



Yew  
Chung

International

School

2017



The Arts Curriculum

# Guiding Statements

## Purpose and Rationale

The purpose for studying The Arts at YCIS is for students to develop self-expression and skills in appreciating, creating and presenting. Through the study of The Arts, students learn to communicate effectively, as well as to empathise and interact with people and ideas in a dynamic global society.

The Arts provides students the opportunity to build social skills, self-discipline, critical thinking skills and confidence in expression, interpretation, analysis and the application of practical skills. Through varied activities and venues, The Arts affords students an avenue to develop their potential, which in turn nurtures creativity.

By becoming active participants in The Arts, YCIS students develop an appreciation and enjoyment of both performing and visual arts from around the world. This strengthens their understanding and the bonds between peoples and cultures, thus nurturing their global awareness. The Arts is a unique access route to understanding creativity and communication.

## Belief Statements

We believe students learn The Arts best when they...

- Are provided a safe environment with a culture of positive peer relationships that acknowledge differentiation of skills and prior learning
- Progress according to their own skill level, with positive recognition of the abilities of others
- Experience the Arts through a variety of forms that are practical, theoretical, culturally inclusive, and technological
- Are exposed to the Arts from a variety of cultures and realise their significance in the student's development as global citizens
- Have a go and have fun
- Are exposed to a variety of developmentally appropriate learning experiences and assessments
- Are actively immersed in The Arts
- Are given an opportunity to share their learning with the community at large
- Are encouraged to be reflective of their learning process in relation to The Arts
- Can access and understand clearly defined learning standards and expectations.
- Are fully engaged participants in their own learning
- Know that their creativity is nurtured and celebrated
- Are allowed to participate in The Arts in a variety of learning experiences, ranging from independent to collaborative contexts
- Recognise the relevance, influence and presence of the Arts in all aspects of their lives and the global context
- Acquire the appropriate language to be able to discuss elements of The Arts
- Consolidate theoretical knowledge through practical application in visual and performing arts
- Acknowledge The Arts as a means of expressive and receptive language

## Overarching Learning Expectations

Upon graduating from YCIS, students will be equipped to:

- Have a lifelong appreciation for The Arts
- Understand the role that The Arts play in enriching life
- Comprehend and appreciate The Arts in context
- Value different genres, styles and traditions in The Arts
- Respect and approach The Arts from a range of cultures, with an open mind
- Be creators, collaborators, performers, contributors and participants
- Apply the discipline, confidence and commitment required to achieve mastery
- Evaluate the inherent characteristics of visual and performing arts
- Access and create The Arts, including various technologies

## Curriculum Area Overview

### Domain 1 Music

#### Strand A Creating and Presenting

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1TAMCP	2TAMCP	3TAMCP	4TAMCP	5TAMCP	6TAMCP	7TAMCP	8TAMCP	9TAMCP

#### Strand B Perceptions

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1TAMP	2TAMP	3TAMP	4TAMP	5TAMP	6TAMP	7TAMP	8TAMP	9TAMP

#### Strand C Exploring Forms and Global Contexts

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1TAMEFGC	2TAMEFGC	3TAMEFGC	4TAMEFGC	5TAMEFGC	6TAMEFGC	7TAMEFGC	8TAMEFGC	9TAMEFGC

### Domain 2 Visual Art

#### Strand A Creating and Presenting

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1TAVACP	2TAVACP	3TAVACP	4TAVACP	5TAVACP	6TAVACP	7TAVACP	8TAVACP	9TAVACP

#### Strand B Perceptions

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1TAVAP	2TAVAP	3TAVAP	4TAVAP	5TAVAP	6TAVAP	7TAVAP	8TAVAP	9TAVACP

#### Strand C Exploring Forms and Global Contexts

PowerSchool Reference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1TAVAEFGC	2TAVAEFGC	3TAVAEFGC	4TAVAEFGC	5TAVAEFGC	6TAVAEFGC	7TAVAEFGC	8TAVAEFGC	9TAVAEFGC

### Domain 3 Drama (Years 7 – 9)

#### Strand A Creating and Presenting

PowerSchool Reference

Year 7	Year 8	Year 9
7TADCP	8TADCP	9TADCP

#### Strand B Perceptions

PowerSchool Reference

Year 7	Year 8	Year 9
7TADP	8TADP	9TADP

#### Strand C Exploring Forms and Global Contexts

PowerSchool Reference

Year 7	Year 8	Year 9
7TADEFGC	8TADEFGC	9TADEFGC

## Fundamental Concepts: Visual Arts

**FUNDAMENTAL CONCEPTS FOR YEAR 1: In this introductory year to Primary Visual Arts, students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.**

### PRINCIPLES OF DESIGN

Students will develop awareness of the principles of design with a focus on repetition. Use of colour and shape in patterns; random, alternating, and regular patterns in everyday objects.

### ELEMENTS OF ART

Students will develop an awareness of the elements of design:

- lines: horizontal, vertical, diagonal; lines that show motion (e.g., pointy, curvy); lines inside shapes
- shape and form: symmetrical shapes and forms (e.g., shapes and forms in buildings)
- space: overlapping of objects to show depth
- colour: secondary colours (colours made by mixing equal amounts of primary colours such as violet, orange and green; mixing colours with a limited palette)
- texture: textures of familiar objects (e.g., rough tree bark, smooth plastic plate, ridged corduroy fabric)
- value: identification of light and dark

**FUNDAMENTAL CONCEPTS FOR YEAR 2: In addition to the concepts introduced in Year 1, students in Year 2 will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.**

### PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Year 2 will be on contrast.

- contrast: light/dark; large/small; pure/mixed colour

### ELEMENTS OF ART

Students will develop understanding of all elements of design:

- line: jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects (natural and human-made)
- shape and form: geometric and organic shapes and forms of familiar objects (e.g., geometric: circles, blocks; organic: clouds, flowers)
- space: depiction of objects in the distance as smaller and closer to the top of the art paper; shapes and lines closer together or farther apart; horizon line; spaces through, inside, and around shapes or objects
- colour: mixing of primary colours (red, yellow, blue); identification of warm (e.g., red, orange) and cool (e.g., blue, green) colours
- texture: textures of familiar objects (e.g., fuzzy, prickly, bumpy, smooth); changes in texture; a pattern of lines to show texture (e.g., the texture of a snake's skin); transfer of texture (e.g., placing a piece of paper over a textured surface and then rubbing the paper with wax crayon)
- value: light, dark

**FUNDAMENTAL CONCEPTS FOR YEAR 3: In addition to the concepts introduced in Year 2, students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.**

### PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Year 3 will be on repetition and rhythm.

- repetition and rhythm: repetition of colour and shape in patterns; random, alternating, and regular patterns in everyday objects (e.g., textiles, ceramics) and in art (e.g., works by M. C. Escher)

## ELEMENTS OF ART

Students will develop understanding of all elements of design.

- line: horizontal, vertical, diagonal lines; lines that show motion (e.g., pointy, curvy); lines inside shapes
- shape and form: symmetrical shapes and forms (e.g., shapes and forms in buildings)
- space: overlapping of objects to show depth
- colour: secondary colours (various colours made by mixing equal amounts of primary colours, such as violet, orange, green); mixing of colours with a limited palette
- texture: textures of familiar objects (e.g., rough tree bark, smooth plastic plate, ridged corduroy fabric); illusion of texture (e.g., a rough texture created by patterns of lines); impasto (thick, textured paint)
- value: mixing of a tint; identification of light and dark

**FUNDAMENTAL CONCEPTS FOR YEAR 4: In addition to the concepts introduced in Years 1, 2 and 3, students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.**

### PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Year 4 will be on variety.

- variety: slight variations on a major theme; strong contrasts (e.g., use of different lines, shapes, values, and colours to create interest [bright or light colour values, dark colour values])

## ELEMENTS OF ART

Students will develop understanding of all elements of design.

- line: variety of line (e.g., thick, thin, dotted)
- shape and form: composite shapes; symmetrical and asymmetrical shapes and forms in both the human-made environment and the natural world (e.g., symmetrical: insects, flowers, skyscrapers; asymmetrical: windblown trees, some contemporary additions to buildings)
- space: foreground, middle ground, and background to give illusion of depth
- colour: colour for expression (e.g., warm and cool colours); colour to indicate emotion; mixing of colours with white to make a range of warm and cool tints
- texture: real versus visual or illusory texture (e.g., smooth surface of a ceramic work versus drawing of rough tree bark); etching by scratching through surfaces (e.g., crayon etching on a scratchboard)
- value: mixing a range of light colours and dark colours

**FUNDAMENTAL CONCEPTS FOR YEAR 5: In addition to the concepts introduced in Years 1 to 4, students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.**

### PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Year 5 will be on emphasis.

- emphasis: use of colour intensity, contrast in value, placement and size of shapes, and/or weight of line to create a particular focal point

## ELEMENTS OF ART

Students will develop understanding of all elements of design.

- line: lines to indicate emotion (e.g., smooth, horizontal lines can give a feeling of peace and harmony); contour lines (e.g., edges of objects); lines of various weights; repetition of lines to create visual rhythm
- shape and form: free-standing forms “in the round” (e.g., Henry Moore’s figurative work) and “bas relief sculpture” (e.g., masks); shapes organized in a pattern showing radial symmetry and/or in a mosaic; changes in shapes, depending on the angle or point of view (e.g., view from the top, side, bottom); positive and negative shapes (e.g., closed curve with shape inside and outside); grouping of shapes; abstract shapes and forms
- space: positive and negative space in art work; diminishing perspective in various contexts (e.g., in vertical placement, in diminishing size, and/or in overlapping shapes); variation in size to create the illusion of depth
- colour: monochromatic colour scheme; colour emphasis through variations in intensity (e.g., subdued colours next to bright, intense colours); advancing colour
- texture: texture elaboration (e.g., embossing, piercing, pinching, pressing, scoring, scraping); texture quality (e.g., matte, sheen); low relief in collographs
- value: mixing of shades; variations in value to create emphasis (contrast in value)

**FUNDAMENTAL CONCEPTS FOR YEAR 6:** In addition to the concepts introduced in Years 1 to 5, students in Year 6 will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

#### PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Year 6 will be on proportion.

- proportion: the relationship of the size and shape of the parts of a figure to the whole figure; the scale of one object compared to its surroundings, with indications of how close and how large the object is (e.g., figures with childlike proportions that are approximately “five heads high” and adult figures that are approximately “seven or eight heads high”; caricature; use of improbable scale for imaginary settings and creatures.)

#### ELEMENTS OF ART

Students will develop understanding of all elements of design.

- line: linear and curved hatching and cross-hatching that add a sense of depth to shape and form; gesture drawings; chenille stick sculptures of figures in action; implied lines for movement and depth
- shape and form: symmetrical and asymmetrical shapes and forms in front and image; positive and negative shapes that occur in the environment; convex, concave, non-objective shapes
- space: shading and cast shadows that create the illusion of depth; atmospheric perspective; microscopic and telescopic views
- colour: complementary colours, hue, intensity (e.g., dulling, or neutralizing, colour intensity by mixing the colour with a small amount of its complementary hue)
- texture: textures created with a variety of tools, materials, and techniques; patterning
- value: gradations of value to create illusion of depth, shading

## Year 1

### Domain 1: Music

#### *Strand A: Creating and Presenting*

- 1TAMCP1 Use icons or invented symbols to represent musical sounds and ideas
- 1TAMCP2 Use body movement to respond to dynamics and tempo
- 1TAMCP3 Identify and describe basic elements in music (eg high/low, slow/fast, loud/soft)
- 1TAMCP4 Move or use body percussion to demonstrate awareness of beat and tempo
- 1TAMCP5 Use the voice to speak, chant, and sing
- 1TAMCP6 Perform in class and at assemblies using appropriate behavior
- 1TAMCP7 Improvise simple instrumental and/or vocal accompaniments to multicultural songs, recorded selections, stories, and poems
- 1TAMCP8 Create movements in response to music

#### *Strand B: Perceptions*

- 1TAMP1 Actively participate in a variety of musical activities
- 1TAMP2 Identify the sources of a wide variety of sounds
- 1TAMP3 Use personal experiences to describe music from diverse cultures
- 1TAMP4 Use developmentally appropriate movements to respond to music from various genres and styles (rhythm, melody)

#### *Strand C: Exploring Forms and Global Contexts-*

- 1TAMEFGC1 Identify and sing the different kinds of folk and community songs familiar in the local context of China
- 1TAMEFGC2 Improvise songs to accompany games, stories, and class activities
- 1TAMEFGC3 Demonstrate awareness of music as a part of daily life

### Domain 2: Visual Art

#### *Strand A: Creating and Presenting*

- 1TAVACP1 Create two- and three-dimensional works of art that express feelings and ideas
- 1TAVACP2 Experiment with the use of the elements of design in art works
- 1TAVACP3 Explore the use of a variety of materials, tools, and techniques
- 1TAVACP4 Imagine, generate and plan ideas as part of the creative process

*Strand B: Perceptions*

- 1TAVAP1 Express their feelings and ideas about art works and art experiences
- 1TAVAP2 Share questions that arise in response to works of art
- 1TAVAP3 Identify their interests and areas they would like to explore further as creators of art

*Strand C: Exploring Forms and Global Contexts-*

- 1TAVAEFGC1 Identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences



## Year 2

### Domain 1: Music

#### *Strand A: Creating and Presenting*

- 2TAMCP1 Use icons or invented symbols to represent beat
- 2TAMCP2 Use basic elements of music (high/low, slow/fast, loud/soft/simple time – 2/4, 3/4, 4/4)
- 2TAMCP3 Identify simple rhythmic patterns, using eighth/quavers notes, quarter/crotchet notes, half/minim notes, and rests
- 2TAMCP4 Use the singing voice to echo short melodic patterns
- 2TAMCP5 Sing age-appropriate songs from memory
- 2TAMCP6 Play classroom instruments using appropriate techniques
- 2TAMCP7 Demonstrate awareness of beat, tempo, dynamics, and melodic direction through movement and playing instruments
- 2TAMCP8 Perform in class and at assemblies using appropriate behavior

#### *Strand B: Perceptions*

- 2TAMP1 Identify and compare the various uses of music in daily experiences
- 2TAMP2 Identify and talk about music written for specific purposes (e.g. work song, lullaby)
- 2TAMP3 Sing and play simple games, and perform dances from various cultures
- 2TAMP5 Use developmentally appropriate movements to respond to music from various genres, periods, and styles (rhythm, melody, form)

#### *Strand C: Exploring Forms and Global Contexts*

- 2TAMEFGC1 Identify and sing the different kinds of folk and community songs familiar in the local context of China.
- 2TAMEFGC2 Use music together with dance, theatre, and the visual arts for story telling (cross-curricular links)
- 2TAMEFGC3 Identify and talk about the reasons that artists create dances, music, theatre pieces, and works of visual art
- 2TAMEFGC3 Sing and play simple games, and perform dances from various cultures

### Domain 2: Visual Art

#### *Strand A: Creating and Presenting*

- 2TAVACP1 Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences
- 2TAVACP2 Demonstrate understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
- 2TAVACP3 Use elements of design in art works to communicate ideas, messages, and personal understandings
- 2TAVACP4 Use a variety of materials, tools, and techniques to respond to design challenges within drawing, mixed media, painting, printmaking, sculpture
- 2TAVACP5 Imagine, generate and plan ideas as part of the creative process

*Strand B: Perceptions*

- 2TAVAP1 Express their feelings and ideas about art works and art experiences
- 2TAVAP2 Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork
- 2TAVAP3 Demonstrate awareness of signs and symbols encountered in their daily lives and in works of art
- 2TAVAP4 Identify and document their strengths, their interests, and areas for improvement as creators of art

*Strand C: Exploring Forms and Global Contexts*

- 2TAVAEFGC1 Identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences
- 2TAVAEFGC2 Demonstrate awareness of a variety of works of art from diverse communities, times, and places

## Year 3

### Domain 1: Music

#### *Strand A: Creating and Presenting*

- 3TAMCP1 Identify and use simple rhythmic patterns, using eighth/quavers notes, quarter/crotchet notes, half/minim notes, and rests
- 3TAMCP2 Read, write, and perform simple patterns of pitch, e.g. solfège
- 3TAMCP3 Identify ascending/ descending melody and even/uneven rhythm patterns in selected pieces of music
- 3TAMCP4 Identify simple musical forms (AB, ABA)
- 3TAMCP5 Visually and aurally identify individual wind, string, brass, and percussion instruments used in a variety of music
- 3TAMCP6 Sing with accuracy in a developmentally appropriate range demonstrating dynamics and tempo
- 3TAMCP7 Sing age-appropriate songs from memory
- 3TAMCP8 Play rhythmic ostinatos on classroom instruments
- 3TAMCP9 Perform using appropriate behavior and stage etiquette
- 3TAMCP10 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments
- 3TAMCP11 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music

#### *Strand B: Perceptions*

- 3TAMP1 Discuss personal preferences in music using previously learned terminology
- 3TAMP2 Identify how musical elements communicate ideas and moods
- 3TAMP3 Respond to a live performance with appropriate audience behaviour
- 3TAMP4 Identify the uses of specific music in daily life and specific events
- 3TAMP5 Participate in music from various cultures through dance, song, games and playing instruments

#### *Strand C: Exploring Forms and Global Contexts*

- 3TAMEFGC1 Identify and sing the different kinds of folk and community songs familiar in the local context of China
- 3TAMEFGC2 Identify similar themes in stories, songs, and art forms (patterns, texture, cross curricular links)
- 3TAMEFGC3 Identify and discuss individuals and groups who compose and perform music

## Domain 2: Visual Art

### *Strand A: Creating and Presenting*

- 3TAVACP1 Create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature.
- 3TAVACP2 Demonstrate understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
- 3TAVACP3 Use elements of design in art works to communicate ideas, messages, and understandings
- 3TAVACP4 Use a variety of materials, tools, and techniques to respond to design challenges within drawing, painting, printmaking, sculpture, and mixed media
- 3TAVACP5 Imagine, generate and plan ideas as part of the creative process

### *Strand B: Perceptions*

- 3TAVAP1 Express their feelings and ideas about works of art
- 3TAVAP2 Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
- 3TAVAP3 Demonstrate awareness of signs and symbols encountered in their daily lives and in works of art
- 3TAVAP4 Identify and document their strengths, their interests, and areas for improvement as creators of art

### *Strand C: Exploring Forms and Global Contexts*

- 3TAVAEFGC1 Identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences.
- 3TAVAEFGC2 Demonstrate awareness of a variety of works of art and artistic traditions from diverse communities, times, and places.

## Year 4

### Domain 1: Music

#### *Strand A: Creating and Presenting*

- 4TAMCP1 Read, write, and perform simple rhythmic patterns using eighth/quaver notes, quarter/crotchet notes, half/minim notes, dotted half/minim notes, whole/semibreve notes, and rests including British terminology (e.g. crotchets) and 6/8 time
- 4TAMCP2 Identify melody, harmony, accompaniment and timbre in selected pieces when presented aurally
- 4TAMCP3 Identify visually and aurally the four families of orchestral instruments, and describe the way in which sound is produced on the various instruments
- 4TAMCP4 Identify simple musical forms, e.g. AABA, AABB, round, verse, and refrain
- 4TAMCP5 Sing with accuracy in a developmentally appropriate range demonstrating articulation and phrasing
- 4TAMCP6 Sing age appropriate songs from memory, including rounds, two part songs, and ostinatos
- 4TAMCP7 Play rhythmic and melodic ostinatos on classroom instruments
- 4TAMCP8 Play melodies using diatonic and pentatonic scales
- 4TAMCP9 Perform using appropriate behaviour and stage etiquette
- 4TAMCP10 Create and improvise melodies using diatonic and pentatonic scales
- 4TAMCP11 Create short, rhythmic, and melodic phrases in 'call and response' form
- 4TAMCP12 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics

#### *Strand B: Perceptions*

- 4TAMP1 Select and use specific criteria in making judgments of a musical performance
- 4TAMP2 Describe how specific musical elements communicate particular ideas or moods in music
- 4TAMP3 Identify the uses of music in various cultures and time periods
- 4TAMP4 Sing memorized songs from diverse cultures
- 4TAMP5 Play memorized songs from diverse cultures
- 4TAMP6 Identify differences and commonalities in music from various cultures

#### *Strand C: Exploring Forms and Global Contexts*

- 4TAMEFGC1 Identify and sing the different kinds of folk and community songs familiar in the local context of China
- 4TAMEFGC2 Identify the use of similar elements in music and other art forms, e.g. form, pattern, rhythm
- 4TAMEFGC3 Identify what a range of musicians and composers do to create music of different styles
- 4TAMEFGC4 Begin to utilise technology in exploring and recording music, e.g. iPads, iPods, computer labs

## Domain 2: Visual Art

### *Strand A: Creating and Presenting*

- 4TAVACP1 Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject
- 4TAVACP2 Demonstrate understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
- 4TAVACP3 Use elements of design in art works to communicate ideas, messages, and understandings
- 4TAVACP4 Use a variety of materials, tools, and techniques to respond to design challenges within drawing, mixed media, painting, print making and sculpture
- 4TAVACP5 Imagine, generate and plan ideas as part of the creative process

### *Strand B: Perceptions*

- 4TAVAP1 Express personal feelings and ideas about art experiences and images
- 4TAVAP2 Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
- 4TAVAP3 Demonstrate awareness of the meaning of signs and symbols encountered in their daily lives and in works of art
- 4TAVAP4 Identify and document their strengths, their interests, and areas for improvement as creators of art

### *Strand C: Exploring Forms and Global Contexts*

- 4TAVAEFGC1 Identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences
- 4TAVAEFGC2 Demonstrate awareness of a variety of works of art and artistic traditions from diverse communities, times, and places

## Year 5

### Domain 1: Music

#### *Strand A: Creating and Presenting*

- 5TAMCP1 Read, write and perform simple songs and scales in major keys using informal melodic notation
- 5TAMCP2 Read, write, and perform rhythmic notation including sixteenth/semiquaver notes and dotted notes
- 5TAMCP3 Describe music according to its elements, using the terminology of music
- 5TAMCP4 Recognise and describe aural examples of musical forms
- 5TAMCP5 Sing a varied repertoire of music from diverse cultures alone and with others, e.g. rounds, descants, and songs with ostinatos.
- 5TAMCP6 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music, alone and with others, e.g. rounds, descants, and ostinatos
- 5TAMCP7 Perform using appropriate behaviour and stage etiquette.
- 5TAMCP8 Compose and improvise simple rhythmic and melodic patterns on classroom instruments
- 5TAMCP9 Create dance movements to express or represent intent in specific music

#### *Strand B: Perceptions*

- 5TAMP1 Use specific criteria when judging the relative quality of musical performances
- 5TAMP2 Describe the characteristics and features that make up a performance
- 5TAMP3 Evaluate improvement in personal musical performances after practice or rehears
- 5TAMP4 Identify music and dances from diverse cultures and time periods
- 5TAMP5 Sing, play and perform songs and dances from diverse cultures and time periods
- 5TAMP6 Compare musical styles from two or more cultures
- 5TAMP7 Recognise the influence of various cultures on music
- 5TAMP8 Classify how a variety of instruments from diverse cultures produce sound

#### *Strand C: Exploring Forms and Global Contexts*

- 5TAMEGC1 Identify and sing the different kinds of folk and community songs familiar in the local context of China
- 5TAMEFGC2 Identify and interpret expressive characteristics in works of art and music.
- 5TAMEFGC3 Integrate several art disciplines (dance, music, or visual arts) into a well-organised presentation or performance
- 5TAMEFGC4 Utilise technology in exploring and recording music, e.g. iPads, iPods, computer labs

## Domain 2: Visual Art

### *Strand A: Creating and Presenting*

- 5TAVACP1 Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences
- 5TAVACP2 Demonstrate understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
- 5TAVACP3 Use elements of design in art works to communicate ideas, messages, and understandings
- 5TAVACP4 Use a variety of materials, tools, and techniques to determine solutions to design challenges (drawing, mixed media, painting, printmaking, sculpture)
- 5TAVACP5 Imagine, generate and plan ideas as part of the creative process

### *Strand B: Perceptions*

- 5TAVAP1 Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey
- 5TAVAP2 Analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding
- 5TAVAP3 Demonstrate awareness of the meaning of signs, symbols, and styles in works of art
- 5TAVAP4 Identify and document their strengths, their interests, and areas for improvement as creators and viewers of art

### *Strand C: Exploring Forms and Global Contexts*

- 5TAVAEFGC1 Describe how visual art forms and styles represent various messages and contexts in the past and present
- 5TAVAEFGC2 Demonstrate awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made



## Year 6

### Domain 1: Music

#### *Strand A: Creating and Presenting*

- 6TAMCP1 Read, write, and perform simple melodic notation and scales in treble clef in major keys
- 6TAMCP2 Read, write, and perform rhythmic notation, including sixteenth/semiquaver notes, dotted notes and syncopation
- 6TAMCP3 Identify and describe music forms including theme and variations e.g.: twelve bar blues
- 6TAMCP4 Sing a varied repertoire of music expressively, including rounds, descants, ostinatos and songs in two-part harmony
- 6TAMCP5 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music, e.g. rounds, descants, and ostinatos and two-part harmony
- 6TAMCP6 Perform using appropriate behaviour and stage etiquette
- 6TAMCP7 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments
- 6TAMCP8 Create musical works or responses to music using various forms of technology

#### *Strand B: Perceptions*

- 6TAMP1 Identify and analyse differences in tempo and dynamics in contrasting music selections
- 6TAMP2 Develop and apply appropriate criteria to support personal opinions of specific musical works.
- 6TAMP3 Describe the social functions of a variety of musical forms from various cultures and time periods, e.g. folk songs and dances
- 6TAMP4 Analyse the use of music elements in aural examples from various genres and cultures
- 6TAMP5 Sing and play music from diverse cultures and time periods
- 6TAMP6 Describe the influence of various cultures and historical events on music and society

#### *Strand C: Exploring Forms and Global Contexts*

- 6TAMEFGC1 Identify and sing the different kinds of folk and community songs familiar in the local context of China
- 6TAMEFGC2 Explore Chinese dance
- 6TAMEFGC3 Explain the role of music in community events and the media
- 6TAMEFGC4 Identify ways in which music professions are similar to or different from one another
- 6TAMEFGC5 Utilise technology in exploring and recording music, e.g. iPads, iPods, computer labs

## Domain 2: Visual Art

### *Strand A: Creating and Presenting*

- 6TAVACP1 Create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view
- 6TAVACP2 Demonstrate understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
- 6TAVACP3 Use elements of design in art works to communicate ideas, messages, and understandings
- 6TAVACP4 Use a variety of materials, tools, and techniques to determine solutions to design challenges
- 6TAVACP5 Imagine, generate and plan ideas as part of the creative process

### *Strand B: Perceptions*

- 6TAVAP1 Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey
- 6TAVAP2 Explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding
- 6TAVAP3 Demonstrate understanding of how to read and interpret signs, symbols, and style in art works
- 6TAVAP4 Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art

### *Strand C: Exploring Forms and Global Contexts*

- 6TAVAEFGC1 Describe how forms and styles of visual and media arts represent various messages and contexts in the past and present
- 6TAVAEFGC2 Demonstrate awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places

## Year 7

### Domain 1: Music

#### *Strand A: Creating and Presenting*

- 7TAMCP1 Identify the elements of pitch, melody, rhythm, texture, timbre/tone colour, structure/form, harmony, tempo, and dynamics, and tonality
- 7TAMCP2 Recognise and create rhythmic notation in duple and triple meters
- 7TAMCP3 Transcribe simple aural examples into rhythmic notation
- 7TAMCP4 Begin to read scored music, and use this as a visual cue when listening,
- 7TAMCP5 Identify basic harmonic progressions
- 7TAMCP6 Aurally and visually identify instruments from Western, Chinese, and other global cultures
- 7TAMCP7 Sing and/or play a repertoire of musical literature representing various genres, styles, and cultures
- 7TAMCP8 Sing and/or play in unison and in simple harmony
- 7TAMCP9 Demonstrate basic understanding of dynamics and control of tempo when performing
- 7TAMCP10 Perform melodic and rhythmic variations in groups
- 7TAMCP11 Demonstrate the development of positive performance skills, to include good posture, confident presentation, appropriate repertoire choice, and management of performance anxiety
- 7TAMCP12 Recognise and create common chords
- 7TAMCP13 Recognise and create in standard musical forms, e.g. binary, ternary, and strophic
- 7TAMCP14 Compose short pieces in simple, duple, triple and quadruple (common) meters
- 7TAMCP15 Arrange simple rhythmic pieces for voices and/or instruments
- 7TAMCP16 Create short melodies to be performed with and without accompaniment
- 7TAMCP17 Identify and develop compositional practices using a range of technologies and software, e.g. Garageband, Audacity, Noteflight

#### *Strand B: Perceptions*

- 7TAMP1 Develop criteria to evaluate and reflect upon the effectiveness of musical performances and compositions
- 7TAMP2 Identify musical elements representing various genres, styles, and cultures with emphasis on melody and rhythm
- 7TAMP3 Develop criteria to appropriately evaluate and analyse genre and style
- 7TAMP4 Identify musical works by style, genre, and historical period

#### *Strand C: Exploring Forms and Global Contexts*

- 7TAMEFGC1 Identify how and why people use and respond to music based on specific examples from at least two different musical cultures
- 7TAMEFGC2 Identify the functions of music and the place of musicians in society in selected cultures
- 7TAMEFGC3 Identify how music is related to social functions, changing ideas and cultural values
- 7TAMEFGC4 Identify the links between distinguishing characteristics of musical genres and styles from selected cultures
- 7TAMEFGC5 Integrate music with another art form (e.g. visual art, theatre, film, dance); and collaborate with peers to achieve an artistic outcome

- 7TAMEFGC6 Describe how music is composed for use in popular songs, television and internet media
- 7TAMEFGC7 Make links across other disciplines to affirm relationships and applications
- 7TAMEFGC8 Identify careers in music

## Domain 2: Visual Art

### *Strand A: Creating and Presenting*

- 7TAVACP1 Create two-dimensional, three-dimensional and multimedia art works that explore feelings, ideas, and issues from a variety of points of view
- 7TAVACP2 Demonstrate understanding of composition, using selected principles of design to create art works on a theme or topic
- 7TAVACP3 Use Elements of Art to communicate ideas, messages, and understandings
- 7TAVACP4 Use a variety of materials, tools, techniques and technologies to create art works

### *Strand B: Perceptions*

- 7TAVAP1 Interpret a variety of art works and identify the feelings, issues, themes, and cultural concerns that they convey
- 7TAVAP2 Explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding
- 7TAVAP3 Demonstrate understanding of how to read and interpret symbols, and style in art works
- 7TAVAP4 Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art

### *Strand C: Exploring Forms and Global Contexts*

- 7TAVAEFGC1 Identify and describe some of the ways in which art forms and styles reflect various beliefs, traditions, times, and places
- 7TAVAEFGC2 Demonstrate understanding of key contributions and functions of visual and media arts in the local and global context

## Domain 3: Drama

### *Strand A: Creating and Presenting*

- 7TA3DCP1 Engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places
- 7TA3DCP2 Demonstrate understanding of the element of role by selectively using other elements
- 7TA3DCP3 Plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role
- 7TA3DCP4 Communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer

*Strand B: Perceptions*

- 7TA3DP1 Express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works
- 7TA3DP2 Identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness
- 7TA3DP3 Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

*Strand C: Exploring Forms and Global Contexts*

- 7TA3DEFGC1 Demonstrate understanding of some drama and theatre themes and traditions from a variety of times, communities, and places
- 7TA3DEFGC2 Identify and describe key contributions drama and theatre make to the community

## Year 8

### Domain 1: Music

#### *Strand A: Creating and Presenting*

- 8TAMCP1 Identify and demonstrate understanding of the elements of pitch, melody, rhythm, texture, timbre/tone colour, structure/form, harmony, tempo, dynamics, and tonality
- 8TAMCP2 Recognise and create rhythmic notation in duple, triple, and compound meters
- 8TAMCP3 Transcribe simple aural examples into rhythmic and melodic notation
- 8TAMCP4 Read scored music and identify musical elements to use as a visual cue when listening.
- 8TAMCP5 Reproduce basic harmonic progressions
- 8TAMCP6 Aurally and visually identify instruments from Western, Chinese, and other global cultures
- 8TAMCP7 Sing and/or play a repertoire of musical literature representing various genres, styles, and cultures.
- 8TAMCP8 Sing and/or play in unison and in harmony
- 8TAMCP9 Demonstrate understanding of dynamics and control of tempo when performing
- 8TAMCP10 Perform melodic and rhythmic variations individually and in groups
- 8TAMCP11 Demonstrate positive performance skills, to include good posture, confident presentation, appropriate repertoire choice, and management of performance anxiety
- 8TAMCP12 Recognise and create common chord and harmonic progressions
- 8TAMCP13 Recognise and create in standard musical forms, e.g. binary, ternary, strophic, and rondo
- 8TAMCP14 Compose short pieces in duple, triple, quadruple (common), mixed, and compound meters
- 8TAMCP15 Arrange simple pieces for voices and/or instruments
- 8TAMCP16 Create short melodies to be performed with and without accompaniment
- 8TAMCP17 Demonstrate compositional practices using a range of technologies and software, e.g. Garageband, Audacity, Noteflight

#### *Strand B: Perceptions*

- 8TAMP1 Use selected criteria to evaluate and reflect upon the quality and effectiveness of musical performances and compositions
- 8TAMP2 Compare and analyse the use of musical elements representing various genres, styles, and cultures, with emphasis on melody, rhythm, and texture
- 8TAMP3 Apply appropriate criteria to evaluate and analyse genre and style
- 8TAMP4 Evaluate and analyse how and why people use and respond to music based on specific examples from at least two different musical cultures
- 8TAMP5 Classify musical works by style, genre, and historical period

*Strand C: Exploring Forms and Global Contexts*

- 8TAMEFGC1 Compare and contrast the functions of music and the place of musicians in society in various selected cultures
- 8TAMEFGC2 Analyse and explain how music is related to social functions, changing ideas, and cultural values
- 8TAMEFGC3 Compare and analyse links between the distinguishing characteristics of musical genres and styles from a variety of cultures
- 8TAMEFGC4 Integrate music with two other art forms (e.g. visual art, theatre, film, dance), and collaborate with peers to achieve an artistic outcome
- 8TAMEFGC5 Describe and analyse how music is composed and adapted for use in popular styles in global settings.
- 8TAMEFGC6 Make links across other disciplines to affirm integrated relationships and applications of music
- 8TAMEFGC7 Identify and explore career pathways in music.

**Domain 2: Visual Art**

*Strand A: Creating and Presenting*

- 8TAVACP1 Create art works, using a variety of traditional forms and current media technologies, which express feelings, ideas, and issues, including opposing perspectives
- 8TAVACP2 Demonstrate understanding of the conventions of composition using the Elements of Art and Principles of Design to create thematic art
- 8TAVACP3 Use elements of art in works to communicate ideas, messages and understandings for a specific audience and purpose
- 8TAVACP4 Use a variety of materials, tools, techniques and technologies to determine solutions to increasingly complex design challenges

*Strand B: Perceptions*

- 8TAVAP1 Interpret a variety of art works and identify the feelings, issues, themes and social concerns that they convey
- 8TAVAP2 Explain how the elements and principles of art are employed in their own and others artwork to communicate meaning or understanding
- 8TAVAP3 Demonstrate understanding of how to read and interpret signs, symbols and style in art works
- 8TAVAP4 Identify and explain their strengths, their interest and areas for improvement as creators, interpreters and viewers of art

*Strand C: Exploring Forms and Global Contexts*

- 8TAVAEFGC1 Identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations
- 8TAVAEFGC2 Demonstrate understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity

## Domain 3: Drama

### *Strand A: Creating and Presenting*

- 8TA3DCP1 Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities
- 8TA3DCP2 Demonstrate understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects
- 8TA3DCP3 Plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives
- 8TA3DCP4 Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience

### *Strand B: Perceptions*

- 8TA3DP1 Construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences
- 8TA3DP2 Analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences
- 8TA3DP3 Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

### *Strand C: Exploring Forms and Global Contexts*

- 8TA3DEFGC1 Compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places
- 8TA3DEFGC2 Identify and describe several ways in which drama and theatre, contribute to contemporary social, economic, and cultural life



## Year 9

### Domain 1: Music

#### *Strand A: Creating and Presenting*

- 9TAMCP1 Identify and apply the elements of pitch, melody, rhythm, texture, timbre/tone colour, structure/form, harmony, tempo, dynamics, and tonality
- 9TAMCP2 Recognise and create rhythmic notation in duple, triple, compound, and mixed meters
- 9TAMCP3 Transcribe aural examples into rhythmic and melodic notation
- 9TAMCP4 Read and interpret scored music to identify musical elements to use as a visual cue when listening
- 9TAMCP5 Reproduce basic harmonic progressions
- 9TAMCP6 Aurally and visually identify instruments from global cultures, including Chinese and Western.
- 9TAMCP7 Sing and/or play a repertoire of musical literature representing various genres, styles, and cultures.
- 9TAMCP8 Sing and/or play in unison and in harmony
- 9TAMCP9 Demonstrate accurate dynamics, texture, timbre, melodic shape and control of tempo when performing
- 9TAMCP10 Improvise and/or perform melodic and rhythmic variations individually and in groups
- 9TAMCP11 Consistently demonstrate positive performance skills, to include good posture, confident presentation, appropriate repertoire choice and management of performance anxiety
- 9TAMCP12 Recognise, create, and perform common chord and harmonic progressions
- 9TAMCP13 Recognise and create in standard musical forms, e.g. binary, ternary, rondo, strophic, theme and variations
- 9TAMCP14 Compose short pieces in duple, triple, quadruple (common), mixed, and compound meters
- 9TAMCP15 Arrange simple pieces for voices and/or instruments
- 9TAMCP16 Create short melodies to be performed with and without accompaniment
- 9TAMCP17 Demonstrate compositional practice using a range of technologies and software, e.g. Garageband, Sibelius, and Finale

#### *Strand B: Perceptions*

- 9TAMP1 Use detailed criteria to evaluate, analyse, and reflect upon the quality and effectiveness of musical performances and compositions
- 9TAMP2 Analyse and compare the use of musical elements representing various genres, styles, and cultures with emphasis on melody, rhythm, texture and harmonic progressions
- 9TAMP3 Apply detailed and appropriate criteria to evaluate and analyse genre and style
- 9TAMP4 Based on specific music examples from at least two different musical cultures, students will evaluate and analyse how and why people use and respond to music
- 9TAMP5 Identify and classify musical works by style, genre, and historical period, and explain why a piece is representative of a particular style

#### *Strand C: Exploring Forms and Global Contexts*

- 9TAMEFGC1 Compare and contrast the functions of music and the place of musicians in society in various cultures
- 9TAMEFGC2 Explain how music is related to social functions, changing ideas and cultural values

- 9TAMEFGC3 Compare, contrast and explore links between the distinguishing characteristics of musical genres and styles from a variety of cultures
- 9TAMEFGC4 Identify and classify musical works by style, genre, and historical period, and explain why a piece is representative of a particular style
- 9TAMEFGC5 Compare music with two or more art forms and demonstrate how the characteristic medium of each (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to collaboratively transform events, scenes, emotions or ideas
- 9TAMEFGC6 Describe and analyse how music is composed and adapted for use in film, video, television, gaming and mass media
- 9TAMEFGC7 Make links across other disciplines to affirm integrated relationships and applications of music
- 9TAMEFGC8 Identify music career pathways and the skills and education necessary for various careers in music

## Domain 2: Visual Art

### *Strand A: Creating and Presenting*

- 9TAVACP1 Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate awareness of multiple points of view
- 9TAVACP2 Demonstrate understanding of conventions of composition, using multiple Principles of Design and other layout considerations to create art works on a theme or topic
- 9TAVACP3 Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose
- 9TAVACP4 Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges

### *Strand B: Perceptions*

- 9TAVAP1 Demonstrate understanding of composition, using multiple principles of design and other layout considerations such as compositional triangles to create narrative art works or art works on a theme or topic
- 9TAVAP2 Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey
- 9TAVAP3 Demonstrate understanding of how to read and interpret signs, symbols, and style in art works
- 9TAVAP4 Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art

### *Strand C: Exploring Forms and Global Contexts*

- 9TAVAEFGC1 Identify and explain some of the ways in which artistic traditions in a variety of times and places have been maintained, adapted, or appropriated
- 9TAVAEFGC2 Identify and analyse some of the social, political, and economic factors that affect the creation of visual and media arts and the visual and media arts community

## Domain 3: Drama

### *Strand A: Creating and Presenting*

- 9TA3DCP1 Engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities
- 9TA3DCP2 Demonstrate understanding of the elements of drama by selecting and manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences
- 9TA3DCP3 Plan and shape the direction of drama by negotiating ideas and perspectives with others, both in and out of role
- 9TA3DCP4 Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for specific purposes and audiences

### *Strand B: Perceptions*

- 9TA3DP1 Construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level
- 9TA3DP2 Evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message
- 9TA3DP3 Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

### *Strand C: Exploring Forms and Global Contexts*

- 9TA3DEFGC1 Analyse the influence of the media on a wide variety of drama forms and/or styles of live theatre
- 9TA3DEFGC2 Identify and describe a wide variety of ways in which drama and theatre make or have made contributions to social, cultural, and economic life in a variety of times and places

## Domain 1: Music

### Strand A: Creating and Presenting

Year 1	1TAMCP1	Use icons or invented symbols to represent musical sounds and ideas
	1TAMCP2	Use body movement to respond to dynamics and tempo
	1TAMCP3	Identify and describe basic elements in music (e.g. high/low, slow/fast, loud/soft)
	1TAMCP4	Move or use body percussion to demonstrate awareness of beat and tempo
	1TAMCP5	Use the voice to speak, chant, and sing
	1TAMCP6	Perform in class and at assemblies using appropriate behavior
	1TAMCP7	Improvise simple instrumental and/or vocal accompaniments to multicultural songs, recorded selections, stories, and poems
	1TAMCP8	Create movements in response to music
Year 2	2TAMCP1	Use icons or invented symbols to represent beat
	2TAMCP2	Use basic elements of music (high/low, slow/fast, loud/soft/simple time – 2/4, 3/4, 4/4)
	2TAMCP3	Identify simple rhythmic patterns, using eighth/quavers notes, quarter/crotchet notes, half/minim notes, and rests
	2TAMCP4	Use the singing voice to echo short melodic patterns
	2TAMCP5	Sing age-appropriate songs from memory
	2TAMCP6	Play classroom instruments using appropriate techniques
	2TAMCP7	Demonstrate awareness of beat, tempo, dynamics, and melodic direction through movement and playing instruments
	2TAMCP8	Perform in class and at assemblies using appropriate behavior
Year 3	3TAMCP1	Identify and use simple rhythmic patterns, using eighth/quavers notes, quarter/crotchet notes, half/minim notes, and rests.
	3TAMCP2	Read, write, and perform simple patterns of pitch, e.g. solfège
	3TAMCP3	Identify ascending/ descending melody and even/uneven rhythm patterns in selected pieces of music
	3TAMCP4	Identify simple musical forms (AB, ABA)
	3TAMCP5	Visually and aurally identify individual wind, string, brass, and percussion instruments used in a variety of music
	3TAMCP6	Sing with accuracy in a developmentally appropriate range demonstrating dynamics and tempo
	3TAMCP7	Sing age-appropriate songs from memory
	3TAMCP8	Play rhythmic ostinatos on classroom instruments
	3TAMCP9	Perform using appropriate behavior and stage etiquette
	3TAMCP10	Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments
	3TAMCP11	Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music
Year 4	4TAMCP1	Read, write, and perform simple rhythmic patterns using eighth/quaver notes, quarter/crotchet notes, half/minim notes, dotted half/minim notes, whole/semibreve notes, and rests including British terminology (e.g. crotchets) and 6/8 time
	4TAMCP2	Identify melody, harmony, accompaniment and timbre in selected pieces when presented aurally
	4TAMCP3	Identify visually and aurally the four families of orchestra instruments, and describe the way in which sound is produced on the various instruments

	4TAMCP4	Identify simple musical forms, e.g. AABA, AABB, round, verse, and refrain
	4TAMCP5	Sing with accuracy in a developmentally appropriate range demonstrating articulation and phrasing
	4TAMCP6	Sing age appropriate songs from memory, including rounds, two part songs, and ostinatos
	4TAMCP7	Play rhythmic and melodic ostinatos on classroom instruments
	4TAMCP8	Play melodies using diatonic and pentatonic scales
	4TAMCP9	Perform using appropriate behaviour and stage etiquette
	4TAMCP10	Create and improvise melodies using diatonic and pentatonic scales
	4TAMCP11	Create short, rhythmic, and melodic phrases in 'call and response' form
	4TAMCP12	Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
Year 5	5TAMCP1	Read, write and perform simple songs and scales in major keys using informal melodic notation
	5TAMCP2	Read, write, and perform rhythmic notation including sixteenth/semiquaver notes and dotted notes
	5TAMCP3	Describe music according to its elements, using the terminology of music
	5TAMCP4	Recognise and describe aural examples of musical forms
	5TAMCP5	Sing a varied repertoire of music from diverse cultures alone and with others, e.g. rounds, descants, and songs with ostinatos
	5TAMCP6	Use classroom instruments to play melodies and accompaniments from a varied repertoire of music, alone and with others, e.g. rounds, descants, and ostinatos
	5TAMCP7	Perform using appropriate behaviour and stage etiquette
	5TAMCP8	Compose and improvise simple rhythmic and melodic patterns on classroom instruments
	5TAMCP9	Create dance movements to express or represent intent in specific music
Year 6	6TAMCP1	Read, write, and perform simple melodic notation and scales in treble clef in major keys
	6TAMCP2	Read, write, and perform rhythmic notation, including sixteenth/semiquaver notes, dotted notes and syncopation
	6TAMCP3	Identify and describe music forms including theme and variations e.g.: twelve bar blues
	6TAMCP4	Sing a varied repertoire of music expressively, including rounds, descants, ostinatos and songs in two-part harmony
	6TAMCP5	Use classroom instruments to play melodies and accompaniments from a varied repertoire of music, e.g. rounds, descants, and ostinatos and two-part harmony
	6TAMCP6	Perform using appropriate behaviour and stage etiquette
	6TAMCP7	Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments
	6TAMCP8	Create musical works or responses to music using various forms of technology
Year 7	7TAMCP1	Identify the elements of pitch, melody, rhythm, texture, timbre/tone colour, structure/form, harmony, tempo, and dynamics, and tonality
	7TAMCP2	Recognise and create rhythmic notation in duple and triple meters
	7TAMCP3	Transcribe simple aural examples into rhythmic notation
	7TAMCP4	Begin to read scored music, and use this as a visual cue when listening,
	7TAMCP5	Identify basic harmonic progressions
	7TAMCP6	Aurally and visually identify instruments from Western, Chinese, and other global cultures.
	7TAMCP7	Sing and/or play a repertoire of musical literature representing various genres, styles, and cultures
	7TAMCP8	Sing and/or play in unison and in simple harmony

	7TAMCP9	Demonstrate basic understanding of dynamics and control of tempo when performing
	7TAMCP10	Perform melodic and rhythmic variations in groups
	7TAMCP11	Demonstrate the development of positive performance skills, to include good posture, confident presentation, appropriate repertoire choice, and management of performance anxiety
	7TAMCP12	Recognise and create common chords
	7TAMCP13	Recognise and create in standard musical forms, e.g. binary, ternary, and strophic.
	7TAMCP14	Compose short pieces in simple, duple, triple and quadruple (common) meters.
	7TAMCP15	Arrange simple rhythmic pieces for voices and/or instruments
	7TAMCP16	Create short melodies to be performed with and without accompaniment
	7TAMCP17	Identify and develop compositional practices using a range of technologies and software, e.g. Garageband, Audacity, Noteflight
Year 8	8TAMCP1	Identify and demonstrate understanding of the elements of pitch, melody, rhythm, texture timbre/tone colour, structure/form, harmony, tempo, dynamics, and tonality
	8TAMCP2	Recognise and create rhythmic notation in duple, triple, and compound meters
	8TAMCP3	Transcribe simple aural examples into rhythmic and melodic notation
	8TAMCP4	Read scored music and identify musical elements to use as a visual cue when listening.
	8TAMCP5	Reproduce basic harmonic progressions
	8TAMCP6	Aurally and visually identify instruments from Western, Chinese, and other global cultures
	8TAMCP7	Sing and/or play a repertoire of musical literature representing various genres, styles, and cultures.
	8TAMCP8	Sing and/or play in unison and in harmony
	8TAMCP9	Demonstrate understanding of dynamics and control of tempo when performing
	8TAMCP10	Perform melodic and rhythmic variations individually and in groups
	8TAMCP11	Demonstrate positive performance skills, to include good posture, confident presentation, appropriate repertoire choice, and management of performance anxiety
	8TAMCP12	Recognise and create common chord and harmonic progressions
	8TAMCP13	Recognise and create in standard musical forms, e.g. binary, ternary, strophic, and rondo
	8TAMCP14	Compose short pieces in duple, triple, quadruple (common), mixed, and compound meters.
	8TAMCP15	Arrange simple pieces for voices and/or instruments
	8TAMCP16	Create short melodies to be performed with and without accompaniment
	8TAMCP17	Demonstrate compositional practices using a range of technologies and software, e.g. Garageband, Audacity, Noteflight
Year 9	9TAMCP1	Identify and apply the elements of pitch, melody, rhythm, texture, timbre/tone colour, structure/form, harmony, tempo, dynamics, and tonality
	9TAMCP2	Recognise and create rhythmic notation in duple, triple, compound, and mixed meters
	9TAMCP3	Transcribe aural examples into rhythmic and melodic notation
	9TAMCP4	Read and interpret scored music to identify musical elements to use as a visual cue when listening
	9TAMCP5	Reproduce basic harmonic progressions
	9TAMCP6	Aurally and visually identify instruments from global cultures, including Chinese and Western
	9TAMCP7	Sing and/or play a repertoire of musical literature representing various genres, styles, and cultures

9TAMCP8	Sing and/or play in unison and in harmony
9TAMCP9	Demonstrate accurate dynamics, texture, timbre, melodic shape and control of tempo when performing
9TAMCP10	Improvise and/or perform melodic and rhythmic variations individually and in groups.
9TAMCP11	Consistently demonstrate positive performance skills, to include good posture, confident presentation, appropriate repertoire choice and management of performance anxiety
9TAMCP12	Recognise, create, and perform common chord and harmonic progressions
9TAMCP13	Recognise and create in standard musical forms, e.g. binary, ternary, rondo, strophic, theme and variations
9TAMCP14	Compose short pieces in duple, triple, quadruple (common), mixed, and compound meters.
9TAMCP15	Arrange simple pieces for voices and/or instruments
9TAMCP16	Create short melodies to be performed with and without accompaniment
9TAMCP17	Demonstrate compositional practice using a range of technologies and software, e.g. Garageband, Sibelius, and Finale

#### Strand B: Perceptions

Year 1	1TAMP1	Actively participate in a variety of musical activities
	1TAMP2	Identify the sources of a wide variety of sounds
	1TAMP3	Use personal experiences to describe music from diverse cultures
	1TAMP4	Use developmentally appropriate movements to respond to music from various genres and styles (rhythm, melody)
Year 2	2TAMP1	Identify and compare the various uses of music in daily experiences
	2TAMP2	Identify and talk about music written for specific purposes (e.g. work song, lullaby).
	2TAMP3	Sing and play simple games, and perform dances from various cultures
	2TAMP4	Sing and play simple games, and perform dances from various cultures
	2TAMP5	Use developmentally appropriate movements to respond to music from various genres, periods, and styles (rhythm, melody, form)
Year 3	3TAMP1	Use the terminology of music previously learned to discuss individual preferences for specific music
	3TAMP2	Identify how musical elements communicate ideas and moods
	3TAMP3	Respond to a live performance with appropriate audience behaviour.
	3TAMP4	Identify the uses of specific music in daily life and specific events
	3TAMP5	Participate in music from various cultures through dance, song, games and playing instruments.
Year 4	4TAMP1	Select and use specific criteria in making judgments of a musical performance.
	4TAMP2	Describe how specific musical elements communicate particular ideas or moods in music
	4TAMP3	Identify the uses of music in various cultures and time periods
	4TAMP4	Sing memorized songs from diverse cultures
	4TAMP5	Play memorized songs from diverse cultures
	4TAMP6	Identify differences and commonalities in music from various cultures
Year 5	5TAMP1	Use specific criteria when judging the relative quality of musical performances
	5TAMP2	Describe the characteristics and features that make up a performance
	5TAMP3	Evaluate improvement in personal musical performances after practice or rehearsal


	5TAMP4	Identify music and dances from diverse cultures and time periods
	5TAMP5	Sing, play and perform songs and dances from diverse cultures and time periods
	5TAMP6	Compare musical styles from two or more cultures
	5TAMP7	Recognise the influence of various cultures on music
	5TAMP8	Classify how a variety of instruments from diverse cultures produce sound
Year 6	6TAMP1	Identify and analyse differences in tempo and dynamics in contrasting music selections
	6TAMP2	Develop and apply appropriate criteria to support personal opinions of specific musical works
	6TAAP3	Describe the social functions of a variety of musical forms from various cultures and time periods, e.g. folk songs and dances
	6TAAP4	Analyse the use of music elements in aural examples from various genres and cultures
	6TATP5	Sing and play music from diverse cultures and time periods
	6TAAP6	Describe the influence of various cultures and historical events on music and society
Year 7	7TAMP1	Develop criteria to evaluate and reflect upon the effectiveness of musical performances and compositions
	7TAMP2	Identify musical elements representing various genres, styles, and cultures with emphasis on melody and rhythm
	7TAMP3	Develop criteria to appropriately evaluate and analyse genre and style
	7TAMP4	Identify musical works by style, genre, and historical period
Year 8	8TAMP1	Use selected criteria to evaluate and reflect upon the quality and effectiveness of musical performances and compositions
	8TAMP2	Compare and analyse the use of musical elements representing various genres, styles, and cultures, with emphasis on melody, rhythm, and texture
	8TAMP3	Apply appropriate criteria to evaluate and analyse genre and style
	8TAMP4	Evaluate and analyse how and why people use and respond to music based on specific examples from at least two different musical cultures
	8TAMP5	Classify musical works by style, genre, and historical period
Year 9	9TAMP1	Use detailed criteria to evaluate, analyse, and reflect upon the quality and effectiveness of musical performances and compositions
	9TAMP2	Analyse and compare the use of musical elements representing various genres, styles, and cultures with emphasis on melody, rhythm, texture and harmonic progressions
	9TAMP3	Apply detailed and appropriate criteria to evaluate and analyse genre and style
	9TAMP4	Based on specific music examples from at least two different musical cultures, evaluate and analyse how and why people use and respond to music
	9TAMP5	Identify and classify musical works by style, genre, and historical period, and explain why a piece is representative of a particular style

#### Strand C: Exploring Forms and Global Contexts

Year 1	1TAMEFGC1	Identify and sing the different kinds of folk and community songs familiar in the local context of China
	1TAMEFGC2	Improvise songs to accompany games, stories, and class activities
	1TAMEFGC3	Demonstrate awareness of music as a part of daily life



Year 2	2TAMEFGC1	Identify and sing the different kinds of folk and community songs familiar in the local context of China
	2TAMEFGC2	Use music together with dance, theatre, and the visual arts for story telling (cross-curricular links)
	2TAMEFGC3	Identify and talk about the reasons that artists create dances, music, theatre pieces, and works of visual art
	2TAMEFGC4	Sing and play simple games, and perform dances from various cultures
Year 3	3TAMEFGC1	Identify and sing the different kinds of folk and community songs familiar in the local context of China
	3TAMEFGC2	Identify similar themes in stories, songs, and art forms (patterns, texture, cross curricular links).
	3TAMEFGC3	Identify and discuss individuals and groups who compose and perform music
Year 4	4TAMEFGC1	Identify and sing the different kinds of folk and community songs familiar in the local context of China
	4TAMEFGC2	Identify the use of similar elements in music and other art forms, e.g. form, pattern, rhythm
	4TAMEFGC3	Identify what a range of musicians and composers do to create music of different styles
	4TAMEFGC4	Begin to utilise technology in exploring and recording music, e.g. iPads, iPods, computer labs
Year 5	5TAMEFGC1	Identify and sing the different kinds of folk and community songs familiar in the local context of China
	5TAMEFGC2	Identify and interpret expressive characteristics in works of art and music.
	5TAMEFGC3	Integrate several art disciplines (dance, music, or visual arts) into a well-organised presentation or performance
	5TAMEFGC4	Utilise technology in exploring and recording music, e.g. iPads, iPods, computer labs
Year 6	6TAMEFGC1	Identify and sing the different kinds of folk and community songs familiar in the local context of China
	6TAMEFGC2	Explore Chinese dance
	6TAMEFGC3	Explain the role of music in community events and the media
	6TAMEFGC4	Identify ways in which music professions are similar to or different one another
	6TAMEFGC5	Utilise technology in exploring and recording music, e.g. iPads, iPods, computer labs
Year 7	7TAMEFGC1	Identify how and why people use and respond to music based on specific examples from at least two different musical cultures
	7TAMEFGC2	Identify the functions of music and the place of musicians in society in selected cultures
	7TAMEFGC3	Identify how music is related to social functions, changing ideas and cultural values
	7TAMEFGC4	Identify the links between distinguishing characteristics of musical genres and styles from selected cultures
	7TAMEFGC5	Integrate music with another art form (e.g. visual art, theatre, film, dance); and collaborate with peers to achieve an artistic outcome
	7TAMEFGC6	Describe how music is composed for use in popular songs, television and internet media
	7TAMEFGC7	Make links across other disciplines to affirm relationships and applications
	7TAMEFGC8	Identify careers in music
Year 8	8TAMEFGC1	Compare and contrast the functions of music and the place of musicians in society in various selected cultures
	8TAMEFGC2	Analyse and explain how music is related to social functions, changing ideas, and cultural values
	8TAMEFGC3	Compare and analyse links between the distinguishing characteristics of musical genres and styles from a variety of cultures
	8TAMEFGC4	Integrate music with two other art forms (e.g. visual art, theatre, film, dance), and collaborate with peers to achieve an artistic outcome
	8TAMEFGC5	Describe and analyse how music is composed and adapted for use in popular styles in global settings
	8TAMEFGC6	Make links across other disciplines to affirm integrated relationships and applications of music



	8TAMEFGC7	Identify and explore career pathways in music.
Year 9	9TAMEFGC1	Compare and contrast the functions of music and the place of musicians in society in various cultures
	9TAMEFGC2	Explain how music is related to social functions, changing ideas and cultural values
	9TAMEFGC3	Compare, contrast and explore links between the distinguishing characteristics of musical genres and styles from a variety of cultures
	9TAMEFGC4	Identify and classify musical works by style, genre, and historical period, and explain why a piece is representative of a particular style
	9TAMEFGC5	Compare music with two or more art forms and demonstrate how the characteristic medium of each (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to collaboratively transform events, scenes, emotions or ideas
	9TAMEFGC6	Describe and analyse how music is composed and adapted for use in film, video, television, gaming and mass media
	9TAMEFGC7	Make links across other disciplines to affirm integrated relationships and applications of music.
	9TAMEFGC8	Identify music career pathways and the skills and education necessary for various careers in music

## Domain 2: Visual Art

### Strand A: Creating and Presenting

Year 1	1TAVACP1	Create two- and three-dimensional works of art that express feelings and ideas
	1TAVACP2	Experiment with the use of the elements of design in art works
	1TAVACP3	Explore the use of a variety of materials, tools, and techniques
	1TAVACP4	Imagine, generate and plan ideas as part of the creative process
Year 2	2TAVACP1	Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences
	2TAVACP2	Demonstrate understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
	2TAVACP3	Use elements of design in art works to communicate ideas, messages, and personal understandings
	2TAVACP4	Use a variety of materials, tools, and techniques to respond to design challenges within drawing, mixed media, painting, printmaking, sculpture
	2TAVACP5	Imagine, generate and plan ideas as part of the creative process
Year 3	3TAVACP1	Create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature
	3TAVACP2	Demonstrate understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
	3TAVACP3	Use elements of design in art works to communicate ideas, messages, and understandings
	3TAVACP4	Use a variety of materials, tools, and techniques to respond to design challenges within drawing, painting, printmaking, sculpture, and mixed media
	3TAVACP5	Imagine, generate and plan ideas as part of the creative process
Year 4	4TAVACP1	Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject
	4TAVACP2	Demonstrate understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
	4TAVACP3	Use elements of design in art works to communicate ideas, messages, and understandings
	4TAVACP4	Use a variety of materials, tools, and techniques to respond to design challenges within drawing, mixed media, painting, print making and sculpture
	4TAVACP5	Imagine, generate and plan ideas as part of the creative process.
Year 5	5TAVACP1	Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences
	5TAVACP2	Demonstrate understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
	5TAVACP3	Use elements of design in art works to communicate ideas, messages, and understandings
	5TAVACP4	Use a variety of materials, tools, and techniques to determine solutions to design challenges (drawing, missed media, painting, printmaking, sculpture)
	5TAVACP5	Imagine, generate and plan ideas as part of the creative process
Year 6	6TAVACP1	Create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view
	6TAVACP2	Demonstrate understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic

	6TAVACP3	Use elements of design in art works to communicate ideas, messages, and understandings
	6TAVACP4	Use a variety of materials, tools, and techniques to determine solutions to design challenges
	6TAVACP5	Imagine, generate and plan ideas as part of the creative process
Year 7	7TAVACP1	Create two-dimensional, three-dimensional and multimedia art works that explore feelings, ideas, and issues from a variety of points of view
	7TAVACP2	Demonstrate understanding of composition, using selected principles of design to create art works on a theme or topic
	7TAVACP3	Use Elements of Art to communicate ideas, messages, and understandings
	7TAVACP4	Use a variety of materials, tools, techniques and technologies to create art works
Year 8	8TAVACP1	Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing perspectives
	8TAVACP2	Demonstrate understanding of the conventions of composition using the Elements of Art and Principles of Design to create thematic art
	8TAVACP3	Use elements of art in works to communicate ideas, messages and understandings for a specific audience and purpose
	8TAVACP4	Use a variety of materials, tools, techniques and technologies to determine solutions to increasingly complex design challenges
Year 9	9TAVACP1	Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate awareness of multiple points of view
	9TAVACP2	Demonstrate understanding of conventions of composition, using multiple Principles of Design and other layout considerations to create art works on a theme or topic
	9TAVACP3	Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose
	9TAVACP4	Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges

Strand B: Perceptions

Year 1	1TAVAP1	Express their feelings and ideas about art works and art experiences
	1TAVAP2	Share questions that arise in response to works of art
	1TAVAP3	Identify their interests and areas they would like to explore further as creators of art
Year 2	2TAVAP1	Express their feelings and ideas about art works and art experiences
	2TAVAP2	Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork
	2TAVAP3	Demonstrate awareness of signs and symbols encountered in their daily lives and in works of art
	2TAVAP4	Identify and document their strengths, their interests, and areas for improvement as creators of art
Year 3	3TAVAP1	Express their feelings and ideas about works of art
	3TAVAP2	Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
	3TAVAP3	Demonstrate awareness of signs and symbols encountered in their daily lives and in works of art
	3TAVAP4	Identify and document their strengths, their interests, and areas for improvement as creators of art

Year 4	4TAVAP1	Express personal feelings and ideas about art experiences and images
	4TAVAP2	Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
	4TAVAP3	Demonstrate awareness of the meaning of signs and symbols encountered in their daily lives and in works of art
	4TAVAP4	Identify and document their strengths, their interests, and areas for improvement as creators of art
Year 5	5TAVAP1	Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey
	5TAVAP2	Analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding
	5TAVAP3	Demonstrate awareness of the meaning of signs, symbols, and styles in works of art
	5TAVAP4	Identify and document their strengths, their interests, and areas for improvement as creators and viewers of art
Year 6	6TAVAP1	Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey
	6TAVAP2	Explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding
	6TAVAP3	Demonstrate understanding of how to read and interpret signs, symbols, and style in art works.
	6TAVAP4	Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art
Year 7	7TAVAP1	Interpret a variety of art works and identify the feelings, issues, themes, and cultural concerns that they convey
	7TAVAP2	Explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding
	7TAVAP3	Demonstrate understanding of how to read and interpret symbols, and style in art works
	7TAVAP4	Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art
Year 8	8TAVAP1	Interpret a variety of art works and identify the feelings, issues, themes and social concerns that they convey
	8TAVAP2	Explain how the elements and principles of art are employed in their own and others artwork to communicate meaning or understanding
	8TAVAP3	Demonstrate understanding of how to read and interpret signs, symbols and style in art works
	8TAVAP4	Identify and explain their strengths, their interest and areas for improvement as creators, interpreters and viewers of art
Year 9	9TAVAP1	Demonstrate understanding of composition, using multiple principles of design and other layout considerations such as compositional triangles to create narrative art works or art works on a theme or topic
	9TAVAP2	Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey
	9TAVAP3	Demonstrate understanding of how to read and interpret signs, symbols, and style in art works
	9TAVAP4	Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art
Strand C: Exploring Forms and Global Contexts		
Year 1	1TAVAEFGC1	Identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences
Year 2	2TAVAEFGC1	Identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences
	2TAVAEFGC2	Demonstrate awareness of a variety of works of art from diverse communities, times, and places

Year 3	3TAVAEFGC1	Identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences
	3TAVAEFGC2	Demonstrate awareness of a variety of works of art and artistic traditions from diverse communities, times, and places
Year 4	4TAVAEFGC1	Identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences
	4TAVAEFGC2	Demonstrate awareness of a variety of works of art and artistic traditions from diverse communities, times, and places
Year 5	5TAVAEFGC1	Describe how visual art forms and styles represent various messages and contexts in the past and present
	5TAVAEFGC2	Demonstrate awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made
Year 6	6TAVAEFGC1	Describe how forms and styles of visual and media arts represent various messages and contexts in the past and present
	6TAVAEFGC2	Demonstrate awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places
Year 7	7TAVAEFGC1	Identify and describe some of the ways in which art forms and styles reflect various beliefs, traditions, times, and places
	7TAVAEFGC2	Demonstrate understanding of key contributions and functions of visual and media arts in the local and global context
Year 8	8TAVAEFGC1	Identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations
	8TAVAEFGC2	Demonstrate understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity
Year 9	9TAVAEFGC1	Identify and explain some of the ways in which artistic traditions in a variety of times and places have been maintained, adapted, or appropriated
	9TAVAEFGC2	Identify and analyse some of the social, political, and economic factors that affect the creation of visual and media arts and the visual and media arts community

## Domain 3: Drama

### Strand A: Creating and Presenting

Year 7	7TA3DCP1	Engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places
	7TA3DCP2	Demonstrate understanding of the element of role by selectively using other elements
	7TA3DCP3	Plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role
	7TA3DCP4	Communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer
Year 8	8TA3DCP1	Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities
	8TA3DCP2	Demonstrate understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects
	8TA3DCP3	Plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives
	8TA3DCP4	Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience
Year 9	9TA3DCP1	Engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities
	9TA3DCP2	Demonstrate understanding of the elements of drama by selecting and manipulating multiple elements and conventions to create and enhance a variety of drama works and shared drama experiences
	9TA3DCP3	Plan and shape the direction of drama by negotiating ideas and perspectives with others, both in and out of role
	9TA3DCP4	Communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids for specific purposes and audiences

### Strand B: Perceptions

Year 7	7TA3DP1	Express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works
	7TA3DP2	Identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness
	7TA3DP3	Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members
Year 8	8TA3DP1	Construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences
	8TA3DP2	Analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences
	8TA3DP3	Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members
Year 9	9TA3DP1	Construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level
	9TA3DP2	Evaluate, using drama terminology, how effectively drama works and shared drama experiences use the elements of drama to engage the audience and communicate a theme or message
	9TA3DP3	Identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

Strand C: Exploring Forms and Global Contexts

Year 7	7TA3DEFGC1	Demonstrate understanding of some drama and theatre themes and traditions from a variety of times, communities, and places
	7TA3DEFGC2	Identify and describe key contributions drama and theatre make to the community
Year 8	8TA3DEFGC1	Compare and contrast how social values are communicated in several different drama forms and/or styles of live theatre from different times and places
	8TA3DEFGC2	Identify and describe several ways in which drama and theatre, contribute to contemporary social, economic, and cultural life
Year 9	9TA3DEFGC1	Analyse the influence of the media on a wide variety of drama forms and/or styles of live theatre
	9TA3DEFGC2	Identify and describe a wide variety of ways in which drama and theatre make or have made contributions to social, cultural, and economic life in a variety of times and places