



Arts

ART115123

Course Implementation Guide



-  Discipline-based Study
-  THE ARTS



TABLE OF CONTENTS

About this document.....	3
Focus area support.....	3
Localisation and customisation.....	4
Course delivery advice.....	4
Teaching and learning.....	5
Module 1: Principles and elements.....	5
Module 1: Teaching strategies.....	5
Module 1: Examples of learning activities.....	6
Module 1: Focus area guidance.....	7
Module 1: Recommended resources.....	8
Module 2: Imagination and Expression.....	8
Module 2: Teaching strategies.....	8
Module 2: Examples of learning activities.....	8
Module 2: Focus area guidance.....	9
Module 2: Recommended resources.....	10
Module 3: Connections and context.....	10
Module 3: Teaching strategies.....	10
Module 3: Examples of learning activities.....	10
Module 3: Focus area guidance.....	11
Module 3: Recommended resources.....	12
Supporting learner responses.....	12
Module 1: Principles and elements.....	12
Work requirement 1 of 4.....	12
Module 2: Imagination and expression.....	13
Work requirement 3 of 4.....	13
Module 3: Connections and context.....	14
Work requirement 3 of 3.....	14
Additional support resources.....	15
References.....	15

Course Implementation Guide

Arts (ART115123)

About this document

This course implementation guide supports the [course document](#)¹. It supports teachers to create active and engaging learning experiences.

The course document on the Office of Tasmanian Assessment, Standards and Certification's website must be used when planning, delivering and assessing this course.

The Department for Education, Children and Young People's [A Pedagogical Framework](#)² has informed this resource.

Focus area support

This is a Discipline-based studies course. Teachers can build foundational skills in the discipline chosen from the five art disciplines dependent on provider choice. They are Dance, Drama, Media Arts, Music, or Visual Arts.

Discipline-based study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts
- methodology and terminology.

In this course learners will do this by:

- understanding the big ideas of art, for example, that they are the creators of and responders to art
- experiencing art as a form of meaning making and communication
 - » using arts practices:
 - in dance, for example, developing dance phrases and using choreographic devices
 - in drama, for example, developing the ensemble through improvisation
 - in media arts, for example, experimenting with different media tools to communicate perspectives
 - in music, for example, experimenting with music and sound
 - in visual arts, for example, experimenting with different technologies and techniques.

Learners will learn:

- the fundamental principles, elements, and techniques of their chosen art form
- about art as a form of personal expression and communication
- about art as a form of cultural transmission
- the skills and attitudes needed to complete artworks such as goal setting and determination.

¹ A 'course document' refers to accredited course information on the [TASC website](#).

² https://documentcentre.education.tas.gov.au/_layouts/15/DocIdRedir.aspx?ID=TA SED-1629159896-383

Localisation and customisation

Localisation:

For providers with low numbers:

- Teachers can provide opportunities for learners to share work with other learners in other classes or online
- Teachers can use their Communities of Practice to connect to similar schools or contexts and connect similar learners online.

For providers in isolated areas:

- Engage and connect to local artists and arts community if possible
- Explore opportunities such as artist in schools' residencies
- Use online opportunities such as digital exhibitions or filmed performances
- Use the resources available to providers and emphasise depth of engagement over breadth of content.

For providers delivering content remotely:

- Teachers can help learners to capture their work in a digital format
- Ask learners to use digital portfolios to submit work
- Send resources in postal packs to learners.

For providers delivering multiple levels in a single class:

- This course could be delivered within the same class as Level 2 Arts subjects with differences in content and expectations between levels.

Customisation:

Opportunities exist to customise learning and content throughout the course. For example:

- Providers should use the expertise and resources available to guide the context of each aspect of Arts Level 1 in the chosen art discipline (Dance, Drama, Media Arts, Music, and Visual Art).
- Engage learners with locally available art institutions and practitioners, and with online and digital art experiences, for example digital exhibitions or filmed performances.

Course delivery advice

Module	Indicative Times
Module 1: Principles and elements	50 hours
Module 2: Imagination and expression	50 hours
Module 3: Connections and context	50 hours

An understanding of individual learners will be essential to develop suitable activities. A high level of differentiation may be necessary to support learners on individual learning plans. For example, some learners may be neurodivergent, have specific tactile or auditory requirements.

Embedding the skills at the start of the course will support learners to develop self-efficacy. Learners may benefit from:

- exploring fundamental elements and principles through many smaller activities.
- engaging in practical aspects of the course before introducing theoretical aspects.
- modelling work to support understanding of skill development taking time and practice.
- focusing on the process of creating work rather than the product
- tying learning to events. For example,
 - » NAIDOC week to explore Aboriginal and Torres Strait Islander Histories and Cultures.

Assessment can be undertaken both formally and informally. This could occur through:

- conversations
- ongoing observations
- self and peer assessment
- reflective content gathered during dialogues with learners.

These kinds of processes support positive reinforcement for learners. They provide feedback that they are progressing their skill and knowledge development.

Teaching and learning

Module I: Principles and elements

The following learning outcomes are a focus of this module:

1. use fundamental elements and artistic principles to develop and create their own artworks and performances
2. use and practise artistic techniques
3. express their own views by communicating ideas and emotions through their own artworks and performances
4. observe cultural similarities in artworks and performances and respond to artworks and performances
5. outline their own artworks and performances
6. use goal setting skills when making and responding to art.

Module I: Teaching strategies

- Start the course with a series of short experiential activities incorporating rich stimulus materials, to:
 - » quickly ascertain the skills and dispositions of the learners and where differentiation might need to be applied
 - » allow learner experience of accomplishment and success
 - » inspire the learners by sharing with them interesting and engaging artists and artworks
 - » emphasise the practical or 'doing' nature of the arts classroom.
- Establish simple and easily understood safety protocols. If appropriate, co-construct with students care and safety rules for the class, The physical and social environments of arts classrooms differ from traditional classrooms so highlight the need to care and respect each other, and the space. For example:

- » in dance, ensure there is a clear space and identify and remove any trip hazards. Emphasise respect and care of each other's bodies
- » in drama, ensure there is a clear space and identify and remove any trip hazards. Emphasise care and respect of each other's emotions and stories
- » in media arts, ensure learners handle media equipment and resources with care and attention
- » in music, ensure learners handle instruments with care and attention
- » in visual arts, ensure learners handle materials and resources with care and attention.
- Introduce new materials and resources as part of the engagement of learners. For example:
 - » in dance, allow learners to explore and improvise in a space
 - » in drama, allow access to costume and properties when improvising scenes
 - » in media arts, allow learners access to iPads or cameras for initial experimentation
 - » in music, allow engagement with a range of instruments
 - » in visual arts, distributing small craft or resource packs for initial experimentation.

Module I: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections.

- The journal is where learners can document their thoughts, process, experimentation and trial and errors. It is a 'working tool' where the teacher can 'see' the learner thought process. The journal should be introduced with excitement so that learners do not see it as something scary but rather an opportunity to document their work. The journal is used every lesson and throughout the course. To establish productive working practices, ask learners to:
 - » create a title page in either a physical journal or an e-journal based on their favourite colours and pictures of things they like with the art form as a title
 - » draw a mind map with ideas around a theme
 - » draw or sketch responses to a stimulus or idea
 - » write down a sentence at the end of a lesson to describe something they liked about another learners' work. If they cannot write, record the learners' response
 - » research artists as inspiration and print out their pictures and artworks. Doodle, sketch or film responses to that artist and artworks
 - » regularly reflect on their own efforts as a small diary entry or give themselves a rating out of five for effort.

The what for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information.

- Learners are introduced to the elements of their chosen art form. The elements of:
 - » dance can be expressed as space, time, dynamics, and relationships. When making dances, learners can use simple choreographic devices such as unison and canon, the use of repetition, the use of different levels and the use of locomotor and non-locomotor phrases
 - » drama can include focus, tension, timing, mood, space, language, and movement. When making drama learners can investigate the dramatic space and improvise or create scripted works
 - » media arts can include language, time, space, sound, movement, and lighting. Composition is the placement or arrangement of elements or parts in the media artworks
 - » music can include harmony, pitch, melody, rhythm, texture, form, and expression

- » visual arts can include line, shape, tone, colour, pattern, texture, and form.
- Learners will develop an understanding of the principles of design, and these can include unity, balance, hierarchy, scale, proportion, emphasis, similarity, and contrast.
- For the appropriate art discipline ask learners to write the elements in their journal.
- Ask learners to view an artwork and identify one of the elements. For example, if the art discipline is Media Arts, give learners a short film clip to watch and ask learners to identify how space is used in the clip. Ask learners relevant questions about the element of space and how it was used in the film clip. For example, the questions could be: How were the scenes composed? Were they interior or exterior shots? What were the camera angles? Were the film scenes full of lots of things or was there clear space?
- Give a short creative task where learners can apply one of the elements. For example, if the art discipline is Drama the element of mood could be explored. In small groups ask learners to create a one-minute short scene with an entrance, an exit, two lines of dialogue, and someone sitting down and getting back up. Make sure the group can repeat the scene, it can be simple, and does not have to contain conflict. When each group can repeat their scene, gather everyone together and ask each group to play their scene three times for the class. Each time play completely different music or sound effects as a soundtrack to the scene, for example happy music, scary music, and a thunderstorm. Discuss how the music can change the mood in a scene.

The how for learners

These activities describe how to support learners to create, transfer and deepen knowledge and understanding.

- Foundation tasks that are about aspects of theory can be copied into journals and then completed by learners.
- As learners develop confidence and an established way of working, activities may be lengthened over several lessons or weeks and culminate in a sharing activity with other class members. Using a theme can be an organising device. For example:
 - » in dance, learners can work in small groups and devise a thirty second movement sequence to explore body shapes in response to the theme of 'Cities'
 - » in drama, learners can work in small groups and use mime in short scenes to explore the theme of 'Friendship'
 - » in media arts, learners can film thirty second videos to explore the theme of 'Shadows'
 - » in music, learners can work in small groups to create thirty second sound effects to explore the theme of 'Storm'
 - » in visual arts, learners can create postcard images to explore the theme of 'Holiday'.
- If using physical journals, leaving the journal in the classroom may be beneficial, so that learners do not have to remember the journal for each class.

Module I: Focus area guidance

Specialist knowledge

- Learners are introduced to fundamental elements of an arts discipline in a series of scaffolded and practical exercises.

Theories and concepts

- Learners express their own ideas and perspectives from their own cultural lens through artworks and begin to appreciate that artworks of others also communicate ideas and perspectives that have cultural meaning.

Methodology and terminology

- Learners start to use terminology of the art discipline based on the fundamental elements, principles, and techniques of an arts discipline.

Module 1: Recommended resources

- [The Australian Teachers of Media \(ATOM\)](#)
- [Drama Australia](#)
- [Art Education Australia](#)
- [Ausdance](#)
- [Australian Film, Television and Radio School](#)
- [Opera Australia](#)
- [Inclusive education for students with disability](#) A review of the best evidence in relation to theory and practice by ARACY (Australian Research Alliance for Children and Youth)

Module 2: Imagination and Expression

The following learning outcomes are a focus of this module:

1. use fundamental elements and artistic principles to develop and create their own artworks and performances
2. use and practise artistic techniques
3. express their own views by communicating ideas and emotions through their own artworks and performances
4. observe cultural similarities in artworks and performances and respond to artworks and performances
5. describe their own artworks and performances
7. use reflective strategies to inform their art making.

Module 2: Teaching strategies

Teaching through a thematic approach can help learners to appreciate connections between artworks or performances and conceptual ideas. Explore meaning and interpretation through social and cultural contexts. Teachers can organise an excursion to an exhibition or a performance or an incursion with a visiting artist or performer to the school.

Module 2: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections.

- Teachers can give learners an exercise where they assess their own effort. Call it 'The Effort Rating Meter' and learners rate themselves from 1 to 5 on tasks undertaken in the class. Learners can use this to see the connection between effort and skill development.
- Encourage learners to give feedback on each other's works. Provide a structure to support learners to give feedback. For example, two stars and a wish, focus feedback on a single criteria or criterion element.
- Ask learners to document in their work diary their goals for this module. Provide class time for learners to check in with their progress against their goal.

The what for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information.

- Provide opportunities for dialogue and conversations around artworks. A think-pair-share activity or gallery walk could support conversation.
- As part of any sharing activity, where learners show their work to others in the class, is the opportunity to develop a collaborative, reflective space. After each sharing, ask learners to describe anything they enjoyed about each other's work. Always start with positive feedback to develop trust and mutual respect between peers. Over time, more constructive and critical feedback can be shared as learners understand that creative work can be improved with further refinement or rehearsal.
- Organise the viewing of artworks around a theme and use contrasting artworks or performances to spark conversations. Model and reinforce specific arts-based terminology during class dialogues and give positive feedback to learners when they employ it.

The how for learners

These activities describe how to support learners to create, transfer and deepen knowledge and understanding.

- Using a theme, teachers give a short activity for learners to respond to and create a mini exhibition or performance. If learners agree, ask people outside of the class to view the work. Learners can share their inspiration and ideas.
- Ask learners to provide a short statement alongside their artwork or before a performance that explains what the artwork or performance is trying to communicate.

Module 2: Focus area guidance

Specialist knowledge

- Learners start to understand how a thematic approach to artmaking can result in different personal responses.

Theories and concepts

- Learners start to appreciate the way that artworks and performance can express cultural values and beliefs.

Methodology and terminology

- Learners can make connections between artworks and articulate similarities and differences.

Module 2: Recommended resources

- [NAIDOC Week](#)
 - » National NAIDOC Week celebrations are held across Australia in the first week of July each year (Sunday to Sunday), to celebrate and recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC Week is an opportunity for all Australians to learn about First Nations cultures and histories and participate in celebrations of the oldest, continuous living cultures on earth. You can support and get to know your local Aboriginal and/or Torres Strait Islander communities through activities and events held across the country.
- [Tasmanian Museum and Art Gallery](#)
 - » The Tasmanian Museum and Art Gallery (TMAG) provides programs for schools and lesson plans and worksheets. The TMAG also offers an outreach program that includes professional enrichment for educators and workshops for learners, developed in consultation. The gallery's YouTube channel features arts and cultural videos related to the collections.
- [The Orb](#) is a collection of multimedia resources designed to assist the teaching of Tasmanian Aboriginal histories and cultures.

Module 3: Connections and context

The following learning outcomes are a focus of this module:

1. use fundamental elements and artistic principles to develop and create their own artworks and performances
2. use and practise artistic techniques
3. express their own views by communicating ideas and emotions through their own artworks and performances
4. observe cultural similarities in artworks and performances and respond to artworks and performances
5. outline their own artworks and performances
8. create artworks and performances to express an intention.

Module 3: Teaching strategies

The focus of the course is on process rather than product. Working towards a culminating event can help focus learning. For example, a:

- class-based exhibition
- mini film festival
- mini performance for a familiar audience.

Supporting learners to present or share their work allows them to appreciate art as a form of communication. Successful sharing in a positive environment can support the development of learner confidence.

Module 3: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections.

- Involve learners in the preparation of a culminating presentation or performance. If the focus on performance or presentation gets too much, the teacher can break the lessons up and go back to some shorter play or experimental activities to alleviate pressure. For example, in drama, if learners are getting bored with rehearsing scenes over and over, play some drama games based on improvisation.
- Learners can help display artworks or music for a performance.
- Give the learners production roles. For example, if the class is presenting a mini visual arts exhibition ask learners to volunteer to be a poster designer, poster distributors, help display the artworks, rearrange the art room, welcome visitors at the door, introduce the exhibition, and take visitors around the artworks.

The what for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information.

- After any culmination presentation or performance give learners several opportunities to reflect on their experience and their learning over the course. Provide learners with a range of scaffolded activities and questions to assist them in unpacking their learning.
- Reflective activities can be through dialogue, written or visual reflections, interviews, and recordings. Learners could use previous reflection activities as prompts to explore growth over time.

The how for learners

These activities describe how to support learners to create, transfer and deepen knowledge and understanding.

- Give opportunities for learners to give feedback to each other in a constructive and positive way. Learners can make connections between their own learning and watching others' development and application of effort.
- Learners can reflect on their skill development and the knowledge they have acquired. Also, importantly, learners can reflect on their own development as a learner and as an artist. Questions for learners to prompt reflective responses can include:
 - » What is something you have learnt in this course you did not know before?
 - » Who is your favourite dancer/actor/director/musician or artist and why? Have they influenced your work? Why or why not?
 - » What do you think has been your main achievement?
 - » What were your main challenges and how did you work through them?
 - » What capabilities, for example creativity, critical thinking, collaboration, communication, have you developed through this course?

Module 3: Focus area guidance

Specialist knowledge

- Learners understand that the development of artistic skills are for the purpose of communicating to others through their arts discipline.

Theories and concepts

- Learners communicate through their arts discipline to affect and move audiences. Learners also understand that taking risks and being brave is part of being an artist.

Methodology and terminology

- Rehearsal or refinement is an important part of artmaking and an important part of the artistic process.

Module 3: Recommended resources

- [Creating an ensemble](#)
 - » Movement Director Imogen Knight demonstrates a series of physical exercises which can be used during rehearsals to create an ensemble.
- [Australian Centre of Contemporary Art](#)
 - » The Australian Centre of Contemporary Art (ACCA), based in Melbourne, provides programs for schools and general resources for educators around a theme. Programs include 'talk, think, make', guided tours, contemporary art as a stimulus for dialogue about philosophical themes and hands-on workshops. Resources include education kits linking to past exhibitions and contemporary artists, and related sound files and videos.
- Information about arts and disability in [Australia National Arts and Disability Strategy](#)
- [Arts Access Australia](#) (peak body for arts and disability)

Supporting learner responses

The work requirements outlined in the course document describe the fundamental assessment evidence. Inclusion of other tasks may support and enhance learning. Learning activities aim to support and enrich understanding and achievement of the learning outcomes. Possible strategies to support learner responses to work requirements are provided.

Module 1: Principles and elements

Work requirement 1 of 4

Title of work requirement: Work diary

Context

The work diary is to be commenced in Module 1 and continued in Module 2 and 3. Where the work diary is assessed in module 2 and module 3, learning outcomes 7 and 8 apply.

A work diary is a collection of:

- idea generation records which can include, but are not limited to, mind maps, doodles, sketches, dance notation as drawings, script ideas, story boards, song ideas, music notation as drawings, brainstorm notes and recordings
- artist research
- documentation of the developmental process throughout the year of study
- personal reflection including thoughts, impressions
- timetables and goal setting plans

- reference materials which can include random and specific: postcards, images from magazines, found objects, things from nature, dance videos, play scripts, films and posters, music recordings, videos and music scores
- acknowledgement of sources
- experiments with materials
- responses to exhibitions, gallery visits, shows, films and concerts.

Relevant learning outcomes

1. use fundamental elements and artistic principles to develop and create their own artworks and performances
2. use and practise artistic techniques
3. express their own views by communicating ideas and emotions through their own artworks and performances
4. observe cultural similarities in artworks and performances and respond to artworks and performances
5. outline their own artworks and performances
6. use goal setting skills when making and responding to art

Scaffolding

- Teachers can introduce the diary in the first week of the course
- Teachers incorporate the diary into initial activities
- Teachers can share examples of work diaries to model examples

Module 2: Imagination and expression

Work requirement 3 of 4

Title of work requirement: Completed artwork or performance

Context

An artwork based on a stimulus, idea or activity that has been rehearsed, refined, developed or trialled.

Relevant learning outcomes

1. use fundamental elements and artistic principles to develop and create their own artworks and performances
2. use and practise artistic techniques
3. express their own views by communicating ideas and emotions through their own artworks and performances

Scaffolding

- Teachers can remind learners of the stages of the artistic process.

- The artistic process is made up of phases that can include inspiration, development, creation, communication and reflection. These phases can be revisited and repeated throughout the creation of an artwork or to develop specific techniques and skills:
 - » **inspiration** phase may include the introduction of a stimulus, experiential activities, exposure to artworks and performances, guided visualisations and movement or character work responding to impulses
 - » **development** phase may include processes such as improvisation, experimentation, trial and error, drafting, modelling, practising or asking for feedback
 - » **creation** phase may include rehearsing, refining, selecting, polishing or realising
 - » **communication** phase may include sharing with a teacher and peers, performing to an audience, displaying work or presenting a film
 - » **reflection** phase may include independent note taking, verbalising a response, responding to feedback and goal setting.

Module 3: Connections and context

Work requirement 3 of 3

Title of work requirement: Support material 3

Context

Support material will be collected throughout the course of study and will include the following:

- evidence of research activities such as online or face to face visits to gallery sites, shows, concerts, films etc
- an organised collection of gallery brochures, program or exhibition notes and flyers
- completed works from previous modules
- class notes.

Relevant learning outcomes

8. create artworks and performances to express an intention.

Scaffolding

- Learners keep notes and evidence of research activities as part of their self-management.
- Teachers remind learners to document class notes and feedback to help support the setting of goals that apply to their own ways of working.
- Teachers show learners examples of previous learners' support material to show different approaches to organisation of own work.

Additional support resources ³

- [Course Document](#)
- [Sample Scope and Sequence](#)
- [Community of Practice Information](#)

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³ All resources cited were accessed and checked for accuracy and appropriateness of content on 25 October 2022. Teachers should check the suitability of all recommended resources for their specific group.

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