Trends in Europe

<http://www.culturalpolicies.net/web/index.php>

## IRELAND

**Document title:** *Primary School Curriculum: Drama;*  
*Primary School Curriculum: Music;*  
*Primary School Curriculum: Physical Education;*  
*Primary School Curriculum: Visual Arts*

**Year created:** 1999

Disciplines and Age/Grade Levels Addressed				
	Infants	Primary 1-2	Primary 3-4	Primary 5-6
Dance	✓ [Part of phys. ed.]	✓ [Part of phys. ed.]	✓ [Part of phys. ed.]	✓ [Part of phys. ed.]
Media Arts				
Music	✓	✓	✓	✓
Theatre/Drama	✓	✓	✓	✓
Visual Art	✓	✓	✓	✓
Other				

Ireland's national primary curriculum addresses instruction in dance, music, drama, and visual arts. If there is a national curriculum or set of guidelines for post-primary instruction in the arts or in other subjects, it does not appear to have been published on the website of the National Council for Curriculum and Assessment.

### Goals for arts education

The goals of arts education as published in the *Introduction to Arts Education* portion of the *Primary School Curriculum* state that:

"Arts education enables the child to explore alternative ways of communicating with others. It encourages ideas that are personal and inventive and makes a vital contribution to the development of a range of intelligences. A purposeful arts education at primary level is life-enhancing and is invaluable in stimulating creative thinking and in promoting capability and adaptability. It emphasizes the creative process and so ensures that the child's work is personal and has quality. Attempts at artistic expression are valued, self-esteem is enhanced, spontaneity and risk-taking are encouraged, and difference is celebrated. It is this affirming aspect of the creative arts that makes participation such a positive experience. Arts education is integral to primary education in helping to promote thinking, imagination, and sensitivity, and arts activities may be a focus for social and cultural development and enjoyment in school."

### Structure and content of standards

The *Introduction to the Arts Curriculum* offers a concise overview of the content of the standards in each arts discipline, emphasizing the curriculum's balance between the acts of **creating, performing, and responding** to creative works:

“The visual arts curriculum comprises interrelated activities in **making art** and in **looking at art** and **responding to art**. It presents a range of activities in perceiving, exploring, responding to and appreciating the visual world. Perceiving involves looking with awareness and understanding of the visual elements and their interplay in the environment and in art works. Making art involves two and three-dimensional work in a range of media. Appreciating promotes understanding of the inherent qualities in art works and aesthetic enjoyment. In developing the programme, the expressive or making activities are balanced with opportunities to see and to make a personal response to visual art forms of different styles, periods and cultures.”

The music curriculum comprises **listening and responding, performing** and **composing** activities. Focused listening is emphasized, both for its sheer enjoyment potential and for its essential role in composing and performing. The child is encouraged to listen with attention to sounds in the environment and gradually to become aware of how sound is organized in music. Performance incorporates a balance of singing and instrumental playing of his/her own work and the work of others. Ways of using sound are explored in composing, both with the voice and with a widening range of musical instruments. In developing the programme, performance is balanced with opportunities to hear and to make a personal response to music of different styles, periods and cultures, including the national repertoire in its varied national and regional forms. Interrelated activities for listening, performing and composing are suggested in the curriculum content.

The drama curriculum comprises interrelated activities which **explore feelings, knowledge and ideas leading to understanding**. It explores themes and issues, creates a safe context in which to do so, and provides for opportunities to reflect on the insights gained in the process. It draws on the knowledge, interests and enthusiasms of the child. In drama, the child explores the motivations and the relationships between people that exist in a real, imagined or historical context, to help him/her understand the world. The child is encouraged to make decisions and to take responsibility for those decisions within the safe context of drama.

Dance provides the child with opportunities to organize and develop his/her natural enjoyment of expressive movement in dance form. Through dance, the child is encouraged to explore and experiment with a variety of body movements and to communicate a range of moods and feelings. The dance programme comprises activities in the **exploration, creation** and **performance** of dance and in developing understanding of dance forms.”

The standards for each discipline articulate a series of **aims, broad objectives**, and **key concepts** for that discipline, which apply across the entire primary curriculum. The age-specific curricular content is divided into three grade bands: first and second classes, third and fourth classes, and fifth and sixth classes.

### **Strands and strand units**

Within these grade bands the standards are presented in a series of content **strands**, focusing on different aspects of study. These categories vary by discipline; for example, the music strands focus on the processes of listening, performing, and composing, whereas the visual art strands relate to particular arts materials and processes.

Strands			
Dance	Drama	Music	Visual art
<p><i>[Dance is its own strand within the physical education curriculum. The following are the dance <b>strand units</b>]:</i></p> <ul style="list-style-type: none"> <li>• Exploration, creation and performance of dance</li> <li>• Understanding and appreciation of dance</li> </ul>	<ul style="list-style-type: none"> <li>• Drama to explore feelings, knowledge and ideas, leading to understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and responding</li> <li>• Performing</li> <li>• Composing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Paint and colour</li> <li>• Print</li> <li>• Clay</li> <li>• Construction</li> <li>• Fabric and fibre</li> </ul>

Strands are further broken down into **strand units**. Once again, the approach for developing these categories varies widely by discipline.

At each grade band level, each strand unit contains a series of statements describing what students should know, understand, and be able to do in the discipline as a result of their participation in that unit. Discipline-specific overviews beginning on page 85 contain tables featuring the strands, strand units, and standards for all primary arts curricula.

### Assessment

Each discipline's curriculum includes broad guidelines for student assessment, including suggestions for aspects of student performance and understanding that should be assessed, as well as recommendations for methods of assessment, including observation as well as tests and other performance tasks, among others. Outlines of assessment recommendations are included in the discipline-specific overviews that follow.

### Additional content

The introductions to the standards for each grade band also include a short section on planning, offering an overview of the curricular content as well as recommendations for content sequencing. In addition, this section notes the importance of creating **linkages** – connections between different tracks of study within the arts discipline (connecting *performing* to *listening/responding*, for example), as well as pursuing opportunities for interdisciplinary study.

## Ireland: Dance

### Aims

The Primary School Curriculum does not articulate aims specific to the study of dance, but the aims of the physical education curriculum as a whole are:

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and a positive attitude towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time

### Dance as a strand

Whereas other arts disciplines are subdivided into strands and associated strand units, dance is organized as a strand within the study of physical education. There are two strand units associated with dance:

- **Exploration, creation, and performance of dance:** Standards in this section emphasize the importance of engaging students in exploring a range of dynamics in movement, cultivating a sensitivity to music and creating dances that respond to sound and rhythm, and developing poise, balance, and coordination, among other skills. Although exposure to a range of dance styles is emphasized, the study of Irish dance is referenced specifically as well.
- **Understanding and appreciation of dance:** Standards here focus on students' ability to describe their own work and the work of others, to identify different components of observed dances, and to interpret moods and emotions seen in dance.

### Assessment

The curriculum guidelines indicate that physical education assessment should focus on the following:

- The social and personal qualities/development of the child
- Physical skills and competence
- Creative and aesthetic development: This section of the assessment guidelines mentions dance specifically: "The child's creative and aesthetic development would largely, but not exclusively, be assessed while engaging in dance and gymnastics. By engaging in these activities, the child's ability to represent the mood of a piece of music through movement could be observed and would be an appropriate indicator of his/her creative and aesthetic development."
- Development of health-related fitness
- Development of safe practices

Assessment methods include **teacher observation**, **teacher-designed tasks**, and **curriculum profiles**.

## Ireland: Primary School Curriculum: Physical Education: Dance Strand

	Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
<b>Exploration, Creation, and performance of dance</b>	<ul style="list-style-type: none"> <li>Explore the movements of different parts of the body and the ways in which the body can move in space using simple body actions such as travelling and jumping, gesture and stillness</li> <li>Explore and create movement at different levels, using different pathways and forming different shapes in space</li> <li>Explore an appropriate range of dynamics in movement</li> <li>Explore and communicate through simple body movement a range of moods or feelings</li> <li>Create and perform simple dances with teacher's guidance</li> <li>Respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music</li> <li>Begin to develop work with a partner</li> <li>Perform simple movements to given rhythmic and melodic phrases</li> <li>Perform simple singing games and folk dances</li> <li>Develop poise, balance, and coordination while moving and stopping</li> <li>Begin to show sensitivity in movement to music</li> </ul>	<ul style="list-style-type: none"> <li>Explore and develop a greater range of movements of body parts and body actions, to include turning</li> <li>Explore further different levels, pathways and shape in space and begin to explore directions</li> <li>Explore a range of dynamics in movement</li> <li>Explore and communicate through simple body movement a range of moods or feelings</li> <li>Create, practice and perform dance showing a clear beginning, middle and end</li> <li>Continue to respond imaginatively through movement to stimuli such as words, stories, poems, pictures, songs and music</li> <li>Develop work with a partner</li> <li>Perform a range of simple steps and movements to given rhythmic and melodic phrases</li> <li>Perform a variety of selected Irish dances and folk dances</li> <li>Develop increased poise, balance and coordination while moving and stopping</li> </ul>	<ul style="list-style-type: none"> <li>Explore more complex movements of body parts and body actions, to include weight transference</li> <li>Explore further different levels, pathways, shapes and directions in space</li> <li>Continue to explore an increased range of dynamics in movement</li> <li>Explore and communicate through body movements a range of moods and feelings</li> <li>Create, practice, and perform dances showing a clear beginning, middle and end using simple technique of unison (all dancers move at the same time) and introducing canon (dancer A performs a movement, dancer B follows)</li> <li>Respond with increasing sensitivity and imagination in movement to stimuli such as words, stories, poems, pictures and music</li> <li>Develop work with a partner and begin to work in small groups</li> <li>Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement</li> <li>Perform a variety of selected Irish dances and folk dances that use frequent changes of formation</li> <li>Perform to music, showing a sensitivity to rhythm changes and phrasing</li> <li>Show increased poise, balance, control and coordination while moving and stopping</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform a more complex range of movements</li> <li>Communicate through movement a range of moods or feelings</li> <li>Create, practice and perform longer and more complex dances with clear dance forms</li> <li>Choose and respond with increasing sensitivity to a broader range of stimuli</li> <li>Develop work with a group</li> <li>Explore and experiment with the use of costume and props (e.g. masks) to enhance creation and performance of dance</li> <li>Learn and perform a range of steps and movements to rhythms and musical phrases</li> <li>Perform a variety of selected Irish and folk dances that use frequent changes of formation</li> <li>Perform to music showing increasing sensitivity to rhythms, phrasing, style (music of different cultures, different times), dynamics (getting louder or softer) and form (binary, ternary)</li> <li>Show increased poise, balance, control and coordination while moving and stopping</li> <li>Perform dances showing concentration and awareness of others</li> </ul>
<b>Understanding &amp; appreciation of dance</b>	<ul style="list-style-type: none"> <li>Talk about dance phrases</li> <li>Interpret a mood or emotion observed in movement</li> </ul>	<ul style="list-style-type: none"> <li>Observe, describe and discuss simple dances</li> <li>Identify the sections of advance as beginning, middle, and end</li> <li>Interpret a mood or emotion observed in movement</li> </ul>	<ul style="list-style-type: none"> <li>Observe, describe and discuss own dance and dances of others</li> <li>Identify the beginning, middle and end of a dance and moments when unison or canon occur</li> <li>Interpret a mood or emotion seen in dance</li> </ul>	<ul style="list-style-type: none"> <li>Observe, describe, and discuss own dance and dance of others (including professional dancers, live or video recordings)</li> <li>Identify the techniques used in a dance and the form of dance</li> <li>Interpret a mood or emotion seen in dance</li> <li>Become aware of local organizations and community groups involved in dance and opportunities in the community to participate in dance</li> </ul>

## Ireland: Drama

### Aims

The aims of the drama curriculum are:

- to enable the child to become drama literate
- to enable the child to create a permanent bridge between make-believe play and the art form of theatre
- to develop the child's ability to enter physically, emotionally and intellectually into the drama world in order to promote questing, empowering, and empathetic skills
- to enable the child to develop the social skills necessary to engage openly, honestly, and playfully with others
- to enable the child to cooperate and communicate with others in solving problems in the drama and through the drama
- to enable the child to understand the structures and modes of drama and how they create links between play, thought, and life
- to enable the child to acquire this knowledge of drama through the active exploration of themes drawn from life (past and present), whether they have their source in other curriculum areas or in general areas relevant to the child's life
- to enable the child to begin the process of translating a knowledge of drama into the active exploration of life themes from drama literature, leading to the appreciation of world drama culture
- to form the criteria with which to evaluate the drama texts, written or performed, to which he/she is continually exposed

The drama curriculum is guided by one major strand: "Drama to explore feelings, knowledge, and ideas, leading to understanding," but this idea is further broken down into three "strand units" of student performance: **exploring and making drama**, **reflecting on drama**, and **cooperating and communicating in making drama**. Examples of effective classroom activities for developing students' skills in each strand unit are given in the curriculum for each age band. Through the content of the strand units the following elements of drama are taught, in increasing complexity with each age band: **belief, role and character, action, place, time, tension, significance, and genre**.

### Assessment

From the *Primary School Curriculum: Drama*:

"Assessment in drama is concerned with monitoring the development of the children's drama skills and concepts and the success with which they learn through an engagement with the three strand units of the curriculum. This entails a consideration of both the drama objectives and the learning objectives inherent in the content."

Recommended assessment tools include:

- teacher observation
- teacher-designed tasks and tests
- work samples, portfolios, and projects
- curriculum profiles

## Ireland: Primary School Curriculum: Drama

	Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
<b>Exploring and making drama</b>	<ul style="list-style-type: none"> <li>experience how the fictional past and the desired fictional future influence the present dramatic action</li> <li>develop awareness of how he/she, as part of a group, helps to maintain focus in the dramatic action</li> <li>develop awareness of tension in the drama</li> </ul>	<ul style="list-style-type: none"> <li>use the ability to play at make-believe to enter fully into participation in drama</li> <li>use his/her emerging awareness of the differences in people in order to begin to develop an understanding of the relationship between role and character</li> <li>experience how context is built and a drama reality created through the use of space and objects</li> <li>experience how the fictional past and the desired fictional future influence the present dramatic action</li> <li>develop the ability to help maintain the focus in the dramatic action</li> <li>begin to see how tension adds to drama the suspense that ensures the interest of the participants</li> </ul>	<ul style="list-style-type: none"> <li>enter into the fictional dramatic context with the same spontaneity and freedom that he/she has earlier applied to make-believe play</li> <li>understand the relationship between role and character and develop the ability to hold on to either role or character for as long as the dramatic activity requires</li> <li>discover how the use of space and objects can help in building the context and in signifying dramatic themes</li> <li>explore how the fictional past and the desired fictional future influence the present dramatic action</li> <li>become aware of the rules that help maintain focus in the dramatic action</li> <li>begin, as a member of a group, to include in drama activity the elements of tension and suspense</li> <li>begin the process of using script as a pre-text</li> </ul>	<ul style="list-style-type: none"> <li>enter appropriately and with facility, whether watched or unwatched, into the fictional dramatic context • extend playing in role and in character to include the ability to accept and maintain a brief that has been decided on by the teacher, the group, or himself/herself</li> <li>discover how the use of space and objects helps in building the context and in signifying the drama theme</li> <li>explore how the fictional past and the desired fictional future influence the present dramatic action</li> <li>become adept at implementing the 'playing rules' that maintain focus in dramatic action</li> <li>plan dramatic activity to include the particular tension and suspense appropriate to the theme being explored</li> <li>become comfortable with script and understand the basic processes by which script becomes action</li> <li>distinguish between various genres, such as comedy, tragedy, fantasy</li> </ul>
<b>Reflecting on drama</b>	<ul style="list-style-type: none"> <li>develop the ability to reflect on the action as it progresses</li> <li>experience the relationship between story, them, and life experience</li> <li>share insights gained while experiencing the drama</li> </ul>	<ul style="list-style-type: none"> <li>use reflection on a particular dramatic action to create possible alternative courses for the action</li> <li>experience, through drama, the relationship between story, theme, and life experience</li> <li>share insights while experiencing the drama or insights that arise out of the drama</li> </ul>	<ul style="list-style-type: none"> <li>use reflection on and evaluation of a particular dramatic action to create possible alternative courses for the action</li> <li>learn, through drama, the relationship between story, theme, and life experience</li> <li>use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesize about life and people</li> </ul>	<ul style="list-style-type: none"> <li>reflect on a particular dramatic action in order to create possible alternative courses for the action that will reflect more closely the life patterns and issues being examined</li> <li>learn, through drama, the relationship between story, theme, and life experience</li> <li>use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesize about life and people</li> </ul>



## Ireland: Primary School Curriculum: Drama

	Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
Cooperating & communicating in making drama	<ul style="list-style-type: none"> <li>develop the ability, out of role, to cooperate and communicate with others in helping to shape the drama</li> <li>develop, in role, the ability to cooperate and communicate with others in helping to shape the drama</li> </ul>	<ul style="list-style-type: none"> <li>develop, out of role, the ability to cooperate and communicate with others in helping to shape the drama</li> <li>develop, in role, the ability to cooperate and communicate with others in helping to shape the drama</li> <li>develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made</li> <li>re-enact for others in the group a scene that has been made in simultaneous small-group work</li> </ul>	<ul style="list-style-type: none"> <li>develop, out of role, the ability to cooperate and communicate with others in helping to shape the drama</li> <li>develop, in role, the ability to cooperate and communicate with others in helping to shape the drama</li> <li>develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made</li> <li>enact spontaneously for others in the group a scene from the drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work</li> </ul>	<ul style="list-style-type: none"> <li>develop, out of role, the ability to cooperate and communicate with others in helping to shape the drama</li> <li>develop, in role, the ability to cooperate and communicate with others in helping to shape the drama</li> <li>develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made</li> <li>enact spontaneously for others in the group a scene from the drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work</li> </ul>

## Ireland: Music

### Aims

From the *Primary School Curriculum: Music*:

The aims of the music curriculum are:

- To enable the child to enjoy and understand music and to appreciate it critically
- To develop the child's openness to, awareness of and response to a wide range of musical genres, including Irish music
- To develop the child's capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others
- To enable the child to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity
- To nurture the child's self-esteem and self-confidence through participation in musical performance
- To foster higher-order thinking and lifelong learning through the acquisition of musical knowledge, skills, concepts and values
- To enhance the quality of the child's life through aesthetic musical experience

### Strands and strand units

Ireland's national music curriculum is divided into three Content Strands: **Listening and Responding**, **Performing**, and **Composing**. Detailed suggestions for implementation of the guidelines are included in the complete curriculum, along with links between strands, and cross-curricular opportunities.

Taught within the three content strands are nine Concepts and Skills, which increase in complexity in each age band: **pulse, duration, tempo, pitch, dynamics, structure, timbre, texture, and style**.

### Assessment

The Primary Curriculum states that "assessment in music is more concerned with clarity of purpose than with complex procedures, additional time, or resources. The most effective assessment occurs while the music is still 'in the air' and when the teacher invites the child to respond imaginatively in a variety of ways." It also recommends that teacher observation is the principal assessment tool in music, but a number of other recommended approaches include:

- Teacher-designed tasks and tests. Pupils may be observed working in groups or as individuals in the following contexts:
  - Listening attentively to music
  - Talking about what has been heard as part of a class discussion
  - Illustrating or writing about what has been heard
  - Listening to the response of others
  - Moving to music
  - Singing a favorite song
  - Playing an instrument
  - Reading a simple rhythmic or melodic pattern
  - Sharing ideas for a composing activity
  - Selecting /organizing instruments
  - Rehearsing a performance
  - Attempting to record compositions, either on tape or through invented graphic notation, simplified notation or standard notation

*(Assessment approaches, continued)*

- Work samples and portfolios
- Projects:
  - Composing music to tell or accompany a story
  - Playing a tune from memory
  - Designing a musical instrument of family of instruments
  - Composing a song
  - Inventing a form of notation
  - Composing a dance sequence
  - Selecting and listening to a number of pieces of music to compare and contrast
- Curriculum profiles

## Ireland: Primary School Curriculum: Music

	Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
<b>Listening and Responding</b>				
<b>Exploring sounds</b>	<ul style="list-style-type: none"> <li>Identify and imitate sounds from the environment</li> <li>Recognize and imitate types of vocal sounds</li> <li>Use body percussion to make sounds</li> <li>Use simple instruments to make sounds</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe sounds in the environment with increasing awareness</li> <li>Recognize and classify sounds using different criteria</li> <li>Recognize and demonstrate pitch differences</li> <li>Recognize pitch differences in different voices</li> <li>Explore the natural speech rhythm of familiar words</li> <li>Discover ways of making sounds using body percussion</li> <li>Explore ways of making sounds using manufactured and home-made instruments</li> <li>Explore how the sounds of different instruments can suggest various sounds and sound pictures</li> </ul>	<ul style="list-style-type: none"> <li>Describe a widening variety of sounds from an increasing range of sources</li> <li>Classify and describe sounds within a narrow range</li> <li>Recognize and demonstrate pitch differences</li> <li>Discover the different kinds of sounds that the singing voice and the speaking voice can make</li> <li>Imitate patterns of long or short sounds vocally</li> <li>Discover ways of making sounds using body percussion, in pairs and small groups</li> <li>Explore ways of making sounds using manufactured and home-made instruments</li> <li>Explore how the tone colors of suitable instruments can suggest various sounds and sound pictures</li> </ul>	<ul style="list-style-type: none"> <li>Listen to sounds in the environment with an increased understanding of how sounds are produced and organized</li> <li>Explore a range of sounds that the singing voice and the speaking voice can make</li> <li>Distinguish and describe vocal ranges and tone colors heard in a piece of music</li> <li>Identify a variety of ways of making sounds using body percussion in pairs and in small and large groups</li> <li>Explore ways of making sounds using manufactured and home-made instruments</li> <li>Explore how the tone colors of suitable instruments can suggest various sounds and sound pictures</li> </ul>
<b>Listening and Responding to Music</b>	<ul style="list-style-type: none"> <li>Listen to a range of short pieces and excerpts, incl. classical music, children's songs, Irish music, popular music</li> <li>Respond imaginatively through movement</li> <li>Talk about music selections</li> <li>Show recognition of beat and tempo by marching, clapping</li> <li>Recognize the difference between loud and soft, high and low, long and short sounds</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a range of short, familiar, and unfamiliar pieces and excerpts, incl. classical music, Irish music, popular music, musicals</li> <li>Respond imaginatively through movement</li> <li>Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways</li> <li>Show awareness of steady beat, and between steady beat and music without a steady beat</li> <li>Show the tempo of music as fast or slow, getting faster or getting slower</li> <li>Differentiate between sounds at different dynamic levels</li> <li>Perceive the difference between long and short sounds</li> <li>Identify obviously different instruments</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and describe music in various styles and genres, including familiar excerpts, recognizing its function and historical context where appropriate</li> <li>Describe initial reactions to, or feelings about, own compositions and others' (recordings or live performances), giving preferences</li> <li>Respond imaginatively to longer pieces of music in a variety of ways (movement, dance, mime, writing a poem or story, drawing a picture)</li> <li>Show the steady beat in listening to live or recorded music accompanying songs or chants</li> <li>Differentiate between steady beat and music without a steady beat</li> <li>Recognize strong and weak beats, illustrating with gestures</li> <li>Identify and describe the tempo of music as fast or slow, or getting faster or getting slower</li> <li>Distinguish between sounds of different duration</li> <li>Identify some families of instruments</li> <li>Respond appropriately to obviously different sections in a piece</li> <li>Experience 2-beat time, 3-beat time, and 6/8 time using gestures</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and describe a broad range of musical styles and traditions, including familiar excerpts, recognizing, where appropriate, function and historical context</li> <li>Listen to own compositions and others' and evaluate in terms of personal response, choice of instruments, and expressive qualities</li> <li>Respond imaginatively to music in a variety of ways</li> <li>Identify families of instruments</li> <li>Examine the effects produced by different instruments</li> <li>Distinguish the main instrument heard in a piece of music</li> <li>Recognize and understand how tempo and dynamic choices contribute to an expressive musical performance</li> <li>Recognize strong and weak-beat patterns, illustrating them through gestures</li> <li>Identify 2-beat and 3-beat and 6/8 time in moving to music</li> <li>Determine simple form and represent through gestures</li> <li>Experience dotted rhythms or syncopation in familiar tunes through gestures and movement</li> </ul>

## Ireland: Primary School Curriculum: Music

	Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
	<b>Performing</b>			
<b>Song singing</b>	<ul style="list-style-type: none"> <li>• Recognize and sing familiar songs</li> <li>• Echo short melodies, developing a sense of pitch</li> <li>• Show beat by clapping or marching to songs</li> <li>• Show with body movements recognition of high to low and low to high melodic motion</li> <li>• Perform songs and rhymes with appropriate dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a growing range of songs and melodies with increasing vocal control</li> <li>• Imitate short melodies in echoes</li> <li>• Show steady beat (pulse) when performing familiar songs, singing games, or rhythmic chants</li> <li>• Understand the difference between beat and rhythm</li> <li>• Perceive the shape of melodies as moving upwards, downwards, or staying the same</li> <li>• Select the dynamics most suitable to a song</li> <li>• Notice obvious differences created between sections of songs in various forms</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory a widening repertoire of unison songs with increasing vocal control, confidence, and expression</li> <li>• Show greater control of pulse and tempo while singing well-known tunes</li> <li>• Understand the difference between beat and rhythm</li> <li>• Perform familiar songs with increasing understanding and control of pitch and with extended range</li> <li>• Perform familiar songs with increasing awareness of dynamics, phrasing, and expression</li> <li>• Notice differences created between the sections of songs in various forms</li> <li>• Perform a rhythmic or melodic ostinato or a drone to accompany a song</li> <li>• Perform in groups simple rounds with two or more parts</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory a more demanding repertoire of songs with an awareness of the music's social, historical, and cultural contexts</li> <li>• Sing independently, with increasing awareness and control of pulse, tempo, pitch, diction, and posture</li> <li>• Perform familiar songs with increased control of dynamics, phrasing, and expression</li> <li>• Relate words and mood of a song to style of performance</li> <li>• Notice the differences created between the sections of songs in different forms</li> <li>• Explore structural elements within familiar songs</li> <li>• Perform a rhythmic or melodic ostinato or drone in accompanying a song</li> <li>• Distinguish individual parts in a round by singing, listening, moving, or by observing notational cues</li> <li>• Perform a round in several different textures</li> <li>• Perform, as part of a group, two songs individually and as partner songs</li> <li>• Perform as part of a group arrangements of songs that include simple countermelodies or harmony parts</li> <li>• Identify unison parts and harmony parts visually (from notation) and aurally</li> </ul>

## Ireland: Primary School Curriculum: Music

	Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
Literacy	<ul style="list-style-type: none"> <li>Match selected sounds with their pictured source</li> <li>Recognize and perform simple rhythmic patterns from pictorial symbols</li> </ul>	<ul style="list-style-type: none"> <li>Identify and perform familiar rhythm patterns from memory and from notation</li> <li>Recognize the shape (contour) of a simple melody</li> <li>Sing familiar tunes and singing games within a range of 2 or 3 notes</li> <li>Sing simple tunes, from simplified notation, combining rhythm and pitch</li> </ul>	<ul style="list-style-type: none"> <li>Identify and define the rhythm patterns of well-known songs and chants</li> <li>Recognize and use some standard symbols to notate meter and rhythm</li> <li>Recognize and sing familiar, simple tunes in a variety of ways</li> <li>Recognize the shape of melodies on a graphic score or in standard notation</li> <li>Use standard symbols to identify and sing a limited range of notes and melodic patterns</li> <li>Use standard symbols to notate simple rhythm and pitch</li> <li>Practice singing pentatonic tunes starting on G, C, or F as <i>doh</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize longer and more complex rhythm patterns of familiar songs and chants</li> <li>Recognize, name, and use some standard symbols to notate meter</li> <li>Recognize and sing familiar tunes in an increasing variety of ways</li> <li>Recognize the contour of a melody and movement by steps or leaps, from a graphic score or from notation</li> <li>Use standard symbols to read, sing, and play simple melodies from sight</li> <li>Use standard symbols with increasing fluency and accuracy to notate simple rhythm and pitch</li> <li>Recognize that melodies can be read, sung, or played in different keys</li> <li>Read, sing, and play simple tunes from sight, with C <i>doh</i>, G <i>doh</i>, or F <i>doh</i></li> <li>Understand the function of major key signatures as indicating the position of <i>doh</i></li> </ul>
Playing instruments	<ul style="list-style-type: none"> <li>Play simple percussion instruments</li> <li>Use simple home-made and manufactured instruments to accompany songs, nursery rhymes, or rhythmic chants</li> </ul>	<ul style="list-style-type: none"> <li>Play some percussion instruments with confidence</li> <li>Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants</li> <li>Perform simple 2-note or 3-note tunes by ear or from simple notation</li> </ul>	<ul style="list-style-type: none"> <li>Discover different ways of playing percussion and melodic instruments</li> <li>Use percussion instruments to show the beat or rhythm in accompanying songs or rhythmic chants</li> <li>Identify and perform simple, familiar tunes from memory or from notation</li> </ul>	<ul style="list-style-type: none"> <li>Perform a range of playing techniques on a wide selection of percussion and melodic instruments</li> <li>Use percussion instruments with increasing confidence and skill to accompany tunes, songs, and chants</li> <li>Identify and perform familiar tunes from memory or from notation independently</li> </ul>

## Ireland: Primary School Curriculum: Music

Composing				
	Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
Improvising and creating	<ul style="list-style-type: none"> <li>Select sounds from various sources to create simple sound ideas, individually and in groups</li> <li>Invent and perform short, simple musical pieces using musical elements</li> <li>Improvise new answers to given melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>Select songs from a variety of sources to illustrate a character or a sequence of events, individually and in groups</li> <li>Invent and perform short musical pieces with increasing ease and control of musical elements</li> <li>Recall, answer, and invent simple melodic and rhythmic patterns, using voices, body percussion, and instruments</li> </ul>	<ul style="list-style-type: none"> <li>Select different kinds of sounds (voice, body percussion, untuned and tuned percussion, simple melodic instruments, electronic instruments) to portray a character, a sequence of events, or an atmosphere in sound stories</li> <li>Invent and perform simple musical pieces that show a developing awareness of musical elements</li> <li>Recall, answer, and invent simple melodic and rhythmic patterns, using voice, body percussion, and instruments</li> </ul>	<ul style="list-style-type: none"> <li>Select from a wide variety of sound sources for a range of musical purposes</li> <li>Invent and perform pieces that show an increasing awareness and control of musical elements</li> <li>Recall, answer, and invent melodic and rhythmic patterns, using voices, body percussion, and instruments</li> </ul>
Talking about and recording compositions	<ul style="list-style-type: none"> <li>Talk about their work and others</li> <li>Invent graphic symbols for single sounds and sound effects</li> <li>Record compositions on electronic media</li> </ul>	<ul style="list-style-type: none"> <li>Talk about own and others' works</li> <li>Invent graphic symbols or use standard notation to represent selected sounds</li> <li>Record compositions on electronic media</li> </ul>	<ul style="list-style-type: none"> <li>Describe and discuss own work and others'</li> <li>Devise and use graphic symbols and/or use standard notation to record simple musical patterns and inventions</li> <li>Record compositions on electronic media</li> </ul>	<ul style="list-style-type: none"> <li>Reflect upon and evaluate own work and others'</li> <li>Devise and use graphic symbols and/or use standard notation to record different kinds of musical patterns and inventions</li> <li>Record compositions on electronic media</li> </ul>

## Ireland: Visual Arts

### Aims

The aims of the visual arts curriculum are

- to help the child develop sensitivity to the visual, spatial, and tactile world, and to provide for aesthetic experience
- to help the child express ideas, feelings, and experiences in visual and tactile forms
- to enable the child to have enjoyable and purposeful experiences of different art media and to have opportunities to explore, experiment, imagine, design, invent, and communicate with different art materials
- to promote the child's understanding of and personal response to the creative processes involved in making two and three dimensional art
- to enable the child to develop the skills and techniques necessary for expression, inventiveness, and individuality
- to enable the child to experience the excitement and fulfillment of creativity and the achievement of potential through art activities
- to foster sensitivity towards and enjoyment and appreciation of the visual arts
- to provide opportunities for the child to explore how the work of artists and craftspeople might relate to his/her own work

### Strands and strand units

The curriculum is organized around six strands of art media through which the child can explore, respond to, and interpret the world visually: **drawing, paint and colour, print, clay, construction, and fabric and fibre**. Concepts and skills taught in each age band are organized by means of seven visual elements: **line, shape, form, color/tone, texture, pattern/rhythm, and space**.

### Assessment

The curriculum guidelines offer the following suggestions for visual arts assessment:

Assessment should be concerned with the child's **ability to make art**, the child's **ability to look with understanding at and respond to art works**, and the **quality of the child's engagement with art**. All three of these skills are interrelated and are assessed on the basis of **perceptual awareness, expressive abilities and skills, critical and aesthetic awareness, and disposition towards art activities**.

The curriculum additionally offers suggestions for a range of assessment tools, including:

- teacher observation
- teacher-designed tasks
- work samples, portfolios, and projects
- curriculum profiles



## Ireland: Primary School Curriculum: Visual Arts

		Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
Drawing	Making drawings	<ul style="list-style-type: none"> <li>Experiment with the marks that can be made with different drawing instruments on a range of surfaces</li> <li>Make drawings based on vividly recalled feelings, real and imaginative experiences and stories</li> <li>Discover and draw line and shape as seen in natural and manufactured objects and discover that lines can make shapes</li> <li>Explore the relationship between how things feel and how they look</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces</li> <li>Make drawings based on his/her personal or imaginative life with a growing sense of spatial relationships</li> <li>Draw from observation</li> <li>Explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces</li> <li>Make drawings from recalled experiences, emphasizing pattern, detail, context and location</li> <li>Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail</li> <li>Draw from observation</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control</li> <li>Discover how line could convey movement and rhythm</li> <li>Make drawings based on themes reflecting broadening interests, experiences and feelings</li> <li>Draw imaginative themes using inventive pattern and detail</li> <li>Draw from observation</li> </ul>
	Looking & responding	<ul style="list-style-type: none"> <li>Look at and talk about his/her work, the work of other children and the work of artists</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about his/her work, the work of other children and the work of artists</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about his/her work, the work of other children and the work of artists</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about his/her work, the work of other children and the work of artists</li> </ul>

## Ireland: Primary School Curriculum: Visual Arts

		Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
Paint and colour	Painting	<ul style="list-style-type: none"> <li>Experiment with a variety of colour drawing instruments and media to develop colour awareness</li> <li>Use colour to express vividly recalled feelings, experiences and imaginings</li> <li>Discover colour in the visual environment to help develop sensitivity to colour</li> <li>Discover colour, pattern and rhythm in colourful objects</li> <li>Discover the relationship between how things feel and how they look</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour with a variety of materials and media</li> <li>Use colour expressively to interpret themes based on his/her personal or imaginative life</li> <li>Paint objects chosen for their colour possibilities</li> <li>Discover colour in the visual environment and become sensitive to tonal variations between light and dark, and to variations in pure colour (hue)</li> <li>Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities</li> <li>Discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work</li> <li>Explore the relationship between how things feel and how they look.</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour with a variety of materials and media</li> <li>Make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale</li> <li>Express his/her imaginative life and interpret imaginative themes using colour expressively</li> <li>Paint from observation</li> <li>Discover colour in the visual environment and become sensitive to colour differences and tonal variations through colour mixing</li> <li>Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities</li> <li>Discover pattern and rhythm in natural and manufactured objects and use them purposefully in his/her work</li> <li>Explore the relationship between how things feel and how they look</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour with a variety of colour drawing instruments, media and techniques</li> <li>Make paintings based on recalled feelings and experiences and discover ways of achieving spatial effects</li> <li>Express his/her imaginative life and interpret imaginative themes using colour expressively</li> <li>Paint from observation</li> <li>Become sensitive to increasingly subtle colour differences and tonal variations in natural and manufactured objects</li> <li>Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities</li> <li>Discover pattern and rhythm in natural and manufactured objects</li> <li>Explore the relationship between how things feel and how they work</li> </ul>
	Looking & responding	<ul style="list-style-type: none"> <li>Look at and talk about his/her work, the work of other children and the work of artists</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about his/her work, the work of other children and the work of artists</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about his/her work, the work of other children and the work of artists</li> </ul>	<ul style="list-style-type: none"> <li>Look at and talk about his/her work, the work of other children and the work of artists</li> </ul>
Print	Making prints	<ul style="list-style-type: none"> <li>Experiment with the effects that can be achieved with simple printmaking</li> <li>Use a variety of printmaking techniques</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with the effects that can be achieved with simple printmaking techniques</li> <li>Use a variety of printmaking techniques to make theme-based or non-representational prints</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a widening range of printmaking techniques</li> <li>Use a widening range of printmaking techniques to make theme-based or non-representational prints</li> <li>Make prints for functional uses (as well as for their own sake)</li> <li>Use a computer art program to create original images that are not dependent on clip art</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with more complex printmaking techniques</li> <li>Use more complex printmaking techniques to make theme-based or non-representational prints</li> <li>Make prints for functional uses (as well as for their own sake)</li> <li>Use a computer art program to create original images that are not dependent on clip art</li> </ul>

## Ireland: Primary School Curriculum: Visual Arts

		Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
	Looking & responding	<ul style="list-style-type: none"> <li>Look at, handle and talk about familiar objects for experience of shape, texture, pattern</li> <li>Look at and talk about examples of simple print design in everyday use</li> <li>look at and talk about his/her work, the work of other children and the work of artists</li> </ul>	<ul style="list-style-type: none"> <li>Look at, handle, and talk about familiar objects for experience of shape, texture and pattern</li> <li>Look at and talk about his/her work, the work of other children and art prints that have relatively simple shapes, textures and patterns</li> <li>Look at examples of print design in everyday use</li> </ul>	<ul style="list-style-type: none"> <li>Look at, handle and talk about natural and manufactured objects for experience of texture, shape, pattern</li> <li>Look at and talk about his/her work, the work of other children and art prints or print design that emphasize the play of shape, texture or line</li> <li>Look at and talk about examples of design in everyday use</li> </ul>	<ul style="list-style-type: none"> <li>Look at, handle and talk about natural and manufactured objects for experience of texture, shape and pattern</li> <li>Look at and talk about his/her work, the work of other children and art prints or print design that demonstrate a variety of printmaking techniques</li> </ul>
Clay	Developing form in clay	<ul style="list-style-type: none"> <li>Explore and discover the possibilities of clay as a medium for imaginative expression</li> <li>Make a clay form and manipulate it with fingers to suggest a subject</li> <li>Invent mixed-media pieces in both representational and non-representational modes</li> </ul>	<ul style="list-style-type: none"> <li>Explore and discover the possibilities of clay as a medium for imaginative expression</li> <li>Change the form of a small ball of clay, using the medium expressively</li> <li>Work inventively with cubes or oblong blocks of clay and add details to suggest a solid structure</li> <li>Make simple pottery</li> <li>Experiment with and develop line, shape, texture, and pattern in clay</li> </ul>	<ul style="list-style-type: none"> <li>Explore and discover the possibilities of clay as a medium for imaginative expression</li> <li>Make simple clay pots</li> <li>Make sturdy figures in clay using the medium expressively and with imaginative detail</li> <li>Work inventively and expressively with cubes or oblong blocks of clay</li> <li>Develop line, shape, texture, and pattern in clay</li> <li>Work inventively and expressively with papier mache</li> </ul>	<ul style="list-style-type: none"> <li>Explore and discover the possibilities of clay as a medium for imaginative expression</li> <li>Use clay to analyze and interpret form from observation</li> <li>Explore some of the essential characteristics of three-dimensional work</li> <li>Make simple pottery and sculpture</li> <li>Experiment with and develop line, shape texture and pattern in low relief</li> <li>Make an imaginative slab-built structure</li> <li>Work inventively and expressively with papier mache</li> </ul>

## Ireland: Primary School Curriculum: Visual Arts

		Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
	Looking & responding	<ul style="list-style-type: none"> <li>Look at, handle and talk about objects with free-flowing forms</li> <li>Look at, handle and talk about his/her work, the work of other children and the work of artists</li> </ul>	<ul style="list-style-type: none"> <li>Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form</li> <li>Look at and talk about his/her work, the work of other children and figures by famous sculptors with contrasting styles</li> </ul>	<ul style="list-style-type: none"> <li>Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form</li> <li>Look at and talk about his/her work, the work of other children and figurative and non-representational pieces of sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form</li> <li>Look at and talk about his/her work, the work of other children and the work of sculptors, including relief sculptures</li> <li>Look at and talk about ritual masks, street theatre masks and figures, and functional and decorative pottery from different cultures and different times</li> </ul>
Construction	Making constructions	<ul style="list-style-type: none"> <li>Explore and experiment with the properties and characteristics of materials in making structures</li> <li>Make imaginative structures</li> </ul>	<ul style="list-style-type: none"> <li>Explore and experiment with the properties and characteristics of materials in making structures</li> <li>Make imaginative structures</li> </ul>	<ul style="list-style-type: none"> <li>Explore and experiment with the properties and characteristics of materials in making structures</li> <li>Make drawings from observation to analyze the structures of buildings and the natural structures of plants</li> <li>Make imaginative structures</li> </ul>	<ul style="list-style-type: none"> <li>Explore and experiment with the properties and characteristics of materials in making structures</li> <li>Make drawings from observation to analyze form and structure</li> <li>Make imaginative structures</li> </ul>

## Ireland: Primary School Curriculum: Visual Arts

		Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
	Looking & responding	<ul style="list-style-type: none"> <li>Look at, investigate, and talk about spatial arrangements and balance in collections of objects and in photographs of natural and built structures</li> <li>Look at and talk about structures that are easily accessible and close at hand, at visually stimulating structures and at a range of common artefacts</li> <li>Look at and talk about his/her work and the work of other children</li> </ul>	<ul style="list-style-type: none"> <li>Look at collections of photographs of natural and built structures and investigate spatial arrangements, balance, and outline and how the spaces created relate to the whole</li> <li>Look at and talk about his/her work and the work of other children</li> <li>Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, outline</li> <li>Look at and talk about his/her work and the work of other children</li> <li>Look at and talk about interesting examples of contemporary architecture and the work of great architects and builders of history</li> </ul>	<ul style="list-style-type: none"> <li>Look at, investigate and talk about spatial arrangements, balance and outline in collections or photographs of natural and manufactured structures</li> <li>Look and talk about his/her work and the work of other children</li> <li>Look at and talk about impressive examples of buildings created in the past in different parts of the world and at contemporary architecture, sculpture, engineering and design</li> </ul>
Fabric and fibre	Creating in fabric and fibre	<ul style="list-style-type: none"> <li>Explore the possibilities of fabric and fibre as media for imaginative expression</li> <li>Make simple collages</li> <li>Invent a costume</li> </ul>	<ul style="list-style-type: none"> <li>Explore and discover the possibilities of fabric and fibre as media for imaginative expression</li> <li>Make small inventive pieces with fabric and fibre</li> <li>Invent a costume</li> </ul>	<ul style="list-style-type: none"> <li>Explore and discover the possibilities of fabric and fibre as media for imaginative expression</li> <li>Make small inventive pieces in fabric and fibre</li> <li>Make soft toys, emphasizing individuality and variety</li> <li>Invent a costume for a character from a story or use fabric as a stimulus for an exotic costume design</li> </ul>	<ul style="list-style-type: none"> <li>Explore and discover the possibilities of fabric and fibre as media for imaginative expression</li> <li>Make small inventive pieces in fabric and fibre</li> <li>Make simple character toys</li> <li>Design and make a costume</li> </ul>

## Ireland: Primary School Curriculum: Visual Arts

		Infant	1 <sup>st</sup> and 2 <sup>nd</sup>	3 <sup>rd</sup> and 4 <sup>th</sup>	5 <sup>th</sup> and 6 <sup>th</sup>
	Looking & responding	<ul style="list-style-type: none"> <li>Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities</li> <li>Look at and talk about his/her work and the work of other children</li> </ul>	<ul style="list-style-type: none"> <li>Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities</li> <li>Look at and talk about his/her work and the work of other children</li> <li>Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible</li> </ul>	<ul style="list-style-type: none"> <li>Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities</li> <li>Look at and talk about his/her work and the work of other children</li> <li>Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from other times and cultures</li> <li>Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible</li> </ul>	<ul style="list-style-type: none"> <li>Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities</li> <li>Look at and talk about his/her work and the work of other children</li> <li>Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures, and explore the role of textiles and culture</li> <li>Look at fabric crafts and artefacts and visit a craftsperson at work if possible</li> </ul>

## Sources

National Council for Curriculum and Assessment:

[http://www.ncca.ie/en/Curriculum\\_and\\_Assessment/](http://www.ncca.ie/en/Curriculum_and_Assessment/)

Drama Curriculum

[http://www.ncca.ie/uploadedfiles/Curriculum/Primary\\_Drama\\_Curriculum.pdf](http://www.ncca.ie/uploadedfiles/Curriculum/Primary_Drama_Curriculum.pdf)

Music Curriculum

[http://www.ncca.ie/uploadedfiles/Curriculum/Music\\_Curr.pdf](http://www.ncca.ie/uploadedfiles/Curriculum/Music_Curr.pdf)

Physical Education Curriculum

[http://www.ncca.ie/uploadedfiles/Curriculum/PE\\_Curr.pdf](http://www.ncca.ie/uploadedfiles/Curriculum/PE_Curr.pdf)

Visual Arts Curriculum

[http://www.ncca.ie/uploadedfiles/Curriculum/VisArt\\_Curr.pdf](http://www.ncca.ie/uploadedfiles/Curriculum/VisArt_Curr.pdf)

## JAPAN

**Document title:** *Improvement of Academic Abilities (Courses of Study)*

**Year Created:** 2008, 2009

Disciplines and Age/Grade Levels Addressed			
	Grades 1-2	Grades 3-4	Grades 5-6
Dance			
Media Arts			
Music	✓	✓	✓
Theatre/Drama			
Visual Art	Art/Handicraft	Art/Handicraft	Art/Handicraft
Other			

Arts objectives and content are a part of Japan's *Courses of Study* – national sets of curriculum guidelines developed for all subject areas and published by the Ministry of Education. The introduction and overview of the Courses of Study offers insight into broad goals for education in Japan:

“MEXT determines the Courses of Study as broad standards for all schools, from kindergarten through upper secondary schools, to organize their programs in order to ensure a fixed standard of education throughout the country.

The Courses of Study have generally been revised once every 10 years. The Courses of Study for elementary and lower secondary schools were revised in March 2008 and those for upper secondary schools and schools for special needs education, in March 2009. The new Courses of Study continue to aim to nurture in students “Zest for life” based on the educational principles expressed in the revisions to the Basic Act on Education. The new Courses of Study enrich the content of education and increase the number of classes, with an emphasis on the balance between acquiring basic and fundamental knowledge and skills and fostering the ability to think, make decisions, and express oneself.”

**Note:** *In the statement above, the Ministry of Education indicates that Courses of Study exist at primary and secondary levels. It appears that the full text (in English) is available online only for the primary curriculum. Secondary-level curricula in the arts may exist, but could not be located, and are not included in this review.*

### Goals for arts education

The Courses of Study outline five **objectives for education** in Japan; instruction in all subject areas is meant to address these objectives:

1. Attainment of wide ranging knowledge and culture, cultivation of a rich sensibility and a sense of morality, and development of a healthy body
2. Development of the abilities of individuals, fostering a spirit of autonomy and independence, and emphasizing the connections between career and practical life.



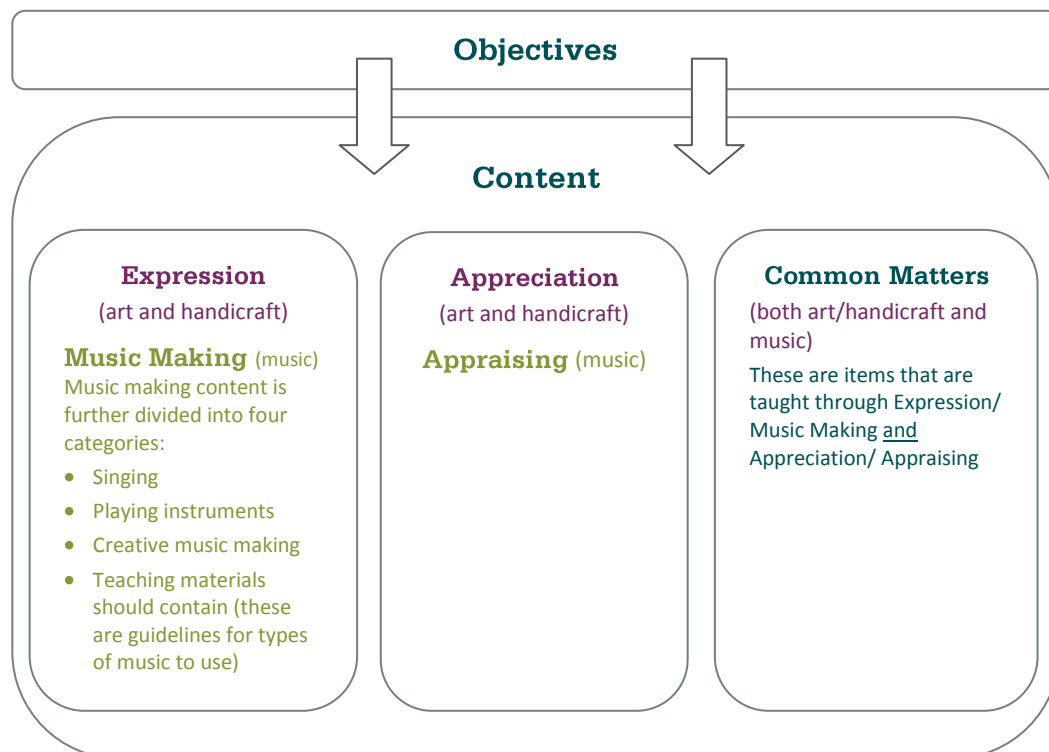
3. Fostering an attitude of valuing justice and responsibility, mutual respect and cooperation, equality between men and women, and a civic spirit
4. Fostering an attitude of respecting life and nature, and contributing to the protection of the environment
5. Fostering an attitude of respecting our traditions and culture, loving the country and region that nurtured them, respecting other countries, and contributing to world peace and the development of the international community.

## Structure and content of standards

### Objectives and content

The Courses of Study do not offer learning objectives for the arts as a unit, but rather address art/handicrafts and music separately. The language and approach to the recommendations in each discipline do share similarities.

Each discipline's section of the Courses of Study offers broad overall **objectives** that apply to the teaching and learning of that discipline at all grade levels addressed. In addition, there are sets of more specific objectives for three grade bands, and outlines of associated **content** appropriate to each individual grade level. This grade-specific content is further broken down into abilities or tasks related to **making** (music) or **expressing** (art), and those related to **appraising** (music) and **appreciation** (art). A final category titled **common matters** addresses skills that may be addressed both by creating *and* responding/appreciating.



## Themes and ideas represented in standards content

Within the content for **art and handicraft**, the category of **appreciation** focuses to a certain extent on the elements of art and the formal qualities of a work, but these standards place greater emphasis on noticing “good qualities” and beauty of work and discussing ideas and feelings that arise when viewing a work of art.

The **expression** category addresses the entire creative process, placing emphasis on **planning and idea-generation phases** of work. The standards, for example, describe the process of “forming images in one’s own mind,” “identifying and expressing what one has seen, imagined, or felt, and would like to express to others,” “conceiving a means of expression, and then implementing the process of expression,” and “creating something as a result of activating the imagination.” This content also emphasizes the artist’s role in matching their creative ideas to appropriate tools and materials for executing those ideas.

There is an emphasis, especially in the standards for the earlier grades, on self-expression and cultivating a sense of curiosity and joy in students.

Within the music content, the standards in the appreciation repeatedly emphasize the importance of **listening to pieces with emotion and imagination, responding imaginatively to music, listening to a variety of works, and listening to works that enable an understanding of elements of music.**

The content associated with **music making** is further divided into **singing, playing instruments, creative music making**, and a section titled “**teaching materials should contain**,” that describes the types of music that are most appropriate to different grade levels. The music making content focuses on the **elements of music**, and emphasizes certain **qualities of student performance**, stating repeatedly that students should learn to play music with “emotion and intention,” as well as play or sing “in a natural and relaxed manner.”

## Additional Content

The Courses of Study contain one additional section for educators, titled “syllabus design and handling the content.” This portion contains recommendations for curriculum planning and teaching, related to the following:

- **Interdisciplinary study:** The text of both the art/handicraft and music document encourages linking arts study to other components of the national curriculum, including “living environment studies” and “moral education.”
- **The use of specific media/tools/techniques:**
  - The music guidelines recommend different instruments for different grade levels – beginning with percussion in earlier grades, progressing to tuned instruments in later grades.
  - The art and handicraft guidelines recommend materials and techniques including clay firing and printmaking at all levels, as well as a range of age-appropriate materials, from clay, paper, and crayons in grades 1 and 2 to wire and coping saws in grades 5 and 6.
  - The music document recommends teaching through games and improvisation, and having students imitate rhythms, melodies, and familiar sounds. This

document also recommends physical movement in conjunction with instruction

- The art and handicraft document specifies that content falling under the categories of **expression** and **appreciation** should be linked
- The art and handicraft document recommends using **local museums and similar facilities** – both visiting them and collaborating with them.
- The art and handicraft document indicates that that **works of art should be displayed** in the school

### **Assessment**

Assessment is not directly addressed in Courses of Study documents.

## Japan: Art and Handicraft (from *Courses of Study*)

Grade	Objectives	Content		
		Expression	Appreciation	Common Matters
1-2	<ol style="list-style-type: none"> <li>To enable children to savor the joy of creating something while fostering an attitude of wanting to see and express things for themselves.</li> <li>To enable children to activate sensations and skills over the whole of their body, while deriving enjoyment from molding activities and generating a rich fund of ideas.</li> <li>To enable children to take in the curious and the enjoyable aspects of the works of art in their immediate environment</li> </ol>	<p><i>Through artistic play activities inspired by the materials:</i></p> <ul style="list-style-type: none"> <li>Creating something on the basis of what has occurred to them when looking at familiar natural objects or artificial materials</li> <li>Creating something in the spirit of fun, while activating their sensations and feelings</li> <li>Creating something involving movement of their entire bodies in such ways as lining things up, joining them together, or piling them up in a heap.</li> </ul> <p><i>Through activities aimed at enabling children to express what they have felt or imagined in the form of a drawing or painting, a three-dimensional artifact or some other kind of handicraft:</i></p> <ul style="list-style-type: none"> <li>Identifying and expressing what it is that is to be expressed on the basis of what has been felt or imagined.</li> <li>Expressing something while enjoying the process of choosing a favorite color or creating various different kinds of shapes.</li> <li>Thinking about how to express something and then expressing it, with hands as the formative medium and using familiar or easily available implements.</li> </ul>	<p><i>Guidance in the following matters takes place through activities involving the appreciation of works of art in children's immediate environment:</i></p> <ul style="list-style-type: none"> <li>Enjoying looking at their own work and at familiar materials</li> <li>Noticing things like colors and shapes, distinctive features of various ways of expression, or the feelings that come from using different materials, while talking about their own feelings or listening to what their friends say.</li> </ul>	<p><i>Guidance in the following matters takes place through the teaching of both expression and appreciation:</i></p> <ul style="list-style-type: none"> <li>Understanding shapes and colors through one's own sensory faculties and activities</li> <li>Forming images in one's own mind on the basis of shapes and colors.</li> </ul>
3-4	<ol style="list-style-type: none"> <li>To foster an attitude whereby children will engage of their own volition in expression and appreciation, and to enable them to savor the joy of creating something.</li> <li>To enable children to derive a rich fund of ideas from materials and fully activate their hands and the whole of their bodies; to devise ways of expression that will extend their formative molding abilities.</li> <li>To enable children to take in the good and distinctive qualities of familiar products.</li> </ol>	<p><i>Through artistic play activities inspired by materials and locations:</i></p> <ul style="list-style-type: none"> <li>Creating something conceived on the basis of familiar materials or a familiar location</li> <li>Thinking about an idea derived from a certain shape and discussing the idea with others while creating a new shape</li> <li>Creating something by means of such actions as fitting things of different shapes together, cutting, joining shapes, or changing one shape into another, while utilizing the experience of materials and tools gained in the lower grades.</li> </ul> <p><i>Through activities aimed at enabling children to express what they have felt, imagined or seen in the form of a drawing or painting, a three-dimensional artifact or some other kind of handicraft:</i></p> <ul style="list-style-type: none"> <li>Identifying and expressing what it is that is to be expressed on the basis of what has been felt, imagined, or seen.</li> <li>Making a plan and then carrying out the act of expression by means of utilizing shapes, colors, and materials, while thinking about what is to be expressed and what its function will be.</li> <li>Thinking about and then carrying out the act of expression while utilizing the characteristic properties of the materials and tools, in line with what is to be expressed.</li> </ul>	<p><i>Guidance in the following matters takes place through activities involving the appreciation of familiar works of art:</i></p> <ul style="list-style-type: none"> <li>Taking in the good qualities and distinctive features of their own work or familiar works of art, while appreciating the production process.</li> <li>Recognizing the differences in feelings resulting from the use of different materials or forms of expression, while discussing things that have been felt or thought about.</li> </ul>	<p><i>Guidance in the following matters takes place through the teaching of both expression and appreciation:</i></p> <ul style="list-style-type: none"> <li>Understanding shapes, colors and combinations of these through one's own sensory faculties and activities.</li> <li>Forming images in one's own mind on the basis of what one has felt about shapes and colors</li> </ul>

## Japan: Art and Handicraft (from *Courses of Study*)

Grade	Objectives	Content		
		Expression	Appreciation	Common Matters
5-6	<ol style="list-style-type: none"> <li>1. To foster an attitude in children conducive to engaging in creative expression and appreciation, and to enable them to savor the joy of creating something.</li> <li>2. To enable the children to grasp the characteristics of various materials and to generate ideas by activating their imaginations; to enable them to devise various ways of expressing something and heighten their creative molding ability while working out how to express a set theme.</li> <li>3. To enable children to attach value to such things as familiar works of art, while taking in their good features and their beauty</li> </ol>	<p><i>Through artistic play activities inspired by plastic characteristics of materials and locations:</i></p> <ul style="list-style-type: none"> <li>• Creating something as a result of activating the imagination and conceived on the basis of the characteristic features of materials and/or a location</li> <li>• In the context of spontaneous involvement with various materials or locations, creating something through the process of construction on the basis of these materials and locations, while thinking about how to combine the various peripheral features.</li> <li>• Creating something by utilizing in a comprehensive way the skills and experiences gained in previous grades with respect to materials and tools.</li> </ul> <p><i>Through activities aimed at enabling children to express, in the form of a drawing or painting, a three-dimensional artifact or some other kind of handicraft, what they have felt, imagined or seen, and would like to pass on to others:</i></p> <p>Identifying and expressing what one has seen, imagined or felt, and would like to express to others.</p> <ul style="list-style-type: none"> <li>• Conceiving a means of expression and then implementing the process of expression while thinking about colors and shapes, and the characteristic features of materials, and feeling the beauty inherent in composition, and considering the function that the created object will have.</li> <li>• Combining appropriate methods of expression and then implementing the act of expression, while utilizing the characteristics of materials and tools that match what is to be expressed.</li> </ul>	<p><i>Guidance in the following matters takes place through activities involving familiar works of art:</i></p> <ul style="list-style-type: none"> <li>• Taking in, by means of the process of appreciation, the good qualities and beauty of their own works, familiar works of art from within Japan and from foreign countries, and products that form part of everyday life.</li> <li>• Taking in variations in forms of expression as well as the intention and special characteristics of the process of expression, while talking and discussing with friends about things that have been felt or thought about.</li> </ul>	<p><i>Guidance in the following matters takes place through the teaching of both expression and appreciation:</i></p> <ul style="list-style-type: none"> <li>• Understanding shapes, colors and movement as well as plastic characteristics such as depth through one's own sensory faculties and activities</li> <li>• Forming images in one's own mind on the basis of plastic characteristics such as color, shape and so on.</li> </ul>

### Japan: Music (from Courses of Study)

Grade	Objectives	Content			
		Music-making		Appraising	Common Items
1-2	1. To encourage pupils to enjoy music and take an interest in it, and to educate them to increase their life satisfaction by enjoying music.  2. To encourage pupils to cultivate their basic abilities for music-making  3. To encourage pupils' familiarity with a variety of music and to cultivate their basic abilities for listening to music overall.	<b><i>Singing:</i></b> <ul style="list-style-type: none"> <li>• Singing after listening to models, and singing from memory in solmization</li> <li>• Singing with emotion and imagination suitable for lyrics</li> <li>• Singing with attention to one's own voice and pronunciation</li> <li>• Singing in unison while listening to others and the accompaniment</li> </ul>	<b><i>Playing Instruments:</i></b> <ul style="list-style-type: none"> <li>• Playing instruments after listening to models, and playing by rhythm notations</li> <li>• Playing instruments with emotion and imagination</li> <li>• Playing simple rhythmic patterns and tunes with attention to timbre</li> <li>• Playing instrument in unison while listening to others and the accompaniment</li> </ul>	<b><i>The following should be taught through appraising:</i></b> <ul style="list-style-type: none"> <li>• Listening to musical tastes that make each piece of music expressive</li> <li>• Listening to combined musical elements</li> <li>• Listening to pieces with emotion and imagination, responding to them imaginatively either through verbal or some other means, and enjoying a performance as well as the music itself.</li> </ul> <b><i>Teaching materials for appraising should contain:</i></b> <ul style="list-style-type: none"> <li>• Traditional children's songs and play songs from Japan and abroad that will exhilarate pupils and prompt physical movements such as marching and dancing, and pieces that evoke scenes from everyday life.</li> <li>• Amiable pieces to recognize musical elements easily.</li> <li>• Amiable pieces with various performance styles, to recognize the characteristics of the timbre of instruments and human voices easily</li> </ul>	<b><i>The following should be taught through music making <u>and</u> appraising:</i></b> <ul style="list-style-type: none"> <li>• To perceive (a) and (b) among the musical elements, and to be sensitive toward their goodness, enjoyment and beauty               <ul style="list-style-type: none"> <li>(a) Elements characterizing music, such as timbre, rhythm, tempo, melody, dynamics, beat and phrase</li> <li>(b) Musical structures, such as repetition</li> </ul> </li> <li>• To become familiar with notes, rests, and other notational symbols as well as with musical terms, through musical activities</li> </ul>
		<b><i>Creative Music Making:</i></b> <ul style="list-style-type: none"> <li>• Enjoying musical games with various sound sources, including human voices</li> <li>• Creating simple musical pieces from various sound sources based on musical structures</li> </ul>	<b><i>Teaching materials should contain:</i></b> <ul style="list-style-type: none"> <li>• Unison songs and rounds [note: document contains list of songs, divided by grade]</li> <li>• Instrumental pieces with simple rhythmic accompaniment or with the lower part, based on the songs that have already been learned.</li> </ul>		

## Japan: Music (from Courses of Study)

Grade	Objectives	Content			
		Music-making		Appraising	Common Items
3-4	<ol style="list-style-type: none"> <li>To encourage pupils to develop an interest in music and to educate them to increase their life satisfaction with music</li> <li>To encourage pupils to cultivate their basic abilities for music making</li> <li>To encourage pupils to become familiar with a variety of music and to cultivate their basic abilities for listening to music overall.</li> </ol>	<p><i>Singing:</i></p> <ul style="list-style-type: none"> <li>Singing after listening to models and singing by looking at C-major notations.</li> <li>Singing with emotion and intention suitable for lyrics and the music itself.</li> <li>Singing in a natural and relaxed manner with attention to breathing and pronunciation</li> <li>Singing in unison while listening to others' voices, subordinate melodies and the accompaniment</li> </ul>	<p><i>Playing Instruments:</i></p> <ul style="list-style-type: none"> <li>Playing after listening to models and singing by looking at C-major notations</li> <li>Playing with emotion and intention suitable for lyrics and the music itself.</li> <li>Playing tuned and percussion instruments with attention to timbre.</li> <li>Playing in unison while listening to instruments played by others, subordinate melodies and the accompaniment</li> </ul>	<p><i>The following should be taught through appraising:</i></p> <ul style="list-style-type: none"> <li>Listening not only to musical tastes and effects, but also to their changes</li> <li>Listening to combined musical elements and musical structures</li> <li>Listening to pieces with emotion and imagination, responding to them either through verbal or some other means, and noticing the characteristics of a performance as well as the music itself.</li> </ul> <p><i>Teaching materials for appraising should be selected from:</i></p> <ul style="list-style-type: none"> <li>Various musical pieces, such as Japanese music, including music for traditional Japanese instruments, music from various regions, music that is closely related to life, like folk music in foreign countries, music for drama and music that has remained popular for a long time.</li> <li>Amiable pieces through which pupils understand the functions of musical elements</li> <li>Amiable pieces covering various performance styles, including solo and ensemble, through which pupils understand the diverse musical expressions.</li> </ul>	<p><i>The following should be taught through music making <u>and</u> appraising:</i></p> <ul style="list-style-type: none"> <li>To perceive (a) and (b) among the musical elements, and to be sensitive toward their goodness, enjoyment and beauty</li> </ul> <p>(a) Elements characterizing music, such as timbre, rhythm, tempo, melody, dynamics, beat and phrase, vertical relationships of pitches, beat and phrase.</p> <p>(b) Musical structures, such as repetition and change</p> <ul style="list-style-type: none"> <li>To become familiar with notes, rests, and other notational symbols as well as with musical terms, through musical activities</li> </ul>
		<p><i>Creative Music Making:</i></p> <ul style="list-style-type: none"> <li>Improvising with various musical ideas, based on diverse sound sources and their combinations</li> <li>Creating simple musical pieces based on musical structures as well as one's own intention, using various sound sources</li> </ul>	<p><i>Teaching materials should contain:</i></p> <ul style="list-style-type: none"> <li>Unison and simple choral pieces</li> <li>Instrumental pieces with simple accompaniment or with the lower part, based on the songs they have already learned.</li> </ul>		

## Japan: Music (from Courses of Study)

Grade	Objectives	Content			
		Music-making		Appraising	Common Items
5-6	<ol style="list-style-type: none"> <li>To encourage pupils to enjoy music creatively and take an interest in it, and to educate them to increase their life satisfaction through music.</li> <li>To encourage pupils to cultivate their basic abilities for music making</li> <li>To encourage pupils to become familiar with a variety of music and to cultivate their basic abilities for listening to music overall.</li> </ol>	<p><i>Singing:</i></p> <ul style="list-style-type: none"> <li>Singing after listening to models and singing by looking at C-major and A-minor notations.</li> <li>Singing with emotion and intention suitable for lyrics and the music itself.</li> <li>Singing in a natural and relaxed manner with attention to breathing and pronunciation</li> <li>Singing while listening to other parts, the accompaniment, and ensemble as a whole.</li> </ul>	<p><i>Playing Instruments:</i></p> <ul style="list-style-type: none"> <li>Playing after listening to models and singing by looking at C-major and A-minor notations.</li> <li>Playing with emotion and intention suitable for lyrics and the music itself.</li> <li>Playing simple tuned and percussion instruments with attention to their characteristics</li> <li>Playing while listening to other parts, the accompaniment, and ensemble as a whole.</li> </ul>	<p><i>The following should be taught through appraising:</i></p> <ul style="list-style-type: none"> <li>Listening not only to musical tastes, effects and their changes, but also to other characteristics of music</li> <li>Listening to and understanding combined musical elements and musical structures</li> <li>Listening to pieces with emotion and imagination, describing them either through verbal or some other means, and understanding the characteristics of a performance as well as the music itself.</li> </ul> <p><i>Teaching materials for appraising should be selected from:</i></p> <ul style="list-style-type: none"> <li>Various musical pieces, such as Japanese music, including music for traditional Japanese instruments, music that is closely related to cultures of foreign countries, and music that has remained popular for a long time.</li> <li>Amiable pieces through which pupils understand the functions of musical elements</li> <li>Amiable pieces covering various performance styles, including big ensembles, through which pupils understand the texture of vocal and instrumental music.</li> </ul>	<p><i>The following should be taught through music making <u>and</u> appraising:</i></p> <ul style="list-style-type: none"> <li>To perceive (a) and (b) among the musical elements, and to be sensitive toward their goodness, enjoyment and beauty</li> </ul> <p>(a) Elements characterizing music, such as timbre, rhythm, tempo, melody, dynamics, vertical relationships of pitches or harmony, beat and phrase.</p> <p>(b) Musical structures, such as repetition, Q&amp;A, change and texture.</p> <ul style="list-style-type: none"> <li>To become familiar with notes, rests, and other notational symbols as well as with musical terms, through musical activities</li> </ul>
		<p><i>Creative Music Making:</i></p> <ul style="list-style-type: none"> <li>Improvising with various musical ideas, based on previous musical experiences</li> <li>Creating simple musical pieces based on musical structures as well as the perspective for music as a whole, using various sound sources</li> </ul>	<p><i>Teaching materials should contain:</i></p> <ul style="list-style-type: none"> <li>Unison and simple choral pieces</li> <li>Instrumental pieces with simple accompaniment or with the lower part, taking into account the effect of performances</li> </ul>		



## Sources

Improvement of Academic Abilities (Courses of Study)

[http://www.mext.go.jp/component/english/\\_icsFiles/afieldfile/2011/03/17/1303755\\_008.pdf](http://www.mext.go.jp/component/english/_icsFiles/afieldfile/2011/03/17/1303755_008.pdf)

## New Zealand

**Title of document:** The New Zealand Curriculum

Disciplines and Age/Grade Levels Addressed		
	Primary	Senior/Secondary
Dance	✓	✓
Media Arts		
Music	Music/Sound arts	Music/Sound arts
Theatre/Drama	✓	✓
Visual Art	✓	✓
Other		Art history

From *The New Zealand Curriculum*: “Over the course of years 1–8, students will learn in all four disciplines. Over the course of years 9–10, they will learn in at least two. Students in years 11–13 may specialise in one or more of the disciplines or undertake study in multimedia and other new technologies.”

### Goals for arts education

The arts (including dance, drama, music/sound arts, and visual art) comprise one of eight learning areas in the New Zealand Curriculum; other areas include English, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. The curriculum documents articulate the purpose and value of the arts as a component of a complete education, stating that “In the arts, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.”

The Curriculum additionally provides a thorough overview of the benefits of the arts in education:

#### “What are the arts about?”

The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, the arts transform people’s creative ideas into expressive works that communicate layered meanings.

#### Why study the arts?

Arts education explores, challenges, affirms, and celebrates unique artistic expressions of self, community, and culture. It embraces *toi Maori*, valuing the forms and practices of customary and contemporary Maori performing, musical, and visual arts.

Learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings.

By participating in the arts, students' personal wellbeing is enhanced. As students express and interpret ideas within creative, aesthetic, and technological frameworks, their confidence to take risks is increased.

Specialist studies enable students to contribute their vision, abilities, and energies to arts initiatives and creative industries.

In the arts, students learn to work both independently and collaboratively to construct meanings, produce works, and respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

Arts education values young children's experiences and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Through the use of creative and intuitive thought and action, learners in the arts are able to view their world from new perspectives. Through the development of arts literacies, students, as creators, presenters, viewers, and listeners, are able to participate in, interpret, value, and enjoy the arts throughout their lives."

### Structure and Content of the Standards

From the *New Zealand National Curriculum*:

#### How is the learning area structured?

The arts learning area comprises four disciplines: dance, drama, music – sound arts, and visual arts. Within each, students develop literacies as they build on skills, knowledge, attitudes, and understandings at each of the eight levels of the curriculum. Through arts practices and the use of traditional and new technologies, students' artistic ideas are generated and refined through cycles of action and reflection.

Each discipline is structured around four interrelated strands: **Understanding the Arts in Context, Developing Practical Knowledge in the arts, Developing Ideas in the arts, and Communicating and Interpreting in the arts.** The achievement objectives for each discipline reflect its distinct body of knowledge and practices. By building on and revisiting learning from previous levels, arts programmes in each discipline provide progressions of learning opportunities in all four strands. This spiral process ensures that students' learning is relevant, in-depth, and meaningful."

New Zealand's standards are presented in the form of **achievement objectives**, organized by grade level and discipline, for students in level one through level eight. At the senior/secondary level (levels six through eight), the objectives have associated **achievement indicators**, to be used for assessment purposes. As the description above from the national curriculum indicates, the achievement objectives focus on key skills within each of the four strands, raising the level of complexity and sophistication as the grade levels progress. Within the strand of communicating, for example, achievement objectives indicate that the youngest students will present or **share** their own creative work and **describe** their work and the work of others; older students will **explore** themes and ideas, and **compare** different works; and the most advanced students will **research** and **critically reflect** on their own work and the work of others.

The tables on the following pages feature all of New Zealand's achievement objectives for all disciplines at all levels.

## The New Zealand Curriculum: Dance

Level	Understanding Dance in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
1	Demonstrate an awareness of dance in their lives and in their communities.	Explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.	Improvise and explore movement ideas in response to a variety of stimuli.	<ul style="list-style-type: none"> <li>Share dance movement through informal presentation and share their thoughts and feelings in response to their own.</li> </ul>
2	Identify and describe dance in their lives and in their communities.	Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships.	Use the elements of dance in purposeful ways to respond to a variety of stimuli.	<ul style="list-style-type: none"> <li>Share dance movement through informal presentation and identify the use of the elements of dance.</li> </ul>
3	Explore and describe dances from a variety of cultures.	Use the dance elements to develop and share their personal movement vocabulary.	Select and combine dance elements in response to a variety of stimuli.	<ul style="list-style-type: none"> <li>Prepare and share dance movement individually and in pairs or groups.</li> <li>Use the elements of dance to describe dance movements and respond to dances from a variety of cultures.</li> </ul>
4	Explore and describe how dance is used for different purposes in a variety of cultures and contexts.	Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others.	Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes.	<ul style="list-style-type: none"> <li>Prepare and present dance, with an awareness of the performance context.</li> <li>Describe and record how the purpose of selected dances is expressed through the movement.</li> </ul>
5	Compare and contrast dances from a variety of past and present cultures and contexts.	Develop a variety of skills, dance techniques, vocabularies, and movement practices.	Manipulate the elements and explore the use of choreographic devices and structures to organise dance movement.	<ul style="list-style-type: none"> <li>Prepare, rehearse, and perform dance with an awareness of production technologies.</li> <li>Reflect on and describe how choreography communicates ideas, feelings, moods, and experiences.</li> </ul>
6	Explore, investigate, and describe the features and backgrounds of a variety of dance genres and styles.	Develop and demonstrate skills in selected dance genres and styles and explore the use of a variety of technologies.	Select and use choreographic devices, structures, processes, and technologies to develop and give form to dance ideas.	<ul style="list-style-type: none"> <li>Prepare, rehearse, and perform a range of dances and demonstrate an understanding of the performance requirements of the genres and contexts.</li> <li>Describe, explain, and respond to the ways that dance uses elements, devices, structures, performance skills, and production technologies to communicate images, themes, feelings, and moods.</li> </ul>
7	Investigate and evaluate the effects of individual, social, cultural, and technological influences on the development of a variety of dance genres and styles.	Extend skills in the vocabulary, practices, and technologies of selected dance genres and styles.	<ul style="list-style-type: none"> <li>Choreograph solo and group dance works, using choreographic processes, devices, structures, and technologies to communicate choreographic intentions.</li> <li>Generate, plan, and record choreographic ideas and processes.</li> </ul>	<ul style="list-style-type: none"> <li>Apply rehearsal and performance skills to a range of dances, using appropriate techniques and expression to communicate specific intentions.</li> <li>Analyse, explain, and discuss aspects of performance and choreography in a range of dance works.</li> </ul>

## The New Zealand Curriculum: Dance

Level	Understanding Dance in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
8	Investigate, analyse, and discuss the features, history, issues, and development of dance in New Zealand, including the contribution of selected individuals and groups.	Extend and refine skills, practices, and use of technologies in a range of dance genres and styles.	<ul style="list-style-type: none"> <li>Develop a concept and produce original dance works, using appropriate production technologies to communicate choreographic intentions.</li> <li>Record and critically reflect on the development and resolution of dance ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Select and apply rehearsal processes, performance skills, and production technologies to enhance the communication and expression of dance works.</li> <li>Critically analyse, interpret, and evaluate the artistic features and the communication of ideas in a range of dance works.</li> </ul>

## The New Zealand Curriculum: Drama

Level	Understanding Drama in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
1	Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.	Explore the elements of role, focus, action, tension, time, and space through dramatic play.	Contribute and develop ideas in drama, using personal experience and imagination.	Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.
2	Identify and describe how drama serves a variety of purposes in their lives and in their communities.	Explore and use elements of drama for different purposes.	Develop and sustain ideas in drama, based on personal experience and imagination.	Share drama through informal presentation and respond to elements of drama in their own and others' work.
3	Investigate the functions and purposes of drama in cultural and historical contexts.	Use techniques and relevant technologies to explore drama elements and conventions.	Initiate and develop ideas with others to create drama.	Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.
4	Investigate the functions, purposes, and technologies of drama in cultural and historical contexts.	<ul style="list-style-type: none"> <li>Select and use techniques and relevant technologies to develop drama practice.</li> <li>Use conventions to structure drama.</li> </ul>	Initiate and refine ideas with others to plan and develop drama.	Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.
5	Investigate the characteristics, purposes, and function of drama in a range of contexts.	Select and use techniques, conventions, and relevant technologies for specific drama purposes.	Select and refine ideas to develop drama for specific purposes.	Present and respond to drama and describe how drama combines elements, techniques, conventions, and technologies to create structure and meaning in their own and others' work.
6	Investigate the forms and purposes of drama in different historical or contemporary contexts, including New Zealand drama.	Select and use techniques, conventions, and technologies in a range of dramatic forms.	Research, evaluate, and refine ideas in a range of dramatic forms to develop drama.	Perform and respond to drama and make critical judgments about how elements, techniques, conventions, and technologies are used to create form and meaning in their own and others' work.
7	<ul style="list-style-type: none"> <li>Research the purposes of production, performance, and technologies of drama in a range of contexts, including New Zealand drama.</li> <li>Explore how drama reflects our cultural diversity.</li> </ul>	Select and refine the use of techniques, conventions, and technologies in specific dramatic forms.	Research, critically evaluate, and refine ideas to develop drama in specific dramatic forms.	<ul style="list-style-type: none"> <li>Rehearse and perform works in a range of dramatic forms.</li> <li>Respond to and make critical judgments about rehearsal processes and performances.</li> </ul>
8	Research, analyse, and critically evaluate how drama, including New Zealand drama, interprets, records, or challenges social and cultural discourse.	Research, analyse, and integrate elements, techniques, conventions, and technologies in dramatic forms for specific purposes.	Research, critically evaluate, and refine ideas to create original drama work.	<ul style="list-style-type: none"> <li>Analyse, rehearse, and perform works in a range of dramatic forms, assuming a variety of artistic or technical responsibilities.</li> <li>Reflect on and critically evaluate a wide range of works and performances.</li> </ul>

## The New Zealand Curriculum: Music – Sound Arts

Level	Understanding Dance in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
1	Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.	Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour.	<ul style="list-style-type: none"> <li>Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination.</li> <li>Explore ways to represent sound and musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Share music making with others.</li> <li>Respond to live and recorded music.</li> </ul>
2	Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.	Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.	<ul style="list-style-type: none"> <li>Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.</li> <li>Explore ways to represent sound and musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Share music making with others, using basic performance skills and techniques.</li> <li>Respond to live and recorded music.</li> </ul>
3	<ul style="list-style-type: none"> <li>Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.</li> <li>Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.</li> </ul>	Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.	<ul style="list-style-type: none"> <li>Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.</li> <li>Represent sound and musical ideas in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare and present brief performances of music, using performance skills and techniques.</li> <li>Respond to and reflect on live and recorded music.</li> </ul>
4	<ul style="list-style-type: none"> <li>Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.</li> <li>Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.</li> </ul>	Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.	<ul style="list-style-type: none"> <li>Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation.</li> <li>Represent sound and musical ideas in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare, rehearse, and present performance of music, using performance skills and techniques.</li> <li>Reflect on the expressive qualities of their own and others' music, both live and recorded.</li> </ul>
5	<ul style="list-style-type: none"> <li>Compare and contrast the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.</li> <li>Investigate how music serves a variety of purposes and functions in their lives and in their communities.</li> </ul>	Apply knowledge of the elements of music, structural devices, stylistic conventions, and technologies through integrating aural, practical, and theoretical skills.	<ul style="list-style-type: none"> <li>Use musical elements, instruments, technologies, and conventions to express, develop, and refine structured compositions and improvisations.</li> <li>Represent compositions and improvisation frameworks, using appropriate conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare, rehearse, and present performances of music, using a range of performance skills and techniques.</li> <li>Reflect on the expressive qualities of their own and others' music, both live and recorded.</li> </ul>

## The New Zealand Curriculum: Music – Sound Arts

Level	Understanding Dance in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
6	<ul style="list-style-type: none"> <li>Analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts.</li> <li>Consider and reflect on the influence of music in their own music making and in their lives.</li> </ul>	<p>Apply knowledge of expressive features, stylistic conventions, and technologies through an integration of aural perception and practical and theoretical skills and describe how they are used in a range of music.</p>	<ul style="list-style-type: none"> <li>Create, structure, refine, and represent compositions using the elements of music, instruments, technologies, and conventions to express imaginative thinking and personal understandings.</li> <li>Reflect on composition processes and presentation conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare, rehearse, interpret, and present performances of music individually and collaboratively, using a range of performance skills and techniques.</li> <li>Reflect on the expressive qualities of music and evaluate their own and others' music, both live and recorded.</li> </ul>
7	<ul style="list-style-type: none"> <li>Research and analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts, considering the impact on music making and production.</li> <li>Apply their understandings of the expressive qualities of music from a range of contexts to a consideration of their influence on their own music practices.</li> </ul>	<p>Apply knowledge of expressive features, stylistic conventions, and technologies through an integration of aural perception and practical and theoretical skills and analyse how they are used in a range of music.</p>	<ul style="list-style-type: none"> <li>Create, structure, refine, and represent compositions and musical arrangements, using technical and musical skills and technologies to express imaginative thinking and personal understandings.</li> <li>Reflect on and evaluate composition processes and presentation conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare, rehearse, present, record, and evaluate sustained performances of music, individually and collaboratively, that demonstrate interpretive understandings.</li> <li>Analyse and evaluate the expressive qualities of music and production processes to inform interpretations of music.</li> </ul>
8	<ul style="list-style-type: none"> <li>Research, analyse, and evaluate the production and presentation of music works from historical, social, and cultural contexts.</li> <li>Apply their understandings of the expressive qualities of music from a range of contexts to analyse its impact on their own music practices.</li> </ul>	<p>Analyse, apply, and evaluate significant expressive features and stylistic conventions and technologies in a range of music, using aural perception and practical and theoretical skills.</p>	<ul style="list-style-type: none"> <li>Create, structure, refine, and represent compositions and musical arrangements, using secure technical and musical skills and technologies to express imaginative thinking and personal understandings.</li> <li>Reflect on and evaluate composition processes and presentation conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, rehearse, present, record, evaluate, and refine performances of music, individually and collaboratively, demonstrating interpretive understandings.</li> <li>Critically analyse and evaluate the expressive qualities of music and production processes in order to refine interpretations of music.</li> </ul>



## The New Zealand Curriculum: Visual Art

Level	Understanding Visual Art in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
1 & 2	Share ideas about how and why their own and others' works are made and their purpose, value, and context.	Explore a variety of materials and tools and discover elements and selected principles.	Investigate visual ideas in response to a variety of motivations, observation, and imagination.	Share the ideas, feelings, and stories communicated by their own and others' objects and images.
3	Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.	Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.	Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.	Describe the ideas their own and others' objects and images communicate.
4	Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.	Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.	Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.	Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.
5	Investigate and consider the relationship between the production of art works and their contexts and influences.	Apply knowledge of selected conventions from established practice, using appropriate processes and procedures.	Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice.	Compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in selected objects and images.
6	<ul style="list-style-type: none"> <li>Investigate and analyse the relationship between the production of art works and the contexts in which they are made, viewed, and valued.</li> <li>Consider and reflect on the contexts underlying their own and others' work.</li> </ul>	Apply knowledge of a range of conventions from established practice, using appropriate processes and procedures.	<ul style="list-style-type: none"> <li>Generate, develop, and clarify ideas, showing some understanding of established practice.</li> <li>Sequence and link ideas systematically as they solve problems in a body of work, using observation and invention with an appropriate selection of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and analyse processes and procedures from established practice that influence ways of communicating meaning.</li> <li>Investigate, analyse, and evaluate ideas and interpret artists' intentions in art works.</li> </ul>
7	<ul style="list-style-type: none"> <li>Research and analyse the influences of contexts on the characteristics and production of art works.</li> <li>Research and analyse the influence of relevant contexts on their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Apply understanding from research into a range of established practice to extend skills for particular art-making purposes, using appropriate processes and procedures in selected fields.</li> <li>Extend skills, in a range of materials, techniques, and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Generate, analyse, clarify, and extend ideas in a selected field related to established practice.</li> <li>Use a systematic approach to the development of ideas in a body of work.</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse how art works are constructed and presented to communicate meanings.</li> <li>Use critical analysis to interpret and respond to art works.</li> </ul>
8	<ul style="list-style-type: none"> <li>Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works.</li> <li>Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established conventions in a field.</li> <li>Extend and refine skills in a selected field, using appropriate processes and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in a chosen field.</li> <li>Use a systematic approach, selectively informed by recent and established practice, to develop ideas in a body of work.</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse selected approaches and theories related to visual arts practice.</li> <li>Critically reflect on, respond to, and evaluate art works.</li> </ul>

*\*Note: The objectives for Levels 6-8 in Understanding Visual Art in Context, Developing Ideas, and Communicating and Interpreting double as the Learning Objectives for the study of Art History at these levels*

## Sources

The New Zealand Curriculum

<http://nzcurriculum.tki.org.nz/Curriculum-documents>

The Arts Curriculum Achievement Objectives

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Learning-areas/The-arts/The-arts-curriculum-achievement-objectives>

## SCOTLAND

**Title of document:** *Curriculum for Excellence: Expressive Arts*

**Year created:** 2004

Disciplines and Age/Grade Levels Addressed				
	Preschool – Primary 1	Primary 2-4	Primary 5-7	Secondary 1-3
Dance	✓	✓	✓	✓
Media Arts				
Music	✓	✓	✓	✓
Theatre/Drama	✓	✓	✓	✓
Visual Art	Art and Design	Art and Design	Art and Design	Art and Design
Other				

Scotland's national *Curriculum for Excellence* defines four arts disciplines under the “expressive arts” heading. These are **art and design**, **dance**, **drama**, and **music**. The curriculum is organized according to five bands that correspond with grade levels as follows:

- **Early:** Pre-school years and P1, or later for some
- **First :** To the end of P4, but earlier or later for some
- **Second:** To the end of P7, but earlier or later for some
- **Third and Fourth:** S1-S3, but earlier for some

### Goals for arts education

The *Curriculum for Excellence* aims to develop four capacities in students, across all subject areas and grade levels, helping children to become **successful learners**, **confident individuals**, **responsible citizens**, and **effective contributors**.

The first component of the “expressive arts” portion of the curriculum is a document titled *Principles and Practice*. It offers the following views on the value of arts education under the heading, “*What can learning in the expressive arts achieve for children and young people?*”

“The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills. By engaging in experiences within the expressive arts, children and young people will recognize and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social, and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognize and value the variety and vitality of culture locally, nationally, and globally.

Learning in, through, and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways;
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation;

- develop important skills, both those specific to the expressive arts and those which are transferable;
- develop an appreciation of aesthetic and cultural values, identities and ideas; and, for some,
- Prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.”

### Structure and content of standards

While the portion of the standards describing principles and practice lays out the broad goals of arts education in Scotland, the statements concerning what students are to learn within each discipline is identified in the form of a series of tables of **experiences and outcomes**, divided by into five separate grade band levels for each discipline. The experiences and outcomes are a series of first-person statements that describe the types of experiences that are offered to students in the arts at every level, and the types of skills they will demonstrate. The curriculum notes, “The title ‘experiences and outcomes’ recognizes the importance of the quality and nature of the learning *experience* in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An *outcome* represents what is to be achieved.”

These statements use discipline-specific language, but the overall goals represented are similar across the art forms. For example, here is a series of experience and outcome statements associated with the second level (or primary grades 5-7), across all arts disciplines, each focusing on exploration and experimentation with the elements, principles, and tools of the disciplines:

Art and Design	Dance	Drama	Music
I have the opportunity to choose and explore a range of media and technologies to create images and objects, comparing and combining them for specific tasks.	I can explore and choose movements to create and present dance, developing my skills and techniques	I can create, adapt, and sustain different roles, experimenting with movement, expression, and voice and using theatre arts technology.	I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre, and dynamics.

The experiences and outcomes are organized around a few core concepts within the arts, which are repeated throughout the grade band levels with increasing complexity and sophistication. The emphasize ideas related to exploration, experimentation, exploring a range of artistic examples, and cultivating the ability to express ideas about one’s own work and the work of others.

The tables on pages 126-129 outline the experience and outcomes associated with all arts disciplines at all levels of learning.

### Assessment

The *Curriculum for Excellence* notes that the experiences and outcomes are meant to be used for assessment, stating that “they signpost progression in learning and set challenging standards that equip young people to meet the challenges of the 21<sup>st</sup> century.”

In addition, the standards documents offer the following guidance on assessment:

“Assessment in the expressive arts will focus on children and young people’s skills and abilities to express themselves through creating, presenting, evaluating and appreciating. Approaches to assessment will also include a focus on their abilities to recognize, present, and discuss their own feelings and emotions and those of others.

Teachers will gather evidence of progress as part of children and young people’s day-to-day learning in art and design, dance, drama, and music. They will also make use of specific assessment tasks in assessing some aspects of learning. From the early years through to the senior stages, children and young people will demonstrate their progress in developing their skills as they work individually and with others in creative activities including, for example, presentations to others. Discussions with learners and observations of their responses can support teachers and practitioners in the challenge of assessing learners’ creative and aesthetic processes. Evidence of progress will also be demonstrated through learners’ abilities and skills in communicating in different ways and settings, solving problems creatively, and justifying their opinions of their own and others’ work.

Children and young people can demonstrate their progress in skills, knowledge, and understanding as they develop their practical skills and express increasingly complex concepts and ideas. For example, they:

- apply their creative skills to produce and perform more complex pieces of work and to recognise creativity and skill in the work of other people
- demonstrate increasing skills and confidence in presentations and performances, and in appreciation of how the expressive arts relate to the wider world and different cultures
- Show enjoyment of the expressive arts, for example through evaluating constructively their own work and that of others, and suggesting how it can be improved. “

## Scotland: Experiences and outcomes: Art and Design

*Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.*

Early	First	Second	Third	Fourth
I have the freedom to discover and choose ways to create images and objects using a variety of materials.	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.	I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties.	I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks.
	I can create and present work using the visual elements of line, shape, form, color, tone, pattern and texture.	I can create and present work that shows developing skill in using the visual elements and concepts.	I can use and combine the visual elements and concepts to convey ideas, thoughts, and feelings in expressive and design work.	I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts, and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work.
I can create a range of visual information through observing and recording from my experiences across the curriculum.		Through observing and recording from my experiences across the curriculum, I can create images and objects that show my awareness and recognition of detail.	Through observing and recording, I can create material that shows accuracy of representation.	Through creating a range of reference material, I can demonstrate my skills of observing and recording and apply them to work in other areas of the curriculum.
Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.				Having chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas, thoughts and feelings through 2D and 3D work.
Working on my own and with others, I use my curiosity and imagination to solve design problems.	I can use exploration and imagination to solve design problems related to real-life situations.	I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.	While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions.	By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions.
				I can analyze art and design techniques, processes, and concepts, make informed judgments, and express considered opinions on my own and others' work.

## Scotland: Experiences and outcomes: Dance

***Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.***

Early	First	Second	Third	Fourth
I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively, and playfully.	I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause, and fall, within safe practice.	I can explore and choose movements to create and present dance, developing my skills and techniques.	I have created and taken part in dance from a range of styles and cultures.	I can apply my performance skills to dance with accuracy, control, body awareness, sensitivity, and movement flow. I can communicate my artistic intention and take account of different audience groups.  I can apply theatre arts technology to add excitement and drama to performances.
Inspired by a range of stimuli, I can express my ideas, thoughts, and feelings through creative work in dance.				I can select ideas from a range of stimuli to choreograph dance motifs in creative ways.
I have opportunities to enjoy taking part in dance experiences.	I am becoming aware of different features of dance and can practice and perform steps, formations, and short dances.	I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features.		I can participate in dance styles and activities that challenge and extend my repertoire of movement and my knowledge of the styles and cultures of dance.
I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.				I can analyze technical aspects of dance, make informed judgments, and express personal opinions on my own and others’ work.

### Scotland: Experiences and outcomes: Drama

*Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.*

Early	First	Second	Third	Fourth
I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.	I enjoy creating, choosing, and accepting roles, using movement, expression, and voice.	I can create, adapt, and sustain different roles, experimenting with movement, expression, and voice and using theatre arts technology.	I can create, develop, and sustain a realistic or stylized character through the use of voice, movement, and language.	I can demonstrate sensitivity, precision, and depth in the portrayal of a character, conveying relationships and situations in a variety of settings and to different audiences.
Inspired by a range of stimuli, I can express and communicate my ideas, thoughts, and feelings through drama.				In response to a variety of stimuli, I can use my understanding of characterization to create characters using different approaches, making use of voice, movement, and language. I can present my work to an audience.
I use drama to explore real and imaginary situations, helping me to understand my world.	I have developed confidence and skills in creating and presenting drama that explores real and imaginary situations, using improvisation and script.	I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.	Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing, and presenting drama or scripts.	Having had opportunities to lead negotiation and decision-making, I can work on my own and with others to devise, rehearse, and refine dramas and scripts.  I can use theatre arts technology to enhance tension, mood, and atmosphere in drama work.
I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.				I can analyze technical aspects of drama and scripts, make informed judgments, and express considered opinions on my own and others' work.



## Scotland: Experiences and outcomes: Music

*Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works.*

Early	First	Second	Third	Fourth
I enjoy singing and playing along to music of different styles and cultures.	I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.	I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation.	I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation, and/or playing by ear.	I can give assured, expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear.
I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.	I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch, and dynamics.	I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre, and dynamics.	I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre, and structure.	I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication.  I can use music technology to compose, record, and produce music and to enhance performance.
Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts, and feelings through musical activities.				Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas.
I can respond to music by describing my thoughts and feelings about my own and others' work.	I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.		I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals.	Having reflected on my personal experiences, including participation and engagement with professionals, I can listen to a wide range of music and identify and analyze technical aspects, make informed judgments, and express personal opinions on my own and others' work.

## Sources

Curriculum for Excellence:

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/understandingthecurriculumasawhole/index.asp>

Expressive Arts: Principles and Practice

<http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/expressivearts/principlesandpractice/index.asp>

## SINGAPORE

**Document Titles:** *Art Syllabus: Primary and Lower Secondary; 2008 Syllabus: General Music Programme; Physical Education Syllabus (Primary, Secondary, Pre-University)*. All are published by the Ministry of Education, Singapore.

**Year created:** Visual Art, 2009; Music, 2008; Dance, 2005

Disciplines and Age/Grade Levels Addressed				
	Primary 1-2	Primary 3-4	Primary 5-6	Secondary
Dance	✓	✓	✓	✓
Media Arts				
Music	✓	✓	✓	✓
Theatre/Drama				
Visual Art	✓	✓	✓	Lower secondary 1-2
Other				

The grade-specific guidelines for arts education in Singapore are not termed “standards” but rather “syllabi.” They offer outcomes/expectations for students of different age levels in dance, music, and visual arts.

The arts syllabi are grouped among courses that fall under the category of “Aesthetics, Health, and Moral Education.” Disciplines and course types that fit under this heading are **art, civics and moral education, health education, music, and physical education**. The objectives and outcomes associated with dance education are a component of the physical education syllabus.

### Goals for arts education

Before considering the arts in particular, it may be useful to consider Singapore’s goals for education in the broader sense. The Singapore Ministry of Education identifies four *Desired Outcomes of Education*. According to these guidelines, a Singaporean student is to be:

- A **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively
- A **self-directed learner** who takes responsibility for his or her own learning, who questions, reflects, and perseveres in the pursuit of learning
- An **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative, and strives for excellence; and
- A **concerned citizen** who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him.

The national syllabi *do not* contain overarching aims or goals for the arts collectively. The documents for physical education, music, and visual art each articulate their own separate aims, but they share many similarities, and also relate to the *Desired Outcomes of Education*.

Singapore: Aims of Arts Education		
Dance	Music	Art
<p>“Dance is an important medium for encouraging creativity and nurturing social skills. It is a joyous and natural means of expressing one’s rhythmic instinct. It is this joyous expression that makes one radiant when one dances. The content comprises three components viz. creative dance based on Laban’s theme, local/folk and social dances. These dances will provide opportunities for the development of coordination, grace and rhythmic sense through the use of movement, music and other stimuli. They also cultivate an appreciation for the heritage of other countries.”</p>	<ul style="list-style-type: none"> <li>• Develop awareness of and appreciation for music of various cultures and the role of music in daily living</li> <li>• Develop ability for creative expression through music making</li> <li>• Provide the basis to develop an informed and lifelong involvement in music</li> </ul>	<p>“The aims of art education are to enable every child to be visually literate and to appreciate art. Being visually literate, our students are able to observe, understand, and make meaning of what they see. They are also able to communicate their ideas by using and creating visuals. [To appreciate art], students will be able to see the value and recognize the relevance of art in their lives.”</p>

## Structure and content of standards

The syllabus for each discipline is structured in three categories: Aims, Objectives, and Learning Outcomes.



The **aims** for each discipline (outlined above) are connected to a series of **objectives** – specific skills and habits that students will cultivate over the course of their schooling that relate to the broad goals described by the aims. In addition, each stage of primary and secondary level instruction has its own set of **learning outcomes**, or grade-specific applications of the objectives for each discipline. These learning outcomes are organized differently in each discipline. The music outcomes, for example, are organized into six categories of types of music abilities; among them are *understanding music elements and concepts*, and *create and improvise music*. The outcomes listed on the art syllabus are divided into three categories of *seeing*, *expressing*, and *appreciating*. The learning outcomes for dance are not organized into groups or categories, except by grade level.

The learning outcomes for dance are the most general, and primarily recommend that students engage in specific types of dance at specific grade levels. A significant number of these are partner dances, perhaps linking to the aim of developing students’ social skills. There is no emphasis on creative production (choreography, etc) in the outcomes for dance.

The learning outcomes for music and art focus on skills related to both *creating* and *responding* to works of art and music. The music outcomes are the most complex and detailed of the three disciplines, recommending at level five, for example, that students “Express different musical intentions by exploring different musical styles: compose and improvise music according to given stimuli (e.g., theme) and develop musical ideas into a complete composition; organize acoustic and electronic sounds

(through sampling or synthesis) into a complete composition.” In addition, the outcomes for music were the only ones to recommend that students gain understanding of the music industry, and of professions in music.

In addition to seeing and expressing, the visual art outcomes are organized into a third category called appreciating. These outcomes are not related to interpreting works of art (this is covered in seeing), but to cultivating students’ self-esteem and enjoyment of the artmaking process. Among the three disciplines, these are the only outcomes that explicitly express this idea of personal enjoyment, pride, and well-being.

The discipline-specific overviews on the following pages offer the aims, objectives and grade-specific learning outcomes for each discipline at each level.

## Assessment

The syllabi also offer assessment-related content. Similar to the learning outcomes, the approach to assessment varies widely by discipline:

- The dance syllabus does not offer any assessment strategies specific to dance instruction.
- The *General Music Programme* describes assessment as essential to provide students with information on their strengths and areas for improvement, and to provide teachers with information on their students’ learning and on their teaching. The suggested modes of assessment included in the syllabus are assessment rubrics, portfolios, practical performances, reflection journals, and written assignments.
- The art syllabus includes extensive and fairly well-defined assessment tools. The guiding principles for assessment are **Appropriateness** (use of the right tools and methods in measuring what is taught), **Consistency** (insure objectivity in the application of assessment criteria over time and different assessors), and **Timeliness** (monitor student progress and provide on-going feedback to further students’ learning). The syllabus notes that teachers may employ a variety of assessment modes to monitor and evaluate students’ learning, including presentations, projects, artworks, portfolios, and questionnaires or quizzes. Assessment rubrics for art making and art discussion are also included in the national syllabus. They are organized according to the following criteria, and offer guidelines as to what constitutes student performance at a novice, emergent, proficient, and expert level:

### Art making criteria:

- Personal Response
- Use of Media and Materials
- Aesthetic Qualities

### Art discussion criteria:

- Artistic perception and interpretation
- Cultural Appreciation
- Personal Response

## Singapore: Dance

### Aims

Whereas efforts are underway to make dance instruction a part of Arts Education in Singapore, at present it continues to be included under Physical Education, for all levels of Primary and Secondary education. The dance portion of the Physical Education syllabus does, however, still contain a statement of broad goals/aims specific to dance:

“Dance is an important medium for encouraging creativity and nurturing social skills. It is a joyous and natural means of expressing one’s rhythmic instinct. It is this joyous expression that makes one radiant when one dances. The content comprises three components viz. creative dance based on Laban’s theme, local/folk and social dances. These dances will provide opportunities for the development of coordination, grace and rhythmic sense through the use of movement, music and other stimuli. They also cultivate an appreciation for the heritage of other countries.”

### Objectives

The Physical Education syllabus does not contain dance-specific objectives. The objectives for physical education more broadly are:

1. Perform and enjoy a variety of physical activities with understanding
2. Develop and maintain physical health and fitness through regular participation in physical activities
3. Demonstrate positive self-esteem through body awareness and control
4. Understand and apply thinking skills to PE
5. Demonstrate the spirit of fair play, teamwork, and sportsmanship.
6. Acquire safe practices during physical activities

### Learning Outcomes

Learning outcomes are statements of what students should be able to do in dance at the end of six different grade bands, outlined on the table on the following page. The learning outcomes for dance are primarily concerned with different types of dances that students should be capable of engaging in at different grade levels.

## Singapore: Dance Syllabus: Learning Outcomes

By the end of...	Students will be able to...
Primary 2	Identify and use movement elements to perform a dance or dance sequence Move through space in a rhythmic manner
Primary 4	Perform two folk dances of various levels of difficulty to music from two different cultures
Primary 6	<ul style="list-style-type: none"> <li>Perform the CEIMO-CEIMO dance and two other dances to music</li> <li>Choreograph a simple dance sequence in collaboration with others</li> </ul>
Secondary 2	<ul style="list-style-type: none"> <li>Perform two dances to music</li> <li>Choreograph a simple dance sequence</li> </ul>
Secondary 4/5	Perform a social dance with/without partner to the beat of the music
Pre-University 2/3	Perform another social dance with/without partner to the beat of the music

In addition to these outcomes, the Syllabus offers suggestions for specific curricular content by noting dances that may be appropriate to each age/grade level:

Primary 1-2	Primary 3-6	Secondary 1-4/5	Pre-University
<b>Creative Dance:</b> Paper Dance, The Zoo, Food, Alphabet Dance, Machine Dance, Dancing with Props, 'Festival (Chinese New Year or Mooncake Festival)	<b>Folk Dance:</b> CEIMO-CEIMO (Singapore), Hatziporium (Israel), Boanopstekka (Netherlands), Cross Dance (Poland), Shoemaker's Dance (Denmark), Kinder Polka (Germany), Seven Steps (Austria), Apai-apai Planting Rice (Philippines), Sicilian Tarantella (Italy), Greensleeves (England), Patty Cake Polka (America), Chimes of Dunkirk (Belgium), Gustaf's Skoal (Sweden)  <b>Line Dance (Upper Primary):</b> Hand Jive, Hitchhiker, Alley Cat, Hailing the Jack	<b>Folk dance:</b> CEIMO-CEIMO (Singapore), Doudiebska Polka (Czech), Black Nag (England), Hammersmith Dance (Germany), Korobushka (Russia), La Raspa (Mexico), Alunefui (Romania), Sicilian Tarantella (Italy), Troika (Russia), Virginia Reel (USA), Crested Hen (Denmark), Mayim Mayim (Israel)  <b>Social Dance:</b> Cha-Cha – backward and forward basic step, Rock & Roll  <b>Line Dance:</b> (Lower Secondary) Hitchhiker, Cowboy Motion, (Upper Secondary) Louisiana Saturday Night, Hooked on Country	<b>Social Dance:</b> Waltz: Box step; Box turn, Hesitation Step, The Wheel; Cha-cha: Backward and forward Basic step, Open Break and Right Break, Cross-over and Cross-over turn, Chase half-turn, Full-turn; Rock and Roll  <b>Line Dance:</b> Cowboy Cha-Cha

## Singapore: Music

The music syllabus is divided into five stages, with learning outcomes corresponding as follows with the grade levels:

Primary 1-4: Stage 1; Primary 5-6: Stage 2; Secondary 1-2: Stage 3; Secondary 3-4/5: Stage 4.

The syllabus notes however that the instruction guidelines should be adapted according to students' existing diverse music abilities, especially as they may engage in music activities outside of school, explaining that "higher ability students at Primary 1-4 could be expected to attain some of the Stage 2 learning outcomes. Hence, while most students would be expected to attain Stage 4 learning outcomes by the end of secondary education, some students may be able to attain Stage 5 learning outcomes."

### Aims

The aims of the General Music Programme (GMP) are:

- Develop awareness of and appreciation for music of various cultures and the role of music in daily living
- Develop ability for creative expression through music making
- Provide the basis to develop an informed and lifelong involvement in music

### Objectives

1. Sing and play melodic and rhythmic instruments individually and in groups
2. Create and improvise music
3. Describe and evaluate music through listening
4. Develop understanding of music elements/concepts
5. Discern and understand music from various cultures of various genres
6. Understand the role of music in daily living

### Learning Outcomes

[The learning outcomes in the GMP reflect a balance between **performance of** and **response to** music. The outcomes are organized into six categories, aligned with the objectives listed above. Tables of all music learning outcomes are featured on the next two pages.

### Additional Content

Singapore's GMP syllabus also provides recommendations of specific repertoire, instruments, and concepts to be taught within each Stage.

In addition, the syllabus offers suggestions for a variety of approaches educators might consider in organizing and delivering content, including a **thematic approach**, **concept approach**, **interdisciplinary approach**, and **modular approach**.



## Singapore: General Music Programme Syllabus: Learning Outcomes

	<b>Sing and Play Melodic and Rhythmic Instruments Individually and in Groups</b>	<b>Create and Improvise Music</b>	<b>Describe and Evaluate Music through Listening</b>	<b>Develop Understanding of Music Elements/Concepts</b>	<b>Discern and Understand Music of Various Cultures and Genres</b>	<b>Understand the Role of Music in Daily Living</b>
<b>Stage 1</b>	Sing a variety of songs with a sense of the shape of the melody, keeping to a steady pulse; sing in unison; sing 2 part canons; use solfege names and hand signs; play a variety of tuned and untuned percussion instruments with proper playing and holding techniques; play individually; play in unison; play in sections (up to four parts); accompany singing where appropriate; play a tuned instrument which requires different techniques from tuned percussion (e.g. recorder, harmonica, keyboard): play individually; play in unison; read staff and cipher notation.	Explore the ways sounds are organized through manipulating, experimenting, and putting it together: create sound effects with untuned instruments, body percussion, and voice (e.g. experimenting with different objects and different surfaces, ways of beating, intensity of strength); create sounds and select sound sources in response to a story, descriptive words, and visuals; improvise 3- and 4-beat rhythmic and melodic patterns and phrases; use graphic notation to represent sound.	Respond to different moods suggested in the music heard through body movements (e.g. marching, skipping) and visual representations; describe the mood of the music heard; identify selected percussion, string, woodwind and brass instruments of large western ensembles visually and aurally; identify selected percussion, string, woodwind, and brass instruments of Malay, Chinese, and Indian music; evaluate music performances (e.g. student's own performance).	Identify basic music elements/concepts; distinguish contrasts in music (e.g. quick/slow, high/ low, thick/thin, long/short, loud/soft, silence/sounded); identify similar and different rhythmic and melodic patterns; identify simple structures (e.g. binary, ternary).	Distinguish music of Malay, Chinese, Indian, and Western cultures.	Recognize and talk about how music is featured in daily living: cartoons, computer games, community and home events, festive and cultural events; describe the role of music in dance.
<b>Stage 2</b>	Sing a variety of songs with proper singing techniques (e.g. accurate rhythm, accurate pitch, correct phrasing, in tempo): sing individually, sing canons (up to four parts), sing in two parts; play tuned and untuned instruments in sections (up to two parts); sing and/or play in a mixed ensemble (more than one singer/player to each part, and up to two parts).	Explore the ways sounds/ music elements can be combined to create different effects and moods: use a variety of instruments (including voice) for different effects; create different sounds to enhance effects in stories and visuals; improvise 2-beat rhythmic and melodic phrases and patterns; create different textures and structures; use staff notation to represent sound.	Describe the mood of the music in relation to musical characteristics; identify selected percussion, string, woodwind, and brass instruments of large ensembles visually and aurally; identify selected percussion, string, woodwind, and brass instruments of Malay, Chinese, and Indian music; identify selected electronic instruments.	Identify music elements/concepts; identify the relationship in rhythmic and melodic patterns (e.g. repetition, sequence).	Distinguish music features and genres from: Malay, Chinese, Indian, and Western cultures; 'folk', 'popular', and 'art' music; appreciate programmatic elements in music; appreciate music in different art forms.	Describe how music is featured in daily living: internet, mobile phone; describe the role of music in theatrical art forms (e.g. musicals, wayang kulit).

## Singapore: General Music Programme Syllabus: Learning Outcomes

	<b>Sing and Play Melodic and Rhythmic Instruments Individually and in Groups</b>	<b>Create and Improvise Music</b>	<b>Describe and Evaluate Music through Listening</b>	<b>Develop Understanding of Music Elements/Concepts</b>	<b>Discern and Understand Music of Various Cultures and Genres</b>	<b>Understand the Role of Music in Daily Living</b>
<b>Stage 3</b>	Sing a variety of songs: sing in parts (one player per part, and up to two parts), sing with an independent accompaniment; play tuned and untuned instruments: play in parts (one player per part, and up to three parts); accompany a melody using simple chord patterns or a bass line/ descant; sing and/or play in a mixed ensemble (more than one singer/player to each part, and up to three parts).	Explore the ways sounds and music can be developed expressively: add melodic/rhythmic embellishments to music; create excerpts of music based on given styles (e.g. R&B, techno) and stylistic models (e.g. 12-bar blues, Xinyao); improvise rhythmic and melodic phrases of music individually within a group setting; sequence a variety of electronic sound sources.	Identify different stylistic conventions: use relevant music vocabulary to describe sound/music characteristics.	Identify significant features of music and describe them in terms of: sound qualities (timbre, tone), modes (major, minor, pentatonic), structure (e.g. interlocking rhythmic parts).	Distinguish and describe music features and genres from different cultures and styles; appreciate the use of technology in creating the varied identity of contemporary music (e.g. loops in dance music).	Describe how music conveys ideas and communicates messages: advertisement, MTV, film, documentary.
<b>Stage 4</b>	Sing a variety of songs: sing in parts (one player per part, and up to four parts), sing a cappella; play tuned and untuned instruments: play in parts (one player per part, and up to five parts); sing and play in a mixed ensemble (more than one singer/player to each part, and up to five parts).	Express different musical intentions by exploring different music styles: create music based on given styles (e.g. R&B, techno) and stylistic models (e.g. 12 bar blues, Xinyao); improvise melodic and rhythmic variations individually within a group setting; manipulate and sequence a variety of electronic sounds;	Compare different stylistic conventions: use relevant music vocabulary to describe sound/music characteristics.	Identify significant features of music and describe them in terms of: organization of pitches, organization of time (e.g. simple versus compound time).	Distinguish, describe, and discuss music from different cultures and styles.	Describe the role and significance of recorded/ synthesized sounds on music making and everyday lives: CD/MD, MP3, Sampled Sound, MIDI; describe the different roles of individuals in the music industry: performer, composer.
<b>Stage 5</b>	Program a performance according to a given context (e.g. select and perform music for a school event).	Express different musical intentions by exploring individual music styles: compose and improvise music according to given stimuli (e.g. theme) and develop musical ideas into a complete composition; organize acoustic and electronic sounds (through sampling or synthesis) into a complete composition.	Make informed judgment of music based on understanding of music of different stylistic conventions: use relevant music vocabulary to explain preferences.	Describe the use of music concepts in different contexts: different systems of instrumental classification, different notation systems;	Discuss the role of identity in music: personal identity, group identity (e.g. cultural identity, national identity).	Describe the different roles of individuals in the music and related industries: arranger, music producer and engineer, audience/consumer.

### Aims

The aims of visual art instruction, as described in the primary and lower secondary *Art Syllabus*:

“The aims of art education are to enable every child to be visually literate and to appreciate art. Being visually literate, our students are able to observe, understand, and make meaning of what they see. They are also able to communicate their ideas by using and creating visuals. [To appreciate art], students will be able to see the value and recognize the relevance of art in their lives.”

### Objectives

The syllabus outlines seven objectives for the primary and lower secondary art syllabus:

1. Develop sensory awareness and imagination
2. Develop visual inquiry skills to discover and explore their surroundings
3. Acquire skills that enable them to describe and interpret artworks
4. Create artworks to share their ideas, thoughts, and feelings
5. Cultivate a spirit of innovation and experimentation
6. Understand and value art from a variety of cultures and context
7. Develop self-confidence and a sense of achievement

### Learning Outcomes

In contrast to the syllabus for music, the learning outcomes for art are not categorized in alignment with the seven objectives listed above. Instead, the learning outcomes for art are structured according to three “behavioral domains”: **seeing**, **expressing**, and **appreciating**. Learning outcomes within each of these domains are expressed for each of the four grade bands.

Singapore: Art Syllabus: Learning Outcomes			
	Seeing	Expressing	Appreciating
Primary 1-2	<ul style="list-style-type: none"> <li>Identify simple visual qualities in what they see around them</li> <li>Be curious about what they see</li> </ul>	<ul style="list-style-type: none"> <li>Share their imagination, thoughts, and feelings through art making</li> <li>Use selected art materials and media</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy looking at and creating art</li> <li>Talk about what they see and experience</li> </ul>
Primary 3-4	<ul style="list-style-type: none"> <li>Identify and differentiate visual qualities</li> <li>Gather information from visuals and what they see</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas and experiences in artworks and through art making</li> <li>Explore and experiment with different ways to use art materials and media</li> </ul>	<ul style="list-style-type: none"> <li>Take pride in their own art making</li> <li>Discuss artworks using basic art vocabulary (elements of art and principles of design)</li> </ul>
Primary 5-6	<ul style="list-style-type: none"> <li>Make informed links between the use of visual qualities and intentions</li> <li>Get ideas for their art making from observing visuals and the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the intentions of their own artworks and interpret those of others</li> <li>Apply processes, art materials, and media during art making that are appropriate to intentions</li> </ul>	<ul style="list-style-type: none"> <li>Take pride in their own art making and respect others' artworks</li> <li>Evaluate artworks using art vocabulary</li> </ul>
Secondary 1-2	<ul style="list-style-type: none"> <li>Record from observation and experience</li> <li>Identify content and themes in artworks</li> </ul>	<ul style="list-style-type: none"> <li>Convey experiences and ideas with images;</li> <li>Explore a variety of solutions to problems encountered;</li> <li>Select and apply materials, techniques, and technologies during art making that are appropriate to intentions</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a sense of confidence and self-esteem through the making and critique of art;</li> <li>Value local art as part of Singapore's heritage;</li> <li>Recognize that art reflects, records, and plays a role in culture</li> </ul>

The seeing, expressing, and appreciating of visual art is influenced by four categories of syllabus content: **values** (for example “Art captures imagination,” “art communicates ideas”), **elements of art** (line, shape, form, etc), **skills** (art techniques, visual inquiry, research and processing, and communication), and **art forms** (such as drawing, painting, graphic design, video, etc.)

### Delivery of content

The Art Syllabus recommends organizing learning content in the following ways:

- **Themes:** Themes provide context in which students learn the application of art concepts and skills. Learning through themes also connects students’ learning with their experiences in the wider world. Examples of themes in Primary 1-6 include “Inside-Outside” and “Feelings and Emotions;” in Secondary 1-2, “Through the Mind’s Eye,” “Community,” “Culture & Identity.”
- **Art forms/media:** Here, learning is organized around the materials, techniques, tools and the styles used to create artworks. Students explore and experiment with a range of media and use these media to create artworks that communicate their ideas. The art forms can include painting, sculpture, photography, stained glass, ceramics, installation, multi-media, and animation.
- **Artworks/artists:** At all levels, artworks and artists can be used to teach art concepts, the use of

media, and the use of elements and principles as tools for visual communication. Discussion of works of art can help students to understand the context in which works are made, to understand the processes of art making, and to consider social and cultural influences on works

Students experience these themes, artworks/artists, and art media through two main avenues of exploration in the classroom: **art making** and **art discussion**.

- **Art making:** In earlier grade levels, students are encouraged to create artworks that communicate ideas, and to explore and experiment with various media and techniques to represent those ideas. At the secondary level, students continue to explore a range of media, and are encouraged to keep a process diary to reflect on their work and their creative process.
- **Art discussion:** Art Discussion engages students in the processes of observing, thinking and talking about their visual environment and artworks. Through Art Discussion, students learn to *describe*, *analyze*, *interpret* and *evaluate* visuals in different forms. This prepares them to make meaning and communicate in a world saturated with visual information.

### **Additional content**

The Art Syllabus additionally contains guidelines related to the instructional environment in which art is taught:

- **Display of artworks:** Educators are encouraged to display student artworks for a number of reasons: they can engage students in discussion about their own work and the work of others, foster their self-confidence, and allow opportunities for feedback on works in progress.
- **Experiences beyond the classroom:** Suggestions for out-of-school arts experiences are offered in the Art Syllabus as well. Recommended experiences include museum and gallery visits and trips to artists' studios or off-site workshops or demonstrations. For older students, the syllabus recommends experiences for online interaction, participation in cultural events, and outdoor drawing or photography

## Sources

Art Syllabus: Primary and Lower Secondary

<http://www.moe.gov.sg/education/syllabuses/aesthetics-health-and-moral-education/files/art-primary-and-lower-secondary-2009.pdf>

2008 Syllabus: General Music Programme

<http://www.moe.gov.sg/education/syllabuses/aesthetics-health-and-moral-education/files/general-music-programme.pdf>

Physical Education Syllabus

<http://www.moe.gov.sg/education/syllabuses/aesthetics-health-and-moral-education/files/physical-education.pdf>

## SWEDEN

**Document title:** *Curriculum for the Compulsory School, Preschool Class and the Leisure-time Centre 2011*

**Year created:** 2011

Disciplines and Age/Grade Levels Addressed			
	Years 1-3	Years 4-6	Years 7-9
Dance			
Media Arts			
Music	✓	✓	✓
Theatre/Drama			
Visual Art	✓	✓	✓
Other	Crafts	Crafts	Crafts

Sweden's curricula for music, art, and crafts are a part of general national curriculum. The guidelines for arts instruction are referred to as *syllabi* within the larger curriculum document. These syllabi adhere to the same general structure applied to the syllabi of all academic subject areas.

### Goals for arts education

The syllabus for each arts discipline is introduced with a one-page statement of the **aims** of teaching that discipline. The national curriculum document addresses the aims of teaching and learning in each discipline separately, rather than speaking of the value of the arts in a more collective sense, but there are clear similarities between the aims of art, music, and crafts education. *All* of the aims refer to the importance of **creating and interpreting** in each discipline, using the arts as a means of expression and communication, and utilizing a variety of tools and techniques for creative production. Furthermore, these statements emphasize the understanding the importance of historical and cultural context in students' analysis and interpretation of art, craft, and music.

The chart on page 145 outlines the aims of instruction for each of the 3 arts disciplines covered in the national curriculum.

### Structure and content of standards

Expectations for learning in the arts are broken into three grade band levels: years 1-3, years 4-6, and years 7-9. Within these grade bands, there are two components of the standards: **core content** and **knowledge requirements**.

The core content category features statements describing the specific processes, materials, and concepts that should be addressed within each grade band. This content is further divided into sub-categories related to different aspects of learning in the arts. These categories vary by discipline, but clearly relate to one another, as indicated by the chart below.

Categories of Core Content		
Art	Music	Crafts
Producing pictures	Playing and creating music	Working processes in crafts
Tools for producing pictures	Tools of music	Materials, tools, and techniques used in crafts
Analysis of pictures	Context and functions of music	Aesthetic and cultural expressions of crafts
		Crafts in society

As these categories imply, the core contents for each discipline refer to the elements and principles of expression in each arts discipline, the use of specific tools, materials, and techniques (the crafts category is the most specific in this regard, recommending that students use metals, textiles, and wood as primary materials throughout their crafts education), and understanding appropriate methods and terminology for analysis and interpretation of art, crafts, and music.

**Knowledge requirements** are associated with each set of core content, and are benchmarks of student ability and understanding that are to be reached by the end of each grade band. They relate directly to the core contents.

### Assessment

The knowledge requirements are clearly meant to be used for assessment, as they supply descriptions of several levels of student performance, associated with different letter grades (ranging from A to E) that might be assigned to such a performance. Knowledge requirements are offered in relation to student performance in years 4-6 and 7-9, but similar requirements are not specified for years 1-3.

**While many countries in this survey offer statements about what concrete tasks/abilities students should master at different grade levels that may be used in assessment, Sweden's syllabi is one of few to link these outcomes to specific letter grades.**

The charts on pages 146-151 feature the full text of all core contents and knowledge requirements for each arts discipline (including art, music, and crafts) at each grade band level.



## Sweden: Aims of Arts Education

Art	Music	Crafts
<p>Teaching in art should aim at helping the pupils to develop knowledge of how pictures are created and can be interpreted. Through teaching, pupils should gain experience of visual cultures comprising film, photos, design, arts, architecture and various environments.</p> <p>Teaching should provide pupils with opportunities to develop their knowledge about how to produce and present their own images using different methods, materials, and forms of expression. Teaching should contribute to pupils developing their creativity and their interest in being creative. It should also encourage pupils to take their own initiatives and work using an investigative and problem-solving approach.</p> <p>Teaching should contribute to pupils developing their understanding of how visual messages are designed in different media. Teaching should also give pupils the opportunities to discuss and critically examine different forms of visual communication and contribute to pupils developing knowledge of pictures and images in different cultures, both historically and in modern times. Through teaching pupils should also be given the opportunity to use their knowledge of different types of images in their own creativity.</p> <p>Teaching in art should essentially give pupils the opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• Communicate with images to express messages</li> <li>• Create images using digital and handcraft techniques and tools, and with different materials</li> <li>• Examine and present different subject areas using images, and</li> <li>• Analyze historical and contemporary documents, content and functions.</li> </ul>	<p>Teaching in music should aim at helping the pupils to develop knowledge which makes it possible to participate in musical contexts, both where they play and listen to music.</p> <p>Teaching should give pupils the opportunities to acquire music as a form of expression and means of communication. Through teaching, pupils should be given the opportunity to develop knowledge in using their voices, musical instruments, digital tools and musical concepts and symbols in different musical forms and contexts.</p> <p>Teaching should give pupils the opportunities to develop sensitivity to music which makes it possible with others to create, work on and share music in different forms. Teaching should give pupils both the opportunity to develop confidence in their own ability to sing and play, and also an interest in developing their musical creativity.</p> <p>Through teaching pupils should develop the ability to experience and reflect over music. Pupils' experiences of music should be challenged and deepened through their interaction with the musical experiences of others. In this way, teaching should contribute to pupils developing their knowledge about and gaining and understanding of different musical cultures, both their own and others'.</p> <p>Teaching in music should essentially give pupils the opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• Play and sing in different musical forms and genres,</li> <li>• Create music as well as represent and communicate their own musical thinking and ideas, and</li> <li>• Analyze and discuss musical expressions in different social, cultural, and historical contexts.</li> </ul>	<p>Teaching in crafts should aim at helping the pupils to develop knowledge of different handicrafts and the ability to work with different materials and forms of expression. Pupils should be given opportunities to develop their skills in a process where thinking, sensory experiences and action work together.</p> <p>Teaching should give pupils the opportunities to develop ideas, consider different solutions, produce and evaluate the results. In this way, teaching should contribute to stimulating the pupils' curiosity to explore and experiment with different materials, and take on challenges in a creative way.</p> <p>Through teaching, pupils are given opportunities to develop knowledge of colour, form, function and design, and about how this knowledge can be combined through making conscious choices of materials and techniques. Moreover, the teaching should contribute to pupils developing familiarity with concepts describing working process, tools and the aesthetic expressions of craft productions. Pupils should also be given opportunities to develop knowledge of the working environment and safety issues, and how to choose and handle materials in order to promote sustainable development.</p> <p>Teaching should contribute to pupils developing an awareness of aesthetic traditions and expressions, as well as an understanding of crafts, handicrafts and design from different cultures and periods.</p> <p>Teaching in crafts should essentially give pupils the opportunity to develop their ability to:</p> <ul style="list-style-type: none"> <li>• Design and produce objects from different materials using appropriate equipment, tools, and handcraft techniques,</li> <li>• Choose and give reasons for their approach in handicrafts based on the aim of the work, and on quality and environmental aspects,</li> <li>• Analyze and evaluate work processes and results using terms specific to the crafts, and</li> <li>• Interpret aesthetic and cultural expressions of craft objects.</li> </ul>

## Sweden: Art Syllabus

	Core Content			Knowledge Requirements
	Producing pictures	Tools for producing pictures	Analysis of pictures	
<b>Years 1-3</b>	<ul style="list-style-type: none"> <li>• Production of narrative pictures, such as illustrations for story books</li> <li>• Drawing, painting, modeling, and design</li> <li>• Photography and transfer of images using computer software</li> </ul>	<ul style="list-style-type: none"> <li>• Elements that make up a picture: colour, form, line, surface, foreground, background</li> <li>• Some tools for drawing, painting, modeling, designing and photographing and what these are called</li> <li>• Materials that are flat and can be shaped, such as paper, clay, plaster, and natural materials</li> </ul>	<ul style="list-style-type: none"> <li>• Informative pictures, such as those for textbooks and how they are designed and function</li> <li>• Historical and contemporary pictures and what they relate, such as documentary images from the local area and art pictures.</li> </ul>	N/A
<b>Years 4-6</b>	<ul style="list-style-type: none"> <li>• Production of narrative and informative pictures, such as comics and illustrations for text</li> <li>• Drawing, painting, printing, and 3-D production</li> <li>• Reuse of images when producing pictures, such as in collage and montage</li> <li>• Photography and filmmaking, and editing using computer programs</li> </ul>	<ul style="list-style-type: none"> <li>• Different elements that make up and create a sense of space in pictures, such as lines and colours</li> <li>• Tools for drawing, painting, printing, 3-D production, photography, filming and digital image processing and what these are called</li> <li>• Materials that are flat and can be shaped, and how these can be used when producing pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Images for advertisements and news, how they are designed and communicate a message</li> <li>• Art, documentary pictures and architectural works from different periods and cultures, how they are designed and what message they communicate</li> <li>• Words and terms for interpreting, writing, and discussing a picture's design and message</li> </ul>	<p><b>Knowledge requirements for grade A at the end of year 6:</b></p> <p>Pupils can produce narrative and informative pictures that communicate experiences and views in a well developed visual language and well developed forms of expression to communicate the message. Pupils can use different techniques in a well functioning, varied, and creative way to create different expressions. Pupils combine some different picture elements in a well functioning way</p> <p>When producing pictures they can develop their own ideas in different subject areas by reusing contemporary or historical pictures and processing other reference and inspirational material. During the work process, pupils formulate and choose action alternatives that lead to improvements. In addition, pupils present their pictures with good adaptation to purpose and context. Pupils can also make well developed assessments of work processes and quality in their work.</p> <p>Pupils can apply developed and well informed reasoning about expression, content and function in pictures from different periods and cultures and make connections to their own experiences, other pictures and phenomena in the surrounding world.</p>

## Sweden: Art Syllabus

	Core Content			Knowledge Requirements
	Producing pictures	Tools for producing pictures	Analysis of pictures	
Years 7-9	<ul style="list-style-type: none"> <li>• Production of narrative, informative, and societally oriented pictures of their own experiences and views</li> <li>• Combinations of pictures, sound, and text</li> <li>• Reuse of images, materials, and objects in personal creations, such as for installations</li> <li>• Digital processing of photographs or other types of images</li> <li>• Presentations of their own productions</li> <li>• Rights and obligations, ethics and values regarding use of pictures, and also freedom of speech and integrity in the media and other contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Forms, colours, and pictorial compositions and their meaning properties, and how they can be used when creating pictures</li> <li>• Materials and tools for two- and three-dimensional work and how these can be used for specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures which deal with questions of identity, sexuality, ethnicity, and power relations, and how these perspectives can be designed and communicated</li> <li>• Mass media communications and impact, and how they can be interpreted and critically examined</li> <li>• Contemporary art and documentary images, and works of art and architectural works from different periods and cultures in Sweden, Europe, and elsewhere. How images and works are designed and what messages they communicate.</li> <li>• Words and terms for interpreting, writing and discussing a picture's design and message</li> </ul>	<p><b>Knowledge requirements for grade A at the end of year 9:</b> Pupils can produce different types of narrative and informative pictures that communicate experiences and views in a well developed visual language and well developed forms of expression to communicate a message. In their work, pupils can use different techniques, tools and materials in a well functioning, varied and creative way and systematically test and retest how these can be combined to create different expressions. In addition, pupils combine form, colour and pictorial compositions in a well functioning way.</p> <p>When producing pictures pupils develop their own ideas in different subject areas by reusing contemporary or historical pictures and processing other reference and inspirational material. During the work process, pupils formulate and choose action alternatives that lead to improvements. In addition, pupils present their pictures with good adaptation to purpose and context. Pupils can also make well developed assessments of work processes and show complex relationships between expression, content, function, and quality in the work.</p> <p>Pupils can interpret contemporary as well as historical pictures and visual culture and apply well developed and well informed reasoning with connections to their own experiences, other works and phenomena in the surrounding world. In addition, pupils describe pictures and what they express, their content and function in a well developed way with good use of topic-specific concepts.</p>

## Sweden: Music Syllabus

	Core Content			Knowledge Requirements
	Playing and creating music	Tools of music	Context and functions of music	
<b>Years 1-3</b>	<ul style="list-style-type: none"> <li>Singing and playing in various forms: choral singing, canon and antiphon, and ensemble playing</li> <li>Imitation and improvisation with movement, rhythm, and tones</li> <li>Simple forms of creating music, such as taking text or pictures as a starting point.</li> <li>Interpretation of songs and narratives with sound, rhythm and movement</li> </ul>	<ul style="list-style-type: none"> <li>Voice as an instrument with variation in rhythm, tone and dynamics</li> <li>Percussion, string and keyboard instruments with variations in rhythm, tone and dynamics</li> <li>Rhythm, tone, dynamics and pitch as building blocks for playing and composing music</li> <li>Musical symbols, pictures and characters</li> </ul>	<ul style="list-style-type: none"> <li>Associations, thoughts, feelings and images that arise when listening to music</li> <li>Different instruments from groups of wind, string, keyboard and percussion instruments. Sound and appearance of instruments</li> <li>Music that connects to the pupil's everyday and formal contexts, including the national anthem and some of the most common psalms, as well as insights in to Swedish and Nordic traditions in children's songs</li> </ul>	N/A
<b>Years 4-6</b>	<ul style="list-style-type: none"> <li>Songs, melodies, and accompaniment in ensemble form in different genres</li> <li>Playing musical patterns by ear, such as chord progressions, period and composition models</li> <li>Imitation and improvisation with voice and instrument, rhythm and tones</li> <li>Creating music based on musical patterns and forms, such as chord progressions and bass</li> <li>Musical performance</li> </ul>	<ul style="list-style-type: none"> <li>Care of voice and hearing in musical activities, such as thorough warm-up exercises</li> <li>Healthy sound levels and different types of hearing protection</li> <li>Voice as an instrument for different vocal expressions, such as song, Sami yoiking and rap</li> <li>Chord and melody instruments, bass and percussion for melody and rhythm games, or for accompaniment</li> <li>Rhythm, tone and dynamics, pitch, tempo, periods, time signatures, verses and choruses as building blocks for composing music in different genres</li> <li>Musical symbols, graphic notation, notes and chord names</li> <li>Digital tools for audio and music creation</li> </ul>	<ul style="list-style-type: none"> <li>Impact of music's physical, conceptual, and emotional characteristics on people in different contexts. How music is used to influence and for recreation in various ritual contexts</li> <li>Words and terms needed to be able to read, write, and talk about making music, and about impressions and experiences of music</li> <li>Music together with pictures, text, and dance. How different aesthetic expressions can interact</li> <li>Classification of string, wind, brass, keyboard, and percussion instruments</li> <li>Classical music, folk music and popular music from different cultures and their musical characteristics</li> </ul>	<p><b>Knowledge Requirements for grade A at the end of Year 6:</b></p> <p>Pupils can participate in singing together and follow with certainty rhythm and pitch. Pupils can also play a simple adapted melody, base or percussion tune and accompany on a chord instrument and change chords with ease. In addition, pupils sing or play an instrument with good timing and in an appropriate style.</p> <p>Pupils, based on their own musical ideas, can create music by using voice, instruments or digital tools and start from some simple musical patterns and forms and see how these can be put together and in major parts work as a composition.</p> <p>Pupils can apply well developed reasoning to their own and others' music making. Pupils can also express in a well developed way their own musical experiences and describe and give examples of how music can influence people. In addition, pupils can with good certainty distinguish and give examples of the characteristic features of music from different genres and cultures, and with good certainty give examples of instruments from different groups of instruments.</p>

## Sweden: Music Syllabus

	Core Content			Knowledge Requirements
	Playing and creating music	Tools of music	Context and functions of music	
Years 7-9	<ul style="list-style-type: none"> <li>• Songs, melodies and accompaniment in an ensemble form with musical expression from typical genres</li> <li>• Playing musical patterns by ear in different genres</li> <li>• Rhythmic and melody improvisation to drum accompaniment, chord progressions or melody loops with voice and instruments</li> <li>• Creating music in different genres, such as ballads, sound compositions and songs</li> <li>• Musical representation where different forms of expression are combined</li> </ul>	<ul style="list-style-type: none"> <li>• Care of voice and hearing, and how listening to music and playing music can contribute to hearing impairment, and how this can be prevented</li> <li>• How the voice can be varied in polyphony, vocal expressions in different genres</li> <li>• Chord and melody instruments, bas and percussion for games in different tone and time signatures</li> <li>• Rhythm, tone and dynamics, pitch, tempo, periods, time signatures, verse, chorus and chords as building blocks to make and compose music in different genres and with different instrumentation</li> <li>• Musical symbols and notation systems, notes, tablatures, chord descriptions and graphic notation</li> <li>• Digital tools for music creation, recording and processing</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and music's physical, conceptual, and emotional impact on people. The functions of music to signify identity and group affiliation in different cultures, with a focus on ethnicity and gender</li> <li>• How music is used in different media, such as in films and computer games</li> <li>• Instruments and their functions in different genres and contexts, such as in a symphony orchestra or rock band</li> <li>• Art music, folk and popular music from different epochs. The emergence of different genres and important composers, songwriters and musical works</li> </ul>	<p><b>Knowledge Requirements for grade A at the end of Year 9:</b></p> <p>Pupils can participate in singing together and follow with good certainty rhythm and pitch. Pupils can also play simple melodies, bass and percussion tunes with good timing, and accompany a chord instrument in an appropriate style and change chords with good ease. Pupils adapt their voices well to the whole by listening and to a high degree observe what is happening when making music. In addition, pupils sing or play an instrument in a genre with well functioning technique and in an appropriate style. Pupils can then work on and transform the music into a personal musical expression.</p> <p>Pupils, on the basis of their own musical ideas, can create music by using voice, instruments or digital tools and explore and see how different combinations of musical building blocks can form compositions which have a functional form and an appropriate style. In addition, pupils can combine music with other forms of expression so that they interact well.</p> <p>Pupils can also make well developed assessments of their own and others' music making and make suggestions that lead to the development of the music. Pupils can apply well developed and well informed reasoning to the different functions of music, the importance it has and historically has had for individuals and society. In addition, pupils can with good certainty distinguish and compare characteristic features of music from different genres, epochs and cultures, and with good certainty distinguish between different instruments and groups of instruments, and describe their functions in different contexts.</p>

Sweden: Crafts Syllabus					
Core Content					Knowledge Requirements
	Materials, tools, and techniques used in crafts	Working processes in crafts	Aesthetic and cultural expressions of crafts	Crafts in society	
Years 1-3	<ul style="list-style-type: none"> <li>Metals, textiles, and wood. Properties of materials and their areas of application</li> <li>Hand tools and instruments, what they are called and how they are used in a safe and appropriate way</li> <li>Simple forms of some handicraft techniques, such as working with wire, sawing and twisting materials</li> <li>Simple sketches and work descriptions, how they can be interpreted, followed and linked to simple calculations</li> </ul>	<ul style="list-style-type: none"> <li>Different parts of the crafts process: the development of ideas, reflecting on important factors, communication and oral assessment of the work process</li> <li>Exploring the opportunities provided by materials, instruments, and tools</li> </ul>	<ul style="list-style-type: none"> <li>Narratives as sources of inspiration and models for pupils' own ideas and creativity</li> <li>How colour, form, and materials affect what a craft artifact expresses</li> </ul>	<ul style="list-style-type: none"> <li>The function and meaning of craft artefacts as objects for use and decoration</li> <li>The origins of some craft materials, such as wool and types of Swedish wood</li> </ul>	N/A
Years 4-6	<ul style="list-style-type: none"> <li>Metals, textiles, and wood. Properties of materials, their areas of use, and how they can be combined</li> <li>Hand tools, instruments, machines: what they are called and how they are used in a safe and appropriate way</li> <li>Some forms of handicraft techniques, such as crochet and hollowing out materials. Concepts which are used in connection with the different techniques</li> <li>Two- and three-dimensional sketches, models, patterns, and task descriptions, and how they can be interpreted, followed, and linked to mathematical calculations</li> </ul>	<ul style="list-style-type: none"> <li>Different parts of the crafts process: the development of ideas, reflecting on important factors, communicating, and assessing the work process. How different parts of the process are interlinked</li> <li>Exploring the opportunities provided by different materials and techniques</li> <li>Documentation of the process in words and pictures</li> </ul>	<ul style="list-style-type: none"> <li>Handicraft and craft traditions from different cultures as sources of inspiration and models for pupils' own ideas and creativity</li> <li>How different combinations of colour, form, and materials influence the aesthetic expression of craft artefacts</li> <li>How symbols and colors are used in child and youth cultures, and what they signify</li> </ul>	<ul style="list-style-type: none"> <li>Importance of crafts for the individual and society, through history and in the present</li> <li>Economising on use of resources, such as through repairs and recycling of materials</li> </ul>	<p><b>Knowledge requirements for grade A at end of year 6:</b></p> <p>Pupils in a well developed and systematic way can give form to and produce simple craft artefacts in different materials based on instructions. In their work with some techniques in handicrafts, pupils can use hand tools, instruments and machines in a safe and appropriate way. Based on the aim of the craft task and some environmental aspects, pupils choose their approaches and give well developed reasoning for their choices. Pupils in their work can develop ideas in interaction with inspirational material provided and using materials they have themselves obtained. During the work process, pupils formulate and choose action alternatives that lead to improvements.</p> <p>Pupils can make well developed assessments of their own work and how it has affected the quality of their production. In addition, pupils interpret what a craft artifact expresses and apply well developed reasoning about symbols, colour, form, and material.</p>

## Sweden: Crafts Syllabus

Core Content					Knowledge Requirements
	Materials, tools, and techniques used in crafts	Working processes in crafts	Aesthetic and cultural expressions of crafts	Crafts in society	
Years 7-9	<ul style="list-style-type: none"> <li>Metals, textiles, and wood and how they can be combined with each other and with other materials, such as newly produced and recycled materials</li> <li>Hand tools, instruments, and machines, what they are called, and how they are used in a safe and appropriate way</li> <li>Developed forms of handicraft techniques, such as moulding, weaving and cutting and turning metal. Concepts which are used in connection with these</li> <li>Two and three-dimensional sketches, models, patterns and task descriptions, and how they can be interpreted, followed and linked to mathematical calculations</li> <li>Working environment and ergonomics, covering such areas as sound levels and work positions</li> </ul>	<ul style="list-style-type: none"> <li>Different parts of the crafts process: the development of ideas, reflecting on important factors, communicating and assessing how parts of the work process are linked together and affect the results</li> <li>Exploring the opportunities provided by the form of different materials in terms of function and design</li> <li>Documentation in words and pictures of work processes and results</li> </ul>	<ul style="list-style-type: none"> <li>Architecture, art, and design as sources of inspiration and models for development of pupils' own ideas</li> <li>Making their own designs using different materials, colours, and forms</li> <li>Fashions and trends, what they signify and how they affect the individual</li> <li>Crafts and handicrafts in Sweden and other countries as an expression of ethnic and cultural identity</li> </ul>	<ul style="list-style-type: none"> <li>Design, art, handicrafts, domestic crafts, and other forms of crafts in the public sphere</li> <li>Different materials, and how they are produced from a sustainability perspective</li> </ul>	<p><b>Knowledge requirements for grade A at end of year 9:</b></p> <p>Pupils in a well developed and systematic way can give form to and produce craft artefacts using different materials based on instructions and their own initiatives. In their work, pupils can use tools, instruments and equipment in a secure and appropriate way with precision. Based on the aim of the craft task and some quality and environmental aspects, pupils choose their approaches and give well developed reasoning for their choices. Pupils in crafts can develop ideas in interaction with inspirational material provided and material which students have themselves obtained. During the work process, pupils formulate and choose action alternatives that lead to improvements.</p> <p>Pupils can also make well developed judgments about the work process with good use of terms specific to the crafts, and show simple relationships between form, function and quality. In addition, pupils interpret what a craft artefact expresses and apply well developed reasoning based on their own experiences, and also trends and traditions in different cultures.</p>

## Sources

Compulsory School Standards and Syllabuses

<http://www3.skolverket.se/ki03/front.aspx?sprak=EN&ar=1011&infotyp=15&skolform=11&id=2087&extrald=>

Art

<http://www3.skolverket.se/ki03/front.aspx?sprak=EN&ar=1011&infotyp=23&skolform=11&id=3869&extrald=2087>

Crafts

<http://www3.skolverket.se/ki03/front.aspx?sprak=EN&ar=1011&infotyp=23&skolform=11&id=3888&extrald=2087>

Music

<http://www3.skolverket.se/ki03/front.aspx?sprak=EN&ar=1011&infotyp=23&skolform=11&id=3877&extrald=2087>



## UNITED KINGDOM

*Note: Standards for Scotland appear separately.*

**Document title:**

**Year created:** 2007, rev. 2011, secondary 2012 *(a full revision is slated for 2014)*

Disciplines and Age/Grade Levels Addressed			
	Key stage 1	Key stage 2	Key stage 3
Dance			
Media Arts			
Music	✓	✓	✓
Theatre/Drama	✓	✓	✓
Visual Art	✓ [Art and design]	✓ [Art and design]	✓ [Art and design]
Other	Design and technology	Design and technology	Design and technology

The United Kingdom offers a course of arts study for Key Stages 1-3. The Key Stages align with age and grade levels as follows:

Key Stage 1: Years 1 and 2 (ages 5-7)

Key Stage 2: Years 3-6 (ages 7-11)

Key Stage 3: Years 7-9 (ages 11-14)

The National Curriculum provides statutory guidelines in many programs of study for Key Stage 4 (age 14-16) but the current standards for study in Art and Design, Music, and Design and Technology do not include Key Stage 4.

### Goals for arts education

The National Curriculum links learning in the arts to spiritual, moral, social, and cultural development. It refers to key skills that link the arts to other aspects of the curriculum: communication, applied math, working with others, improving learning and performance, problem solving, thinking skills, enterprise/entrepreneurial skills, work related learning (professions), and education for sustainable development that takes into consideration environmental impact as well as understanding values and ethics.

The Department for Culture, Media and Sport (DCMS) has four main priorities for developing the relationship between arts and education: to ensure that everyone, whatever their background, gets the chance to experience and participate in the arts for the first time, both in school and outside; ensure that everyone has the opportunity to deepen their interest and develop their talent in the arts to the full, to a level that suits them both in school and outside; ensure that the most talented young artists have access to the very best tuition and support they need to fulfill their potential; and promote a skilled workforce in the arts sector, including a world class arts workforce.

DCMS works closely with the Department for Children, Schools and Families, which is responsible for arts education in schools and other educational establishments, to achieve these priorities.

## Structure and content of standards

The programmes of study are organized and defined according to Key Stage levels, as opposed to individual grade levels. The introductions to each set of standards broadly outline what is to be covered within each discipline at each Key Stage:

	Key Stage 1	Key Stage 2	Key Stage 3
Art and Design	During Key Stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.	During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.	In art, craft and design, pupils explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently.
Design and Technology	During key stage 1 pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making	During Key Stage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.	In design and technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team
Music	During Key Stage 1 pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.	During Key Stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.	Music education encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. Music can influence pupils' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing pupils' ability to work with others in a group context.  Music learning develops pupils' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgments about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfillment.

## Primary programme

The standards for the primary level (key stages 1 and 2) are divided into two categories: **knowledge, skills, and understanding** and **breadth of study**. The first category is further subdivided into additional

sections; the language associated with each of these these sub-categories varies slightly by discipline, but in general they refer to skill sets related to **developing ideas**, **evaluating one's own work** and progress, **creating or performing** in the arts discipline, and **applying knowledge and understanding** specific to that discipline.

### Secondary programme

The structure of the secondary standards is consistent across disciplines as well, but teacher and student expectations are organized according to different categories than the primary goals. They are:

- **Key concepts:** The key concepts vary somewhat across disciplines, but in general the key concepts relate to creativity, cultural understanding, critical understanding, and competence within the discipline. For students of music, an additional key concept is the integration of one's process.
- **Key processes:** There are two categories of key processes in all standards; these are related to the skills of creating and performing, and of responding and analyzing.  
Range and content: This section involves specific recommendations of
- **Curriculum opportunities:** This section offers recommendations for specific curricular content within each discipline – noting where students could work in groups, or work with outside artists, designers, and musicians, for example.

### Assessment

The programmes of study identify nine levels of **attainment targets** for performance within each arts discipline. These are statements describing qualities of student performance, from beginning to advanced, across all grades and key stages. These statements describe students' abilities in terms of their abilities to create and respond to their own work and the work of others. In general, the descriptions of level one to level four student performance is meant to be applied to evaluating students of the primary programme; levels five to eight describe secondary-level performance. The standards devote an additional category to a description of **exceptional performance**, above all target levels, for students whose performance exceeds the expectations put forth in the statements describing levels one through eight. Charts detailing the attainment targets for each discipline are included in the discipline-specific overviews on the following pages.

### Additional content

In addition to setting fort discipline-specific performance expectations, the primary and secondary programmes of study note where the content of the standards present opportunities for cross-disciplinary study with other subject areas, including English, ICT, other arts disciplines, science, and mathematics.

# United Kingdom: Art and Design: Primary Programme

	Key Stage 1	Key stage 2
Knowledge, Skills, and Understanding	<b>Exploring and developing ideas</b> <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>Record from first-hand observation, experience, and imagination, and explore ideas</li> <li>Ask and answer questions about the starting points for their work, and develop their ideas</li> </ul>	<b>Exploring and developing ideas</b> <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>Record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>Collect visual and other information (for example, images, materials) to help them develop their ideas, including using a sketchbook</li> </ul>
	<b>Investigating and making art, craft, and design</b> <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>Investigate the possibilities of a range of materials and processes</li> <li>Try out tools and techniques and apply these to materials and processes, including drawing</li> <li>Represent observations, ideas, and feelings, and design and make images and artifacts</li> </ul>	<b>Investigating and making art, craft, and design</b> <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>Investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work</li> <li>Apply their experience of materials and processes, including drawing, developing their control of tools and techniques</li> <li>Use a variety of methods and approaches to communicate observations, ideas, and feelings, and to design and make images and artifacts</li> </ul>
	<b>Evaluating and developing work</b> <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it</li> <li>Identify what they might change in their current work or develop in their future work</li> </ul>	<b>Evaluating and developing work</b> <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>
	<b>Knowledge and understanding</b> <i>Pupils should be taught about:</i> <ul style="list-style-type: none"> <li>Visual and tactile elements, including color, pattern, and texture, line and tone, shape, form, and space</li> <li>Materials and processes used in making art, craft, and design</li> <li>Differences and similarities in the work of artists, craftspeople, and designers in different times and cultures (for example, sculptors, photographers, architects, textile designers)</li> </ul>	<b>Knowledge and understanding</b> <i>Pupils should be taught about:</i> <ul style="list-style-type: none"> <li>Visual and tactile elements, including color, pattern and texture, line and tone, shape, form, and space, and how these elements can be combined and organized for different purposes</li> <li>Materials and processes used in art, craft, and design and how these can be matched to ideas and intentions</li> <li>The roles and purposes of artists, craftspeople, and designers working in different times and cultures (for example, Western Europe and the wider world)</li> </ul>
	<i>Pupils should be taught the knowledge, skills, and understanding through:</i> <ul style="list-style-type: none"> <li>Exploring a range of starting points for practical work (for example, themselves, their experiences, stories, natural and made objects, and the local environment)</li> <li>Working on their own, and collaborating with others, on projects in two and three dimensions, and on different scales</li> <li>Using a range of materials and processes (for example, painting, collage, print making, digital media, textiles, sculpture)</li> <li>Investigating different kinds of art, craft, and design (for example, in the locality, in original and reproduction form, during visits to museums, galleries, and sites, on the internet)</li> </ul>	<i>Pupils should be taught the knowledge, skills, and understanding through:</i> <ul style="list-style-type: none"> <li>Exploring a range of starting points for practical work (for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments)</li> <li>Working on their own, and collaborating with others, on projects in two and three dimensions and on different scales</li> <li>Using a range of materials and processes, including ICT (for example, painting, collage, print making, digital media, textiles, sculpture)</li> <li>Investigating art, craft, and design in the locality and in a variety of genres, styles, and traditions (for example, in original and reproduction form, during visits to museums, galleries, and sites, on the internet).</li> </ul>
Breadth of Study		

# United Kingdom: Art and Design: Secondary Programme

## Key stage 3

Key Concepts	<b>Creativity:</b> <ul style="list-style-type: none"> <li>Producing imaginative images, artifacts, and other outcomes that are both original and of value</li> <li>Exploring and experimenting with ideas, materials, tools, and techniques</li> <li>Taking risks and learning from mistakes</li> </ul>
	<b>Competence:</b> <ul style="list-style-type: none"> <li>Investigating, analyzing, designing, making, reflecting, and evaluating effectively</li> <li>Making informed choices about media, techniques, and processes</li> </ul>
	<b>Cultural Understanding:</b> <ul style="list-style-type: none"> <li>Engaging with a range of images and artifacts from different contexts, recognizing the varied characteristics of different cultures and using them to inform their creating and making</li> <li>Understanding the role of the artist, craftsperson, and designer in a range of cultures, times, and contexts</li> </ul>
	<b>Critical understanding:</b> <ul style="list-style-type: none"> <li>Exploring visual, tactile, and other sensory qualities of their own and others' work</li> <li>Engaging with ideas, images, and artifacts, and identifying how values and meanings are conveyed</li> <li>Developing their own views and expressing reasoned judgments</li> <li>Analyzing and reflecting on work from diverse contexts</li> </ul>
Key Processes	<b>Explore and create</b> - Pupils should be able to: <ul style="list-style-type: none"> <li>Develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination, and other sources</li> <li>Investigate how to express and realize ideas using formal elements and the qualities of a range of media</li> <li>Make purposeful images and artifacts, selecting from a range of materials, techniques, and processes</li> <li>Draw to express perception and invention, to communicate feelings, experiences, and ideas, and for pleasure</li> <li>Explore and develop ideas using sketchbooks, journals, and other appropriate strategies</li> </ul>
	<b>Understand and evaluate</b> - Pupils should be able to: <ul style="list-style-type: none"> <li>Use research and investigative skills appropriate to art, craft, and design</li> <li>Appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts</li> <li>reflect on and evaluate their own and others' work, adapting and refining their own images and artifacts at all stages of the creative process</li> <li>Analyze, select, and question critically, making reasoned choices when developing personal work</li> <li>Develop ideas and intentions when creating images and artifacts</li> <li>Organize and present their own material and information in appropriate forms</li> </ul>
Range and Content	<b>The study of art, craft, and design should include:</b> <ul style="list-style-type: none"> <li>Work in, and across, the areas of fine art, craft, and design, including both applied and fine art practices</li> <li>Exploration of media, processes, and techniques in 2D, 3D, and new technologies</li> <li>Study of a range of artifacts from contemporary, historical, personal, and cultural contexts</li> <li>Understanding of art, craft, and design processes, associated equipment, and safe working practices</li> </ul>
Curriculum Opportunities	<b>The curriculum should provide opportunities for pupils to:</b> <ul style="list-style-type: none"> <li>Work independently and collaboratively, taking different roles in teams</li> <li>Explore areas that are new to them, including ideas, techniques, and processes</li> <li>Respond to the school's location and local cultural influences</li> <li>Engage with contemporary art, craft, and design, working with creative individuals and in creative environments where possible</li> <li>Work with a variety of genres, including contemporary practice</li> <li>Engage in interdisciplinary and multidisciplinary practice within the arts</li> <li>Make links between art and design and other subjects and areas of the curriculum</li> </ul>

## United Kingdom: Art and Design: Attainment Target Level Descriptions

<b>Level 1</b>	Pupils respond to ideas. They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They describe what they think or feel about their own and others' work.
<b>Level 2</b>	Pupils explore ideas. They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They comment on differences in others' work, and suggest ways of improving their own.
<b>Level 3</b>	Pupils explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.
<b>Level 4</b>	Pupils explore ideas and collect visual and other information to help them develop their work. They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organizing visual and tactile qualities to suit their intentions. They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realize their own intentions.
<b>Level 5</b>	Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose. They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions. They analyze and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. They adapt and refine their work to reflect their own view of its purpose and meaning.
<b>Level 6</b>	Pupils explore ideas and assess visual and other information, including images and artefacts from different historical, social and cultural contexts. They use this information to develop their ideas, taking account of purpose and audience. They manipulate materials and processes and analyse outcomes. They interpret visual and tactile qualities to communicate ideas and meanings, and realize their intentions. They analyse and comment on how ideas and meanings are conveyed in their own and others' work. They explain how their understanding of the context affects their views and practice.
<b>Level 7</b>	Pupils explore ideas and assess visual and other information, analyzing codes and conventions used in different genres, styles, and traditions. They select, organize and present information in visual and other ways, taking account of purpose and audience. They extend their understanding of materials and processes and interpret visual and tactile qualities. They show increasing independence in the way in which they develop ideas and meanings and realize their intentions. They analyze and comment on the contexts of their own and others' work. They explain how their own ideas, experiences and values affect their views and practice.
<b>Level 8</b>	Pupils explore ideas and evaluate relevant visual and other information, analyzing how codes and conventions are used to represent ideas, beliefs and values in different genres, styles and traditions. They research, document and present information in visual and other ways appropriate to their purpose and audience. They exploit the potential of materials and processes to develop ideas and meanings, realize their intentions and sustain their investigations. They evaluate the contexts of their own and others' work, articulating similarities and differences in their views and practice. They further develop their ideas and their work in the light of insights gained from others.
<b>Exceptional performance</b>	Pupils explore ideas, critically evaluate relevant visual and other information and make connections between representations in different genres, styles, and traditions. They initiate research, and document and interpret information in visual and other ways appropriate to their purpose and audience. They exploit the characteristics of materials and processes to develop ideas and meanings and realize their intentions. They extend their ideas and sustain their investigations by responding to new possibilities and meanings. They identify why ideas and meanings in others' work are subject to different interpretations, using their understanding to extend their thinking and practical work. They communicate their own ideas, insights and views.

## United Kingdom: Design and Technology: Primary Programme

	Key stage 1	Key stage 2
Knowledge, Skills, and Understanding	<b>Developing, planning, and communicating ideas</b> <i>Students should be taught to:</i> <ul style="list-style-type: none"> <li>• Generate ideas by drawing on their own and other people's experience</li> <li>• Develop ideas by shaping materials and putting together components</li> <li>• Talk about their ideas</li> <li>• Plan by suggesting what to do next as their ideas develop</li> <li>• Communicate their ideas using a variety of methods, including drawing and making models</li> </ul>	<b>Developing, planning, and communicating ideas</b> <i>Students should be taught to:</i> <ul style="list-style-type: none"> <li>• Generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources</li> <li>• Develop ideas and explain them clearly, putting together a list of what they want their design to achieve</li> <li>• Plan what they have to do, suggesting a sequence of actions and alternatives, if needed</li> <li>• Communicate design ideas in different ways as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which the product is intended.</li> </ul>
	<b>Working with tools, equipment, materials, and components to make quality products</b> <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• Select tools, techniques, and materials for making their product from a range suggested by the teacher</li> <li>• Explore the sensory qualities of materials</li> <li>• Measure, mark out, cut and shape a range of materials</li> <li>• Assemble, join and combine materials and components</li> <li>• Use simple finishing techniques to improve the appearance of their product, using a range of equipment</li> <li>• Follow safe procedures for food safety and hygiene</li> </ul>	<b>Working with tools, equipment, materials, and components to make quality products</b> <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• Select appropriate tools and techniques for making their product</li> <li>• Suggest alternative ways of making their product, if first attempts fail</li> <li>• Explore the sensory qualities of materials and how to use materials and processes</li> <li>• Measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately</li> <li>• Use finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT</li> </ul>
	<b>Evaluating processes and products</b> <i>Students should be taught to:</i> <ul style="list-style-type: none"> <li>• Talk about their ideas, saying what they like and dislike</li> <li>• Identify what they could have done differently or how they could improve their work in the future.</li> </ul>	<b>Evaluating processes and products</b> <i>Students should be taught to:</i> <ul style="list-style-type: none"> <li>• Reflect on the progress of their work as they design and make, identifying ways they could improve their products</li> <li>• Carry out appropriate tests before making any improvements</li> <li>• Recognize that the quality of a product depends on how well it is made and how well it meets its intended purpose [for example, how well products meet social, economic and environmental considerations.]</li> </ul>
	<b>Knowledge and understanding of materials and components</b> <i>Students should be taught:</i> <ul style="list-style-type: none"> <li>• About the working characteristics of materials [for example, folding paper to make it stiffer, plaiting yarn to make it stronger]</li> <li>• How mechanisms can be used in different ways [for example, wheels and axles, joints that allow movement]</li> </ul>	<b>Knowledge and understanding of materials and components</b> <i>Students should be taught:</i> <ul style="list-style-type: none"> <li>• How the working characteristics of materials affect the ways they are used</li> <li>• How materials can be combined and mixed to create more useful properties [for example, using cardboard triangles on the corners of a wooden framework to strengthen it]</li> <li>• How mechanism can be used to make things move in different ways, using a range of equipment including an ICT control programme</li> <li>• How electrical circuits, including those with simple switches, can be used to achieve results that work.</li> </ul>
Breadth of Study	<i>During the key stage, pupils should be taught the knowledge, skills and understanding through:</i> <ul style="list-style-type: none"> <li>• Investigating and evaluating a range of familiar products [for example, talking about how they work, and whether they do what they are supposed to do.]</li> <li>• Focused practical tasks that develop a range of techniques, skills, processes and knowledge</li> <li>• Design and make assignments using a range of materials, including food, items that can be put together to make products, and textiles.</li> </ul>	<i>During the key stage, pupils should be taught the knowledge, skills and understanding through:</i> <ul style="list-style-type: none"> <li>• Investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of the people who use them</li> <li>• Focused practical tasks that develop a range of techniques, skills, processes and knowledge</li> <li>• Design and make assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles.</li> </ul>



## United Kingdom: Design and Technology: Secondary Programme

### Key stage 3

Key Concepts	<b>Designing and making</b> <ul style="list-style-type: none"> <li>Understanding that designing and making has aesthetic, environmental, technical, economic, ethical and social dimensions and impacts on the world</li> <li>Applying knowledge of materials and production processes to design products and produce practical solutions that are relevant and fit for purpose</li> <li>Understanding the products and systems have an impact on quality of life</li> <li>Exploring how products have been designed and made in the past, how they are currently designed and made, and how they may develop in the future</li> </ul>
	<b>Cultural understanding</b> <ul style="list-style-type: none"> <li>Understanding how products evolve according to users' and designers' needs, beliefs, ethics and values and how they are influenced by local customs and traditions and available materials</li> <li>Exploring how products contribute to lifestyle and consumer choices</li> </ul>
	<b>Creativity</b> <ul style="list-style-type: none"> <li>Making links between principles of good design, existing solutions and technological knowledge to develop innovative products and processes</li> <li>Reinterpreting and applying knowledge in new design contexts and communicating ideas in new or unexpected ways</li> <li>Exploring and communicating with ideas, materials, technologies and techniques</li> </ul>
	<b>Critical Evaluation</b> <ul style="list-style-type: none"> <li>Understanding that designing and making has aesthetic, environmental, technical, economic, ethical and social dimensions and impacts on the world</li> <li>Evaluating the needs of users and the context in which products are used to inform designing and making</li> <li>Exploring the impact of ideas, design decisions and technological advances and how these provide opportunities for new design solutions</li> </ul>
Key Processes	<ul style="list-style-type: none"> <li>Generate, develop, model and communicate ideas in a range of ways, using appropriate strategies</li> <li>Respond creatively to briefs, developing their own proposals and producing specifications for products</li> <li>Apply their knowledge and understanding of a range of materials, ingredients and technologies to design and make their products</li> <li>Use their understanding of others' designing to inform their own</li> <li>Plan and organize activities and then shape, form, mix, assemble and finish materials, components or ingredients</li> <li>Evaluate which hand and machine tools, equipment and computer-aided design/manufacture (CAD/CAM) facilities are the most appropriate to use</li> <li>Solve technical problems</li> <li>Reflect critically when evaluating and modifying their ideas and proposals to improve products throughout their development and manufacture</li> </ul>
Range and Content	<p><i>In each product area the study of designing should include understanding of:</i></p> <ul style="list-style-type: none"> <li>Users' needs and the problems arising from them</li> <li>The criteria used to judge the quality of products including fitness for purpose, the extent to which they meet a clear need and whether resources have been used appropriately</li> <li>The impact of products beyond meeting their original purpose and how to assess products in terms of sustainability</li> <li>Aesthetic, technical, construction and relevant wider issues that may influence designing, selection of materials, making and product development</li> </ul>
Curriculum Opportunities	<p><i>In ways appropriate to the product area, the curriculum should provide opportunities for pupils to:</i></p> <ul style="list-style-type: none"> <li>Analyze products to learn how they function</li> <li>Undertake focused tasks that develop knowledge, skills, and understanding in relation to design and make assignments</li> <li>Engage in design and make assignments in different and progressively more complex contexts, including for purposes and uses beyond the classroom</li> <li>Work individually and in teams, taking on different roles and responsibilities</li> <li>Work with designers and makers where possible to develop an understanding of the product design process</li> <li>Use ICT as appropriate for image capture and generation; data acquisition, capture and handling; controlling; and product realization</li> <li>Make links between design and technology and other subjects and areas of the curriculum</li> </ul>



## United Kingdom: Design and Technology: Attainment Target Level Descriptions

<b>Level 1</b>	Pupils generate ideas and recognize characteristics of familiar products. Their plans show that, with help, they can put their ideas into practice. They use pictures and words to describe what they want to do; they explain what they are making and which tools they are using. They use tools and materials with help, where needed. They talk about their own work and other people's work in simple terms and describe how a product works.
<b>Level 2</b>	Pupils generate ideas and plan what to do next, based on their experience of working with materials and components. They use models, pictures and words to describe their designs. They select appropriate tools, techniques and materials, explaining their choices. They use tools and assemble, join and combine materials and components in a variety of ways. They recognize what they have done well as their work progresses, and suggest things they could do better in the future.
<b>Level 3</b>	Pupils generate ideas and recognize that their designs have to meet a range of different needs. They make realistic plans for achieving their aims. They clarify ideas when asked and use words, labeled sketches and models to communicate the details of their designs. They think ahead about the order of their work, choosing appropriate tools, equipment, materials, components and techniques. They use tools and equipment with some accuracy to cut and shape materials and to put together components. They identify where evaluation of the design and make process and their products has led to improvements.
<b>Level 4</b>	Pupils generate ideas by collecting and using information. They take users' views into account and product step-by-step plans. They communicate alternative ideas using words, labeled sketches and models, showing that they are aware of constraints. They work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function. They select and work with a range of tools and equipment. They reflect on their designs as they develop, bearing in mind the way the product will be used. They identify what is working well and what could be improved.
<b>Level 5</b>	Pupils draw on and use various sources of information. They clarify their ideas through discussion, drawing and modeling. They use their understanding of the characteristics of familiar products when developing and communicating their own ideas. They work from their own detailed plans, modifying them where appropriate. They work with a range of tools, materials, equipment, components and processes with some precision. They check their work as it develops and modify their approach in the light of progress. They test and evaluate their products, showing that they understand the situations in which their designs will have to function and are aware of resources as a constraint. They evaluate their products and their use of information sources.
<b>Level 6</b>	Pupils draw on and use a range of sources of information, and show that they understand the form and function of familiar products. They make models and drawings to explore and test their design thinking, discussing their ideas with users. They produce plans that outline alternative methods of progressing and develop detailed criteria for their designs and use these to explore design proposals. They work with a range of tools, materials, equipment, components and processes and show that they understand their characteristics. They check their work as it develops and modify their approach in the light of progress. They evaluate how effectively they have used information sources, using the results of their research to inform their judgments when designing and making. They evaluate their products as they are being used, and identify ways of improving them.
<b>Level 7</b>	Pupils use a wide range of appropriate sources of information to develop ideas. They investigate form, function and production processes before communicating ideas, using a variety of media. They recognize the different needs of a range of users and develop fully realistic designs. They produce plans that predict the time needed to carry out the main stages of making products. They work with a range of tools, materials, equipment, components and processes, taking full account of their characteristics. They adapt their methods of manufacture to changing circumstances, providing a sound explanation for any change from the design proposal. They select appropriate techniques to evaluate how their products would perform when used and modify their products in the light of the evaluation to improve their performance.
<b>Level 8</b>	Pupils use a range of strategies to develop appropriate ideas, responding to information they have identified. When planning, they make decisions on materials and techniques based on their understanding of the physical properties and working characteristics of materials. They identify conflicting demands on their design, explain how their ideas address these demands and use this analysis to produce proposals. They organize their work so that they can carry out processes accurately and consistently, and use tools, equipment, materials and components with precision. They identify a broad range of criteria for evaluating their products, clearly relating their findings to the purpose for which the products were designed and the appropriate use of resources.
<b>Exceptional performance</b>	Pupils seek out information to help their design thinking, and recognize the needs of a variety of client groups. They are discriminating in their selection and use of information sources to support their work. They work from formal plans that make the best use of time and resources. They work with tools, equipment, materials and components to a high degree of precision. They make products that are reliable and robust and that fully meet the quality requirements given in the design proposal.

## United Kingdom: Music: Primary Programme

	Key stage 1	Key stage 2
Knowledge, skills, understanding	<b>Controlling sounds through singing and playing – performing skills</b> - Pupils should be taught how to: <ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments</li> <li>• Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse)</li> </ul>	<b>Controlling sounds through singing and playing – performing skills</b> - Pupils should be taught how to: <ul style="list-style-type: none"> <li>• Sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase, and musical expression</li> <li>• Play tuned and untuned instruments with control and rhythmic accuracy</li> <li>• Practice, rehearse and present performances with an awareness of the audience</li> </ul>
	<b>Creating and developing musical ideas – composing skills</b> - Pupils should be taught how to: <ul style="list-style-type: none"> <li>• Create musical patterns</li> <li>• Explore, choose, and organize sounds and musical ideas</li> </ul>	<b>Creating and developing musical ideas – composing skills</b> - Pupils should be taught how to: <ul style="list-style-type: none"> <li>• Improvise, developing rhythmic and melodic material when performing</li> <li>• Explore, choose, combine, and organize musical ideas within musical structures.</li> </ul>
	<b>Responding and reviewing – appraising skills</b> - Pupils should be taught how to: <ul style="list-style-type: none"> <li>• Explore and express their ideas and feelings about music using movement, dance, and expressive and musical language</li> <li>• Make improvements to their own work</li> </ul>	<b>Responding and reviewing – appraising skills</b> - Pupils should be taught how to: <ul style="list-style-type: none"> <li>• Analyze and compare sounds</li> <li>• Explore and explain their own ideas and feelings about music using movement, dance, expressive language, and musical vocabulary</li> <li>• Improve their own and others' work in relation to its intended effect.</li> </ul>
	<b>Listening, and applying knowledge and understanding</b> - Pupils should be taught: <ul style="list-style-type: none"> <li>• To listen with concentration and to internalize and recall sounds with increasing aural memory</li> <li>• How the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture, and silence can be organized and used expressively within simple structures (for example, beginning, middle, end)</li> <li>• How sounds can be made in different ways (for example, vocalizing, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols</li> <li>• How music is used for particular purposes (for example, for dance, as a lullaby)</li> </ul>	<b>Listening, and applying knowledge and understanding</b> - Pupils should be taught: <ul style="list-style-type: none"> <li>• To listen with attention to detail and to internalize and recall sounds with increasing aural memory</li> <li>• How the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture, and silence can be organized within musical structures (for example, ostinato) and used to communicate different moods and effects</li> <li>• How music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations</li> </ul>
Breadth of study	<b>During the key stage, pupils should be taught the knowledge, skills, and understanding through:</b> <ul style="list-style-type: none"> <li>• A range of musical activities that integrate performing, composing, and appraising</li> <li>• Responding to a range of musical and non-musical starting points</li> <li>• Working on their own, in groups of different sizes, and as a class</li> <li>• A range of live and recorded music from different times and cultures</li> </ul>	<b>During the key stage, pupils should be taught the knowledge, skills, and understanding through:</b> <ul style="list-style-type: none"> <li>• A range of musical activities that integrate performing, composing, and appraising</li> <li>• Responding to a range of musical and non-musical starting points</li> <li>• Working on their own, in groups of different sizes, and as a class</li> <li>• Using ICT to capture, change, and combine sounds</li> <li>• A range of live and recorded music from different times and cultures (for example, from the British Isles, from classical, folk, and popular genres, by well-known composers and performers)</li> </ul>

## United Kingdom: Music: Secondary Programme

### Music: Key stage 3

Key Concepts	<b>Integration of practice:</b> <ul style="list-style-type: none"> <li>Developing knowledge, skills, and understanding through the integration of performing, composing, and listening</li> <li>Participating, collaborating, and working with others as musicians, adapting to different musical roles and respecting the values and benefits others bring to musical learning</li> </ul>
	<b>Cultural Understanding:</b> <ul style="list-style-type: none"> <li>Understanding musical traditions and the part music plays in national and global culture and in personal identity</li> <li>Exploring how ideas, experiences, and emotions are conveyed in a range of music from different times and cultures</li> </ul>
	<b>Critical understanding:</b> <ul style="list-style-type: none"> <li>Engaging with and analyzing music, developing views, and justifying opinions</li> <li>Drawing on experience of a wide range of musical contexts and styles to inform judgments</li> </ul>
	<b>Creativity:</b> <ul style="list-style-type: none"> <li>Using existing musical knowledge, skills, and understanding for new purposes and in new contexts</li> <li>Exploring ways music can be combined with other art forms and other subject disciplines</li> </ul>
	<b>Communication:</b> <ul style="list-style-type: none"> <li>Exploring how thoughts, feelings, ideas, and emotions can be expressed through music.</li> </ul>
Key Processes	<b>Performing, composing, and listening</b> - Pupils should be able to: <ul style="list-style-type: none"> <li>Sing in solo or group contexts, developing vocal techniques and musical expression</li> <li>Perform with control of instrument-specific techniques and musical expression</li> <li>Practice, rehearse, and perform with awareness of different parts, the roles and contributions of different members of the group, the audience, and venue</li> <li>Create, develop, and extend musical ideas by selecting and combining resources within musical structures, styles, genres, &amp; traditions</li> <li>Improvise, explore, and develop musical ideas when performing</li> <li>Listen with discrimination and internalize and recall sounds</li> <li>Identify the expressive use of musical elements, devices, tonalities, and structures.</li> </ul>
	<b>Reviewing and analyzing</b> - Pupils should be able to: <ul style="list-style-type: none"> <li>Analyze, review, evaluate, and compare pieces of music</li> <li>Identify conventions and contextual influences in music of different styles, genres, and traditions</li> <li>Communicate ideas and feelings about music, using expressive language and musical vocabulary to justify their opinions</li> <li>Adapt their own musical ideas and refine and improve their own and others' work</li> </ul>
Range and Content	<b>The study of music should include:</b> <ul style="list-style-type: none"> <li>Performance activities in a range of contexts within and beyond the classroom</li> <li>A range of live and recorded music from different times and cultures</li> <li>A range of classical and popular traditions and current trends in music that reflect cultural diversity and a global dimension</li> <li>Staff notation and other relevant notations in a range of musical styles, genres, and traditions</li> <li>Consideration of contextual influences that affect the way music is created, performed, and heard</li> <li>The use of music technologies to create, manipulate, and refine sounds</li> <li>The role of music and musicians in society, of the music industry, and of artistic and intellectual property rights</li> </ul>
Curriculum Opportunities	<b>The curriculum should provide opportunities for pupils to:</b> <ul style="list-style-type: none"> <li>Develop individual performance skills, both vocal and instrumental, including the use of music technology</li> <li>Develop listening and aural perception skills in practical activities, including composing and performing</li> <li>Develop creative and compositional skills, including songwriting, arranging, and improvising</li> <li>Work with a range of musicians and watch and listen to live musical performances where possible, to extend their musical learning</li> <li>Work individually, in musical groups of different sizes, and as a class</li> <li>Build on their own interests and skills, taking on different roles and responsibilities and developing music leadership skills</li> <li>Make links between music and other subjects and areas of the curriculum</li> </ul>

## United Kingdom: Music: Attainment Target Level Descriptions

<b>Level 1</b>	Pupils recognize and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognize well-defined changes in sounds identify simple repeated patterns and take account of musical instructions.
<b>Level 2</b>	Pupils recognize and explore how sounds can be organized. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognize how the musical elements can be used to create different moods and effects. They improve their own work.
<b>Level 3</b>	Pupils recognize and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognize how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.
<b>Level 4</b>	Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.
<b>Level 5</b>	Pupils identify and explore musical devices and how music reflects time and place. They perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support. They improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures. They analyze and compare musical features. They evaluate how venue, occasion and purpose affects the way music is created, performed and heard. They refine and improve their work.
<b>Level 6</b>	Pupils identify and explore the different processes and contexts of selected musical genres and styles. They select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance. They improvise and compose in different genres and styles, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas and achieving different intended effects. They use relevant notations to plan, revise and refine material. They analyze, compare and evaluate how music reflects the contexts in which it is created, performed and heard. They make improvements to their own and others' work in the light of the chosen style.
<b>Level 7</b>	Pupils discriminate and explore musical conventions in, and influences on, selected genres, styles and traditions, they perform in different styles, making significant contributions to the ensemble and using relevant notations. They create coherent compositions drawing on internalized sounds and adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, genres, styles and traditions. They evaluate, and make critical judgments about the use of musical conventions and other characteristics and how different contexts are reflected in their own and others' work.
<b>Level 8</b>	Pupils discriminate and exploit the characteristics and expressive potential of selected musical resources, genres, styles and traditions. They perform, improvise and compose extended compositions with a sense of direction and shape, both within melodic and rhythmic phrases and overall form. They explore different styles, genres and traditions, working by ear and by making accurate use of appropriate notations and both following and challenging conventions. They discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, making and justifying their own judgments.
<b>Exceptional performance</b>	Pupils discriminate and develop personal interpretations. They express their own ideas and feelings in a developing personal style exploiting instrumental and/or vocal possibilities. They give convincing performances and demonstrate empathy with other performers. They produce compositions that demonstrate a coherent development of musical ideas, consistency of style and a degree of individuality. They discriminate and comment on how and why changes occur within selected traditions including the particular contribution of significant performers and composers.

## Sources

National Curriculum for England, Primary Curriculum

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary>

National Curriculum for England, Secondary Curriculum

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

<https://www.education.gov.uk/publications/eOrderingDownload/QCA-04-1374.pdf>

## UNITED STATES

**Title of document:** *National Standards for Arts Education*

**Year created:** 1994

Disciplines and Age/Grade Levels Addressed			
	Grades K-4	Grades 6-8	Grades 9-12
Dance	✓	✓	✓
Media Arts			
Music	✓	✓	✓
Theatre/Drama	✓	✓	✓
Visual Art	✓	✓	✓
Other			

The National Standards for Arts Education were the first set of arts education standards for the United States, and were developed by the teams assembled by the National Dance Association, The National Association for Music Education, American Alliance for Theatre and Education, the Educational Theatre Association, and the National Art Education Association.

### Goals for arts education

The introduction to the standards document includes a section titled “**What Benefits Does an Arts Education Provide?**” Here, standards writers detail the benefits of arts education, including:

- Students of the arts gain tools for understanding human experiences, both past and present.
- Students learn to adapt to and respect others’ ways of thinking, working, and expressing themselves
- Students learn artistic modes of problem solving, which bring an array of expressive, analytical, and developmental tools to every human situation
- Students will make decisions in situations where there are no standard answers
- Students will communicate their thoughts and feelings in a variety of modes, giving them a vastly more powerful repertoire of self-expression.

In addition, this section of the standards provides a list of **what students should know and be able to do in the arts** – a set of expectations that relates to the content of all standards:

*By the end of secondary school, students should be able to:*

- Communicate at a basic level in all four arts disciplines
- Communicate proficiently in at least one art form
- Develop and present basic analyses of art works
- Have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods
- Relate various types of arts knowledge and skills within and across the arts disciplines.

## Structure and content of standards

The National Standards for Arts Education are organized into **content standards** and associated **achievement standards**. Content standards are sets of 6-8 standards that apply to all grade levels within a discipline, whereas achievement standards are statements describing student performance at a grade-appropriate level that meets the expectations of the content standards. The achievement standards are presented in three grade bands – grades K-4, 6-8, and 9-12. Each individual content standard may have between three and nine associated achievement standards at each grade band level. In each discipline, the achievement standards establish "proficient" achievement goals for grades K-4 and 5-8, and "proficient" and "advanced" achievement goals for grades 9-12. The proficient level in grades 9-12 is intended for students who have completed courses of study involving relevant skills and knowledge in that discipline for one to two years beyond grade 8. The advanced level is intended for students who have completed courses of study involving relevant skills and knowledge in that discipline for three to four years beyond grade 8. Every student is expected to achieve the proficient level in at least one arts discipline by the time he or she graduates from high school.

All content standards for the arts are presented in the table below. The discipline-specific overviews beginning on page 169 share examples of all achievement standards associated with *one* content standard per discipline, across all grade levels.

Content Standards			
Dance	Music	Theatre	Visual Art
1. Identifying and demonstrating movement elements and skills in performing dance	1. Singing, alone and with others, a varied repertoire of music	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	1. Understanding and applying media, techniques, and processes
2. Understanding choreographic principles, processes, and structures	2. Performing on instruments, alone and with others, a varied repertoire of music	2. Acting by assuming roles and interacting in improvisations	2. Using knowledge of structures and functions
3. Understanding dance as a way to create and communicate meaning	3. Improvising melodies, variations, and accompaniments	3. Designing by visualizing and arranging environments for classroom dramatizations	3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Applying and demonstrating critical and creative thinking skills in dance	4. Composing and arranging music within specified guidelines	4. Directing by planning classroom dramatization	4. Understanding the visual arts in relation to history and cultures
5. Demonstrating and understanding dance in various cultures and historical periods	5. Reading and notating music	5. Researching by finding information to support classroom dramatizations	5. Reflecting upon and assessing characteristics and merits of their work and the work of others
6. Making connections between dance and healthful living	6. Listening to, analyzing and describing music	6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms	6. Making connections between visual arts and other disciplines
7. Making connections between dance and other disciplines	7. Evaluating music and music performance		
	8. Understanding relationships between music, the other arts, and disciplines outside the arts		

Each discipline has its own language for addressing its particular objectives, but the standards across disciplines clearly share similar goals and approaches, including:

- **An emphasis on process:** Skills related to creating, performing, responding are included in the standards for all disciplines. The standards set an expectation that students will be involved in the creative process at *all* stages, from idea generation to creation to presentation/performance to reflection.
- **Making connections:** The standards emphasize the value of making connections in a variety of capacities – including connections to one’s own personal ideas and experiences, to life outside of school, and to other academic subject areas.
- **Discipline-specific terminology:** The standards for all disciplines are specific in describing the discipline’s specific vocabulary and concepts that students should be familiar with at different levels.
- **Adaptability to classroom situations:** Many achievement standards could easily form the basis of a lesson plan or assessment, as they describe specific, clearly defined and structured tasks that students should be able to do at different levels. In grades 5-8, for example, students of music should be expected to “describe specific music events in a given aural example, using appropriate terminology.” The achievement standards are not so specific, however, as to be completely prescriptive; there is ample room for educators to customize these guidelines to their own content and purposes.

## Assessment

The introduction to the National Standards for Arts Education reinforces the *importance* of assessment, but specific tools and guidelines for assessment are not a part of this document. The introduction notes that the standards “provide a foundation for student assessment,” reasoning that if educators do not seek to measure student achievement, they will have no way of knowing whether the standards are being reached. The document states that “a broad range of measures could well be used to assess whether a given standard is being met,” but the standards do not recommend specific methods of assessment for particular aspects of arts study. The writers of the introduction also note that this expectation of assessment helps to put the arts on equal footing with other academic subjects: “The standards say that the arts have an “academic” standing. They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same thing as education. They affirm that discipline and rigor are the road to achievement. And they state emphatically that all these things can in some way be measured – if not always on a numerical scale, then by informed critical judgment.



### Content Standards

The seven content standards for dance are:

- Identifying and demonstrating movement elements and skills in performing dance
- Understanding choreographic principles, processes, and structures
- Understanding dance as a way to create and communicate meaning
- Applying and demonstrating critical and creative thinking skills in dance
- Demonstrating and understanding dance in various cultures and historical periods
- Making connections between dance and healthful living
- Making connections between dance and other disciplines

### Achievement Standards

The standards document presents between two and nine achievement standards associated with each individual content standard, at each of three grade band levels. The introductions to the achievement standards for each separate grade band summarize the expectations of students at each level, and describe the methods by which they engage with the discipline. Key points from these introductory comments are summarized below. The achievement standards associated with Content Standard 1 (*Identifying and demonstrating movement elements and skills in performing dance*) are outlined in a table on the following page.

K-4	<ul style="list-style-type: none"> <li>• Children engage their innate love of movement to explore dance as a means of communication and self-expression and as a way to respond to the expression of others.</li> <li>• They work independently and with a partner to create and perform dances.</li> <li>• They develop listening and viewing skills and begin to think critically about dance.</li> <li>• They learn to compare works in terms of space, time, and force/energy and to experience the similarities and differences between dance and other disciplines.</li> <li>• They learn about their own dance heritage and that of other cultures.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Through creating, performing, and responding to dance, children continue to develop skills and knowledge of dance, enhancing self-image and social relationships.</li> <li>• Students are encouraged to take responsibility for their own health.</li> <li>• Students learn more about the cultures and periods of various dance forms and integrate dance with other art forms.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Technical expertise and artistic expression are enhanced through reflective practice, study, and evaluation of their own work and others'.</li> <li>• The abstract images involved in dance help students develop higher order thinking skills.</li> <li>• Students examine the role and meaning of dance in diverse social, cultural, and historical contexts.</li> </ul>

## United States: Dance Achievement Standards for Content Standard 1

### *Content Standard 1: Identifying and demonstrating movement elements and skills in performing dance*

K-4	5-8	9-12	
		Proficient	Advanced
<ul style="list-style-type: none"> <li>• Accurately demonstrate nonlocomotor/axial movements (such as bend, twist, stretch, swing)</li> <li>• Accurately demonstrate eight basic locomotor movements</li> <li>• Demonstrate accuracy in moving to a musical beat and responding to changes in tempo</li> <li>• Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills</li> <li>• Create shapes at low, middle and high levels</li> <li>• Demonstrate the ability to define and maintain personal space</li> <li>• Demonstrate movements in straight and curved pathways</li> <li>• Attentively observe and accurately describe the action (such as skip, gallop) and movement elements (such as levels, directions) in a brief movement study</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery</li> <li>• Accurately identify and demonstrate basic dance steps, positions and patterns for dance from two different styles/traditions</li> <li>• Accurately transfer a spatial pattern from the visual to the kinesthetic</li> <li>• Accurately transfer a rhythmic pattern from the aural to the kinesthetic</li> <li>• Identify and clearly demonstrate a range of dynamics/movement qualities</li> <li>• Demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills</li> <li>• Demonstrate accurate memorization and reproduction of movement sequences</li> <li>• Describe the action and movement elements observed in a dance, using appropriate movement/dance vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/axial movements</li> <li>• Identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions.</li> <li>• Demonstrate rhythmic acuity</li> <li>• Demonstrate projection while performing dance skills</li> <li>• Create and perform combinations and variations in a broad rhythmic range</li> <li>• Demonstrate the ability to remember extended movement sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a high level of consistency and reliability in performing technical skills</li> <li>• Perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance</li> <li>• Refine technique through self-evaluation and correction</li> </ul>

## United States: Music

### Content Standards

The nine content standards for music are:

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understand relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

### Achievement Standards

The standards document presents several achievement standards associated with each individual content standard, at each of three grade band levels. The introductions to the achievement standards for each separate grade band summarize the expectations of students at each level, and describe the methods by which they engage with the discipline. Key points from these introductory comments are summarized below. The achievement standards associated with Content Standard 1 (*Singing, alone and with others, a varied repertoire of music*) are outlined in a table on the following page.

K-4	<ul style="list-style-type: none"><li>• Children learn by doing.</li><li>• In singing, playing instruments, moving to music, and creating music, children acquire skills and knowledge.</li><li>• Learning to read and notate music gives them a skill with which to explore music independently and with others.</li><li>• They listen to, analyze, and evaluate a range of music examples. They learn about their own musical heritage and that of others.</li></ul>
5-8	<ul style="list-style-type: none"><li>• By composing and improvising, students gain insight into the form and structure of music.</li><li>• They study a broad variety of music and learn to make informed judgments.</li><li>• They make connections between music and other arts disciplines.</li><li>• Understanding the cultural and historical forces that shape music prepares students to live and work in increasingly multicultural communities.</li></ul>
9-12	<ul style="list-style-type: none"><li>• With increasing skills and knowledge students are able to participate in performances of more advanced repertoire, both alone and in ensembles.</li><li>• They learn to differentiate styles and adapt performance technique accordingly.</li><li>• Improvising and composing music of increasing complexity, students gain self-confidence and make informed choices to create a distinctive sound.</li><li>• Listening to and responding to music of various genres and from various cultures, students are able to describe music in appropriate terms and make comparisons and connections between genres, between music and the other arts, and between music and other disciplines.</li></ul>

## United States: Music Achievement Standards for Content Standard 1

### *Content Standard 1: Singing, alone and with others, a varied repertoire of music*

K-4	5-8	9-12	
		Proficient	Advanced
<ul style="list-style-type: none"> <li>• Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo</li> <li>• Sing expressively, with appropriate dynamics, phrasing, and interpretation</li> <li>• Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures</li> <li>• Sing ostinatos, partner songs, and rounds</li> <li>• Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</li> </ul>	<ul style="list-style-type: none"> <li>• Sing accurately and with good breath control throughout their singing ranges, alone and with small and large ensembles</li> <li>• Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2 on a scale of 1 to 6, including some songs performed from memory</li> <li>• Sing music representing diverse genres and cultures, with expression appropriate for the work being performed</li> <li>• Sing music written in two and three parts</li> </ul> <p>Students who participate in a choral ensemble:</p> <ul style="list-style-type: none"> <li>• Sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory</li> <li>• Sing music written in four parts, with and without accompaniment</li> <li>• Demonstrate well-developed ensemble skills</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6.</li> <li>• Sing music written in more than four parts</li> <li>• Sing in small ensembles with one student on a part</li> </ul>

### Content Standards

The eight content standards for theatre are:

- Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- Acting by assuming roles and interacting in improvisations
- Designing by visualizing and arranging environments for classroom dramatizations
- Directing by planning classroom dramatizations
- Researching by finding information to support classroom dramatizations
- Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms
- Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions
- Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life

### Achievement Standards

The standards document presents several achievement standards associated with each individual content standard, at each of three grade band levels. The introductions to the achievement standards for each separate grade band summarize the expectations of students at each level, and describe the methods by which they engage with the discipline. Key points from these introductory comments are summarized below. The achievement standards associated with Content Standard 1 (*Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history*) are outlined in a table on the following page.

K-4	<ul style="list-style-type: none"> <li>• Children develop their natural skills of pretend play into more formal skills: script writing, acting, designing, directing, researching, comparing art forms, analyzing and critiquing, and understanding contexts.</li> <li>• Students develop group social skills and independence as they improvise and produce plays.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Students gain theatre literacy by seeing the created world through the eyes of the playwright, actor, designer, and director.</li> <li>• They learn to understand artistic choices and to critique dramatic works.</li> <li>• They play a larger role in planning and evaluation their work and continue to use drama to express their world-view, developing a personal voice.</li> <li>• They are introduced to plays that have national, international, and historically representative themes.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Students view and create dramatic works as metaphorical representations of life experiences.</li> <li>• By creating, performing, analyzing, and critiquing drama, they develop a deeper understanding of personal issues and a broader world-view that includes global issues.</li> <li>• Classroom work becomes more formalized as advanced students participate in theater, film, television, and electronic media productions.</li> </ul>

## United States: Theatre Achievement Standards for Content Standard 1

### *Content Standard 1: Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history*

K-4	5-8	9-12	
		Proficient	Advanced
<ul style="list-style-type: none"> <li>Collaborate to select interrelated characters, environments, and situations for classroom dramatizations</li> <li>Improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Individually and in groups, create characters, environments, and actions that create tension and suspense</li> <li>Refine and record dialogue and action</li> </ul>	<ul style="list-style-type: none"> <li>Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Write theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action</li> </ul>

### Content Standards

The six content standards for visual arts are:

- Understanding and applying media, techniques, and processes
- Using knowledge of structures and functions
- Choosing and evaluating a range of subject matter, symbols, and ideas
- Understanding the visual arts in relation to history and cultures
- Reflecting upon and assessing the characteristics and merits of their work and the work of others
- Making connections between visual arts and other disciplines

### Achievement Standards

The standards document presents several achievement standards associated with each individual content standard, at each of three grade band levels. The introductions to the achievement standards for each separate grade band summarize the expectations of students at each level, and describe the methods by which they engage with the discipline. Key points from these introductory comments are summarized below. The achievement standards associated with Content Standard 1 (*Understanding and applying media, techniques, and processes*) are outlined in a table on the following page.

K-4	<ul style="list-style-type: none"> <li>• Building on children's natural enthusiasm for experimentation with art materials, teachers guide them in learning to use various tools, processes, and media, developing their hand-eye coordination.</li> <li>• Students develop skills of observation and learn to describe, interpret, evaluate, and respond to art works.</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Students gain sophistication in their use of visual arts techniques and processes to express their feelings and emotions and to evaluate the work of others.</li> <li>• They learn vocabularies and concepts associated with various media.</li> <li>• Study of historical and cultural contexts gives them insights into the role played by the visual arts in human achievement.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Students' work reflects the maturation of their creative and problem-solving skills, along with their understanding of the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work.</li> <li>• Students develop increasing abilities to pose insightful questions about context, processes, and criteria for evaluation.</li> <li>• They can reflect on art as viewer, creator, and participant.</li> <li>• They can relate historical and cultural contexts of art to situations in contemporary life.</li> </ul>

## United States: Visual Arts Achievement Standards for Content Standard 1

### *Content Standard 1: Understanding and applying media, techniques, and processes*

K-4	5-8	9-12	
		Proficient	Advanced
<ul style="list-style-type: none"> <li>• Know the differences between materials, techniques, and processes</li> <li>• Describe how different materials, techniques, and processes cause different responses</li> <li>• Use different media, techniques, and processes to communicate ideas, experiences, and stories</li> <li>• Use art materials and tools in a safe and responsible manner</li> </ul>	<ul style="list-style-type: none"> <li>• Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices</li> <li>• Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks</li> <li>• Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium</li> <li>• Initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation</li> </ul>



## Sources

The Kennedy Center, Arts Edge

[artsedge.kennedy-center.org/educators/standards.aspx](https://artsedge.kennedy-center.org/educators/standards.aspx)

National Association for Music Education

[www.menc.org](https://www.menc.org)

National Dance Education Organization

[www.ndeo.org](https://www.ndeo.org)

American Alliance for Theatre and Education

[www.aate.com](https://www.aate.com)

National Art Education Association

[www.arteducators.org](https://www.arteducators.org)