



Tranche 1 Scoping Papers

FEEDBACK SUMMARY – (The Arts - Introductory Arts Level 1)

RESPONSES: 1 REPRESENTING: 1 person

Strengths and Weaknesses of existing courses - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
None provided	None provided	None provided	Ways Forward: Course development will progress as planned.

Course Rationale - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
I offer two suggestions on an already well-written, clear rationale. I.	As an organisational outsider I wonder if the level/standard of prior learning could be clearer. By this I mean can someone enter the course with no	The rationale is well written and clear, but more clarity is needed around two issues moving forward:	Work around the Levels of Complexity will help clarify where this course sits and what prior learning students will need to be able to access the course. The course writers can then use this information to articulate pathways into this course. The work around modularisation will help clarify the way the course will be structured.



TASMANIAN
CATHOLIC
 education office

background in any art form beyond year 7? I may simply have missed something in translation though 2. "Between one and three art forms in a flexible manner" again I find this raises questions for me such as does this mean a 'taster' approach, or an in-sequence approach in the same Arts domain? I may simply have missed something in translation though :)

Make clear the level of prior learning needed for this course
 Make clearer, if possible, the way the course will be structured

A proposal so far is that there are three 50 hr modules, and they could be as follows (this is a possible proposal only):

Module 1	Module 2	Module 3
Groundwork, Elements of art form, Presentation/Performance/Project	Structure and Context, Artistic Principles, Underpinning Form, Presentation/Performance/Project	Culture and Performance, Society and History, Presentation/Performance/Project
<ul style="list-style-type: none"> • Dance • Drama • Media arts • Music • Visual Arts 	<ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts 	<ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Intradisciplinary Arts (possibly)

Providers could choose to offer for example:

- Dance Mod 1, 2 and 3 OR
- Media Mod 1, Dance Mod 1 and then Drama Mod 1 OR
- Music Mod 1 and then Visual Arts Mod 1 and then Visual Arts Mod 2
- Drama Mod 1, Visual Arts Mod 2, Intra-disciplinary Arts Mod 3

This course could then work **either** as a taster course or an in-sequence approach, depending on the needs of the learners.

The course rationale is appropriate and clearly describes:

- the intended audience,
- why the chosen content is important for students and outlines the broad scope of learning to be expected
- the particular skills knowledge and understandings students will develop

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	0	0	0	0

Ways Forward:

To substantively keep the rationale as it is currently written.

In considering the focus areas identified in the Years 9 to 12 Curriculum Framework and this course rationale, do you believe the course is placed in the appropriate focus area?

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	0	0	0	0

Ways Forward:

To keep Level 1 Arts in the Disciplinary focus area.

General Capabilities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Yes	None provided	The respondent agrees with the proposed General Capabilities.	The inclusion of the General Capabilities to be considered as part of the course writing process.

Cross Curriculum Priorities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Each of the three Priorities could easily be embedded in this course. The Arts offer a very natural means to understand Sustainability, Aboriginal and Torres Strait Islander Histories and Cultures, and Asia and Australia's Engagement with Asia. The reference to "time periods, cultures, and places" suggests these priorities have already been considered as relevant.</p>	<p>As a link to Level 2 courses, this course has the potential to inspire students through practical arts making experiences infused with learner agency that are likewise linked to global and local arts making.</p>	<p>The Cross-Curriculum Priorities (CCPs) can and should be embedded in this course.</p> <p>By highlighting learner agency and global and local arts making Arts Level 1 can authentically embed the CCPs</p>	<p>The course writers can use the CCPs as guidance when creating course content that relate to the rationale's reference to 'time periods, cultures and places'.</p> <p>The course writers can use rich resources relevant to Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia and Sustainability.</p>

Core concepts, big ideas, essential learning or important considerations - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Core concepts and big ideas from Arts disciplines could easily be included such as: the Arts are each unique means by which individuals and groups can communicate, express and share meaning; that the Arts are culturally situated in time and place; and, that everyone has an artistic voice that can be developed. I really like the idea that this course may provide an opportunity for</p>	<p>None provided</p>	<p>The respondent defines their idea of the core concepts and big ideas of the arts as:</p> <ul style="list-style-type: none"> • A unique means for individuals to communicate, express and share meaning • Culturally situated in time and place 	<p>The core concepts and big ideas help the course writers to structure the Level 1 Arts course. For example, if the Arts are a unique way for learners to communicate, express and share meaning then the elements of the course, (the rationale, the learning outcomes, the work requirements) can be written around these integral concepts.</p> <p>The modularisation of the course may allow for an intradisciplinary approach, but this will need to be tested with course writers, teachers and critical friends.</p>

<p>"trans disciplinary projects". But I mean this in a "trans-Arts disciplinary" way - where students may work collaboratively across Art forms to create multimedia Arts work.</p>		<ul style="list-style-type: none">• A way for everyone to have a voice <p>The respondent would also like the possibility of intradisciplinary arts making.</p>	
---	--	--	--