



Education Support Package - The Arts



Individual Education Plans		Teaching Strategies		Classroom Management		Glossary of Terms		References	
The Arts	English	Health and Education	Languages Other than English	Mathematics	Science	Society and Environment	Technology and Enterprise		

Preface

To assist in meeting outcomes for students with disabilities, the preface outlines modifications of the environment and curriculum together with specialised equipment.

[Top](#) Outcome Statements - Foundation to level 3

This section contains Foundation Outcome Statements, and an overview of Strand and Sub strand Outcome Statements from Level 1 to Level 3.

Strand Outcome Statements are a sequence of statements which describe what students demonstrate as they develop their understanding or skills for a strand.

(NB: The Strand Outcome Statements are a synthesis of Sub-strand Outcomes).

Sub-strand Outcome Statements are a sequence of statements which describe what students demonstrate as they develop their understanding or skills for a sub-strand. (NB: Not all strands have sub-strands).

Elaboration of Foundation Outcome Statements for each strand

Foundation Outcome Statements with Focus Skills

This section contains Foundation Outcome Statements and pointers and a list of Focus Skills for each outcome. The Focus Skills were developed to give teachers further guidance about skills which students could work on, mastery of which would further a student's progress towards achieving the outcome. The list of Focus Skills is neither prescriptive nor exhaustive. Individual teachers are encouraged to generate new Focus Skills to fit the needs of their particular students.

Spreadsheets

Spread sheets contain teaching/learning information related to a sample of Foundation Outcomes for each learning area. Not all outcomes are covered in this section and teachers may wish to develop their own or other outcomes as a point of reference.

The Arts Preface

Students with disabilities

To assist in meeting outcomes and ensure the participation of all students, please note:

Modification of the environment may be necessary.

- Handrails (toilets, hallways etc.)
- Ramps
- Playground/classroom structures
- Table tops for desks
- Seating (posture/supports etc.)
- Seating location (preferential seating)

Specialised/modified equipment to assist with mobility may be required.

- Wheelchairs
- Walking Frames
- Long cane/tactile guides/guide ropes
- Orthotics, inserts in shoes
- Prostheses

To access the curriculum, the student may require:

Specialised/modified activities -

- Tearing instead of cutting
- Thicker cutting outlines
- Using fingers/body parts instead of paint brushes
- Using extensions of body (wheelchair etc.) instead of paint brushes
- Modified scissors (left-handed, one-handed etc.)
- Variety of pencils and pencil grips (thicker pencil, triangular rubber grip)

Specialised/modified equipment such as -

- Electronic typewriters
- Brailers
- Templates/raised line drawing kits for writing/drawing
- Moulds
- Jigs
- Various hand splints
- Head pointers
- Writing frames
- Special furniture (angled desk tops, corner chairs etc.)
- CCTV (Closed Circuit Television) and other
- Magnification aids
- Hand-held magnifier/s
- Telescope for distance work
- FM Systems (for hearing impaired)
- Captioning (for television/video programs)
- Hearing aids
- Speech processors
- Tape recorder/s

Computers with appropriate software plus peripherals such as -

- MIDI Systems for music
- CAD for drawing
- Word processors with Spell check
- First Choice
- Mind Reader (predictive word processor)
- First Draft
- Style Writer
- Switches/single switch access (Ke: nx)

Alternative keyboards such as-

- Intellikeys
- Concept keyboard
- Voice output devices (Intellitalk)
- Robotron Eureka (voice output, Braille keyboard)
- Touch window

Communication aids such as -

- Aided language stimulation boards
- Pictorial symbols (e.g. COMPIC)
- Voice output devices (e.g. Hawk/Macaw)
- Single message device (BIGmack)
- Timetable systems

Alternative formats for materials/books/resources -

- Braille

- Large print
- Audio (talking books)
- Raised/tactile drawings
- 3D models

NOTE

Physical assistance/prompts may be necessary where tasks include:

- Fine motor activities, (e.g. cutting, drawing)
- Construction
- Mixing
- Designing (including the use of computer programs)
- Drawing
- Modeling
- Mobility, (e.g. in drama/dance activities)
- Positioning, (e.g. correct posture/seating)

Terms such as 'oral', 'speak', 'ask', 'talk', 'tell', 'say', 'explain', etc. are understood to include all forms of verbal and non-verbal communication such as:

- Auslan
- Signed communication - Signed English, Makaton etc.

The term 'attend to' can be defined as 'paying attention to' or 'giving sensory focus to' (e.g. touch).

Terms such as 'look at', 'listen to', 'watch', can be defined as attending to particularly for vision and/or hearing impaired students.

Students with marked vision impairment may 'visualise' by using other senses (e.g. touch).

Students with marked hearing impairment may 'listen' using other senses (e.g. feeling vibrations during music/dance sessions, lip-reading).

Outcome Statements Foundation to Level 3

Communicating arts ideas

		<i>The student:</i>
FOS	CAI F	Begins to explore sensory experiences in their environment and expresses ideas in a variety of ways through play.
LEVEL 1	CA 1	Values and uses ideas and imagination as well as their play and sensory experiences as the basis for making and sharing arts activities.
LEVEL 2	CAI 2	Draws on their experiences and observations in the development of arts works which use their ideas for personal creative expression.
LEVEL 3	CAI 3	Explores and develops ideas and feelings, to make art works within the structure of given tasks, a limited range of choices and a clear sense of purpose.

Using arts skills, techniques, technologies and processes

		<i>The student:</i>
FOS	STP F	Uses basic elements of auditory, visual, tactile and/or kinaesthetic experiences to experiment and develop basic techniques in and across arts forms.
LEVEL 1	STP 1	Experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings.
LEVEL 2	STP 2	Identifies and uses a range of arts languages, skills, simple arts processes and appropriate technologies to make and communicate arts works and to engage in arts activities with others.

LEVEL 3	STP	Applies a range of specific skills, techniques, processes, and appropriate technologies in presenting arts works for identified audiences or purposes.
	3	

Responding, reflecting on and evaluating the arts

		<i>The student:</i>
FOS	RRE	Responds to sensory experiences: auditory, visual, tactile and/or kinaesthetic.
	F	
LEVEL 1	RRE	Engages with and makes simple personal responses to their own arts works and activities and those of others and understands that there may be a range of different responses.
	1	
LEVEL 2	RRE	Makes subjective observations about features and elements of their own arts works and those of others and uses a variety of simple, given frameworks in making their responses.
	2	
LEVEL 3	RRE	Makes objective observations about key features of arts works and activities, recognises patterns in arts works and activities and uses appropriate terminology and given frameworks in making their responses.
	3	

Understanding the role of the arts in society

		<i>The student:</i>
FOS	AIS	Shows an awareness of auditory, visual, tactile and/or kinaesthetic stimuli in their immediate environment.
	F	
LEVEL 1	AIS	Recognises and talks about arts activities in their own life and arts activities in their immediate communities.
	1	
LEVEL 2	AIS	Recognises that the arts are used for a range of different purposes in their own life and that of the community.
	2	
LEVEL 3	AIS	Identifies and discusses specific features of the arts in their community and in other cultures or times and uses this understanding in their own arts works and activities.
	3	

Elaboration of Foundation Outcome Statements for each strand

Communicating arts ideas Foundation

Students explore different sources of stimuli within their environment. They make meaning through auditory, tactile, visual and kinaesthetic experiences. They copy modeled sounds and actions.

Students, for example, move in response to stimuli and explore different ways of moving. They participate in social dance and express enjoyment while dancing. They use body movement to express themselves. They engage in play through dressing up, such as trying on a variety of clothes and looking at themselves in the mirror. They use simple props in their imaginative play. They attend to media, such as watching TV or a video or listening to a story. They tolerate a variety of multi sensory media and operate a range of media technologies such as a tape player. Students tell stories through techniques such as drawing a picture, making a collage and talking. They vocalise to make sound and attempt to sing familiar patterns and rhythms. They discriminate between different sources of sound. Students make sounds for pleasure, such as clapping, tapping, clicking fingers and singing, and try to maintain a regular beat pattern to music. Students, for example, tolerate, attend to, respond and explore a variety of sensory stimuli. They explore and experiment with stimuli across the arts such as painting to music, moving to music or acting out a TV scene.

Using arts skills, techniques, technologies and processes Foundation

Through auditory, tactile, visual and kinaesthetic experiences and processes, students explore skills, techniques and technologies in the arts.

Students, for example, explore movement and follow directions using a specified body part. They move with purpose. Students dance with a partner in free formation. They use representative objects in imaginative play, such as; making a car from a cardboard box, and manipulate objects meaningfully to represent actions. They act out emotions and moods and participate in imitative activities. They tell stories through techniques such as drawing a picture, making a collage or talking. They experiment with sound on a tape recorder, such as recording their own voice. Students identify familiar people, places and objects from pictures, photos, audio/visual tapes. Students imitate actions to simple songs and join in musical games such as statues and musical chairs. They play musical instruments informally. They demonstrate fine motor control, such as using the pincer grip, reaching and grasping objects, pasting, tearing, cutting, colouring and painting. Students imitate lines and shapes and use colour randomly. They use different arts forms skills such as drawing, singing and moving together to express and share their ideas and feelings.

Responding to, reflecting on and evaluating the arts Foundation

Students attend to and respond to the arts through auditory, tactile, visual, and/or kinaesthetic experiences. They view arts works and share their own arts works and own experiences of arts works with others such as friends, classmates, teachers and family. They express preferences for various arts forms.

Students, for example, identify dance sequences from a movie, video clip or advertisement. They anticipate movement and sequence in a dance routine. Students respond to action words such as 'jump', 'clap', 'touch your nose', directional words such as 'up', 'down', 'in', 'out', and gesture. They use body language to express likes and dislikes. They respond to dramatic performance such as showing interest, becoming animated or pointing to the performer. They may choose a favourite character or scene. They recognise that pictorial symbols convey meaning. They recognise that different media texts are used to record experiences in different ways such as *posing* for a camera or *speaking* into the microphone.

They express their pleasure and other emotions in response to music or dance or drama. They demonstrate motor control in responding to music, attending to musical presentations such as listening to tunes or a tape, feeling vibrations, watching musicians. They recognise a variety of musical instruments. They differentiate between colour, texture and shape, and name textures such as furry, prickly and smooth. They recognize a variety of visual arts mediums.

Understanding the role of the arts in society Foundation

Students identify different sources of the arts in everyday life and express preferences for various art forms and experiences.

For example, they share their own experiences of dance or drama by bringing a photo or video to school, talking about what they have seen:

"My family went to the multi-cultural fair and saw some folk dances."

They identify sources of drama and media experiences, such as a television program or a visiting play. They identify favourite or particular characters. They talk about how, in play, they can pretend to be characters other than themselves. They talk about media technologies in their everyday lives, such as TV, photographs and tape recorder; they talk about how these experiences can help them overcome disability. They identify different kinds of music such as quiet music for relaxation and rap music for dancing. They sing songs associated with special occasions, such as *Happy Birthday* and *Jingle Bells*. They draw on their knowledge and personal experiences of visual arts in their family and immediate environment to produce arts work. They recognise a variety of arts works and recognise the ways different arts forms are combined, saying how, in a film, music adds to the action.

Foundation Outcomes with Focus Skills List

Communicating arts ideas

CAI F The Student begins to explore sensory experiences in their environment and expresses ideas in a variety of ways through play.

This will be evident to audiences (peers, parents, familiar people, etc.) when students, for example:

- make movements during arts activities, e.g. sways, stamps, plays instruments, role plays,

show interest in environment by exploring objects and self;

- explore different sources of stimuli within the environment
 - audio e.g. listen to phones, sirens, bells etc.
 - tactile e.g. play with sand, water, foam etc.
 - visual e.g. look through kaleidoscopes, at movies,
 - photos etc. kinaesthetic e.g. play on swings, seesaw, monkey rings etc.
- tell a story from own photographs or videos
- use arts works to convey specific meaning
 - auditory e.g. drum for thunder
 - tactile e.g. finger painting for Mother's Day card
 - visual e.g. identify pictorial symbols
 - kinaesthetic e.g. stamp feet to show an emotion such as anger in a role playing situation

Focus Skills for CAI F

Media	Dance	Music	Drama	Visual Arts
Attend to media e.g. TV, video story	Attend to stimuli	Vocalise (repetition of songs)	Use body movements to express self	Tolerate a variety of sensory stimuli
Operate a range of media, e.g. turn on TV, play tape	Move in response to stimuli	Attend to music	Engage in play	Attend to a variety of sensory stimuli
Tolerate a variety of multi-sensory stimuli	Demonstrate knowledge of body parts through movement	Respond when music is played e.g. attend to source, quieten/ become animated	Dress up	Respond to a variety of sensory stimuli
Use technology, e.g. switch to access media	Explore the environment through movement	Explore different sounds, e.g. noise makers, voice, body parts	Explore environment	Explore visual/ tactile stimuli
Tell a story using a variety of media e.g. draw a picture, make a collage, talk	Express likes/ dislikes through body language	Make noise for pleasure, e.g. clap, tap, click fingers, sing	Play with given props	
Experiment with sound on tape recorder, e.g. record own voice	Imitate movement	Use musical instruments to create sound, e.g. play along with taped music	Explore environment	
	Attend to vestibular stimuli	Tolerate auditory stimuli	Explore objects and materials	
	Explore different ways of moving	Respond to music through movement	Respond to stimuli, e.g. smile, recoil hand	
	Use movement to express feelings	Respond to vibration	Manipulate objects meaningfully, e.g. drive a toy car	
	Explore movement in guided and unguided situations		Use representative objects in imaginative play, e.g. make car from box	
			Take part in dress-up activities e.g. try a variety of dress-up clothes, look at self in mirror, show others	
			Engage in early thematic play e.g. playing with toy zoo animals	

			Play imaginatively using simple given props	
--	--	--	---	--

Using arts skills, techniques, technologies and processes

STP F	The student uses basic elements of auditory, visual, tactile and/or kinaesthetic experiences to experiment and develop basic techniques in and across arts forms.
--------------	--

This will be evident when students, for example:

- make effective use of stimuli :
 - auditory e.g. hum to music, play triangle
 - tactile e.g. manipulate clay
 - visual e.g. watch television
 - kinaesthetic e.g. make large circular movements in response to music
- manipulate arts material, e.g. paper, clay, fabrics, copy modeled actions/noises
- use a variety of visual arts media to create arts works, e.g. collage made from pasta;
- contribute to group arts work
- sing, play instruments
- dance, move to music
- draw, manipulate tools
- act out personal experiences

Focus Skills for STP F

Media	Dance	Music	Drama	Visual Arts
Experience different forms of media	Experience different forms of media	Vocalise to make sound	Participate in drama	Demonstrate fine motor control eg pincer grips,
Identify/recognise familiar people / experiences through media e. g. draw a picture of home	Identify/recognise familiar people / experiences through media e. g. draw a picture of home	Attempt to sing familiar songs, patterns and rhythms	Imitate movement	grasp objects,
Respond to familiar people/ objects in media	Respond to familiar people/ objects in media	Discriminate between different sources of sound	Imitate noise/ sound	grasp and release objects,
Tell a story from own photograph or video	Tell a story from own photograph or video	Participate with others when making music	Use object according to its function	paste, tear, cut, colour, paint, staple, print ie potato, sponge prints,
Tell a story about a picture	Tell a story about a picture	Maintain regular beat pattern	Participate in imitative activities e.g. copy modeled actions/noises	draw, manipulate/ modeling materials,
Respond to multi-sensory media	Respond to multi-sensory media	Stop and start to music	Use object according to its function e.g. brush doll's hair with hair brush	screw/unscrew lid, fold, roll, squeeze, scrunch
Use different forms of media e. g. microphone, photos	Use different forms of media e. g. microphone, photos	Demonstrate fine motor control	Imitate actions based on	Imitate lines and shapes
Identify familiar people, places	Identify familiar people, places			Tolerate a

and objects from pictures, photos, audio/visual tape	and objects from pictures, photos, audio/visual tape	Discriminate between sound and silence	known people in the environment, e.g. bus driver, doctor	variety of sensory stimuli
		Tap beat to music		Experience a variety of mediums
		Make effective sounds with instruments	Act out emotions and moods	Respond to a variety of stimuli
		Discriminate between different sounds	Follow directions	Experiment with colours e.g. use colour randomly, use more than one colour, mixing through
		Vocalise to music	Act out part of a story/play through actions/movements	coloured cellophane
		Attend to musical presentation	vocalisations eg role play	
		Demonstrate motor control	Share emotions and moods	Create art work using a variety of mediums
		Copy action		Make random marks on paper or other surfaces using a range of materials e.g. brush painting, sponge printing, crayon marks
		Imitate actions to simple songs		
		Join in musical games, e.g. statues, musical chairs		Use body parts to make marks in substances

STP 1 The student experiments with the use of simple arts, languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings

Responding, reflecting on and evaluating the arts

RRE F The student responds to sensory experiences: auditory, visual, tactile and/or kinaesthetic

This will be evident when students, for example:

- respond to arts forms
 - auditory e.g. interpret music through movement, such as skips to "The Flight of the Bumble Bee" tactile e.g. explore tactile board/3D picture
 - visual e.g. watch puppet show
 - kinaesthetic e.g. choose favourite movement, such as bunny hop, skip etc
- attend to arts works
 - auditory e.g. turn head to sound source
 - tactile e.g. tolerate various textures
 - visual e.g. fixate on colour changes in fantasia lamp
 - kinaesthetic e.g. rock in rocking chair to music
- respond to arts works
 - audio e.g. vocalise to music
 - tactile e.g. clap hands in appreciation of arts works visual e.g. smile, point to painting
- kinaesthetic e.g. make focused movement to music express preferences to various art forms

- express likes/dislikes e.g. smile, cry

Focus Skills for RRE F

Media	Dance	Music	Drama	Visual Arts
Recognise that pictorial symbols convey meaning	Use movement to portray image/feeling	Attend to music	Tolerate sensory experiences	Differentiate between colour
Recognise that different media texts are used to record experiences in different ways e. g. 'pose' for camera, 'speak' into microphone	Respond to stimuli through movement	Make choices about music	Attend to sensory stimuli experiences	Differentiate between textures
Attend to stimuli	Express feeling through body language	Demonstrate motor control in response to music	Use body language to express likes/dislikes	Differentiate between shapes
Respond to media presentation	Express likes/dislikes through body language	Attend to musical presentation e. g. listen to tunes tape, feel vibrations, watch performers	Understand simple language related to drama	Make choices about materials and activities
Participation in different media experiences	Respond to action words, e. g. 'jump', 'clap', 'touch nose'	Select musical instrument according to its sound	Use movement to convey specific meaning e.g. gestures	Label art material
Tolerate different media experiences	Respond to directional words, e.g. 'up', 'down', 'in', 'out'	Tolerate auditory stimuli	Respond to sensory experiences e.g. turn head to sound	Identify colours and shapes
Attend to media presentation e. g. displays of photographs, videos, tapes	Respond to gestures	Demonstrate auditory discrimination	Follow simple instructions related to drama, e.g. "be an airplane"	Identify named textures for art work, e.g. furry, prickly
Express likes/dislikes, e.g. choose favourite cartoon	Respond appropriately to gesture	Express self through sound	Attend to dramatic performance	Show an understanding of vocabulary related to mediums e.g. "give me the glue, clay, paint"
	Understand directionality	Detect sound	Respond to dramatic performance	Tolerate sensory stimuli
	Imitate patterns	Discriminate between sound and silence	Attend to dramatic performance	Attend to visual stimuli
	Attend to performance	Differentiate between attributes of sound	Respond to dramatic performance e. g. show interest, become animated, point to performer	Respond to visual stimuli
	Respond to performance	Differentiate between attributes of music	Express likes/dislikes about dramatic presentations, e. g. choose favourite character	Respond to tactile experience e.g. change facial expression when hand is placed in lotion, starch mix
	Respond to music	Recognise a variety of musical instruments		Indicate preferences for materials
	Attend when dance is presented e.g. remain quiet and oriented	Respond to the language of		Recognise art in immediate
	Respond to			

	music with movement e.g. clap, wriggle I makes	music e.g. "clap your hands slowly", "bang the drum loudly"		environment, e.g. visit student display in school foyer
		Express emotions and moods vocally and instrumentally		Attend when visual artwork is presented
		Express likes/dislikes e.g. choose		
		Make choices about music		
		Demonstrate motor control in response to music		

Understanding the role of the arts in society

AIS F The student shows an awareness of auditory, visual, tactile and/or kinaesthetic stimuli in their immediate environment.

This will be evident when students, for example:

- view artworks - music, dance, drama, media, visual arts, multi-arts
- identify different sources of arts in everyday life - radio, TV, music, cartoons
- share their own experiences of arts works - bring photo/video to school, retell story.

Focus Skills for AIS F

Media	Dance	Music	Drama	Visual Arts
Share own experience of media (television program)	Identify dance sequences, e.g. dance from a movie/video clip/advertisement	Identify different styles of music, e.g. quiet music for relaxation, rap music for dancing	Identify sources of drama experiences e.g. television program	Draw on knowledge and personal experience to produce art work
Choose between different media e.g. TV, Talking Book	Attend to dance	Sing songs associated with special occasions e.g. 'Happy Birthday', 'Jingle Bells'	Attend to drama performances	Recognise a variety of art works
Attend to media	Anticipate movement in dance routine		Participate in drama experiences/activities	Attend to art work
Participate in a range of media experiences	Anticipate sequence in dance routine.	Demonstrate motor control related to musical activity	Identify characters	
Recognise different media	Share own experiences of dance e.g. bring photo/video to school	Discriminate auditory e.g. 'musical chairs', 'statues' activities		
Identify a range of media				

experiences in their everyday lives, e.g. TV, photographs		Imitate movements		
		Imitate sounds		

AIS 1 The student recognises and talks about arts experiences in their own life and arts activities in their immediate communities

Spreadsheets

Teaching/learning information related to selected foundation outcomes

Each strand in The Arts Learning Area has been represented by one spreadsheet that provides information related to a selected Foundation Outcome.

One Focus Skill has been chosen as an example. Learning experience and teaching strategies have been written for this Focus Skill. The chosen Focus Skill is indicated by (EG).

Information contained in these spreadsheets is given as an example only and may require modification or addition to suit individual needs.

These spreadsheets are provided to give teachers a springboard for developing their own ideas when programming for specific Focus Skills

Understanding the Spreadsheets

Each spreadsheet contains the following information.

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
Learning Area	Outcome Statement	
STRAND	POINTERS	LEVEL 1
	Indicators or signals of the achievement of an outcome. Pointers are only typical examples and are not listed exhaustively. Other pointers could also indicate achievement of the outcome.	Outcome Statement

KEY ELEMENTS

These are the main components of the Outcome Statements .

CONSIDERATIONS

Factors which may affect the student's participation and/or progress in achieving the outcome

FOCUS SKILLS

Are 'non-exhaustive' lists of skills which are the focus for teaching outcomes.

INFORMATION

Suggestions for where you may access further information/resources/assistance.

TROUBLE SHOOTING

This provides suggestions of what to do if the student is not progressing towards achieving the Outcome Statements.

LEARNING EXPERIENCES

A range of activities which relate directly to the Outcome Statement.

TEACHING EXAMPLE/STRATEGIES

Examples of strategies/techniques and processes which may be used to teach a specific focus skill. The given example relates to the focus skill with the symbol.

Communicating arts ideas

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT
<p>The Arts</p> <p>STRAND</p> <p>Communicating arts ideas</p>	<p>Cal F The student begins to explore sensory experiences in their environment and expresses ideas in a variety of ways through play.</p> <p>POINTERS</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> • make movements during arts activities, e.g. sway, stamp, play instruments, role play • show interest in environment by exploring objects and self • explore different sources of stimuli within the environment • audio e.g. listen to telephones, sirens, bells etc • tactile e.g. play with sand, water, foam etc • visual e.g. look through kaleidoscopes, at movies, photos etc- • kinaesthetic e.g. play on swings, see-saws, monkey rings etc. • tell a story from own photograph or video • use art works to convey specific meaning - • auditory e.g. drum for thunder • tactile e.g. finger painting for Mother's Day card • visual e.g. identifies pictorial symbols; and • kinaesthetic e.g. stamps feet to show an emotion such as anger in a role playing situation 	<p>OUTCOME STATEMENT</p> <p>LEVEL 1</p> <p>CAI 1</p> <p>The student values and uses ideas and imagination as well as their play and sensory experiences as the basis for making and sharing arts activities.</p>

KEY ELEMENTS

- Media
- Dance
- Music
- Drama
- Visual Arts

FOCUS SKILLS FOR DRAMA

- Use one object to represent another
- Use body movement to express self
- Engage in play
- Dress up
- Play with given props
- Explore environment
- Explore objects and materials
- Respond to stimuli, e.g. smile, recoil hand
- Manipulate objects and materials
- Use representative objects in imaginative play, e.g. make car from box
- Take part in dress-up activities, e.g. try a variety of dress up clothes, look at self in mirror, show others
- Engage in early thematic play, e.g. playing with toy zoo animals

(EG). Play imaginatively using simple, given prop

CONSIDERATIONS

- Nature of disability

- Sensitivity to sensory stimuli

INFORMATION

- Specialist personnel
- Ed. Department syllabus
- Spare Parts Theatre
- Oral Language - First Steps

TROUBLE SHOOTING

If not working:

- Is the interest level appropriate?
- Has sufficient time for demonstration/practice been allowed and
- Are activities too complicated? (Simplify).

LEARNING EXPERIENCES

- Excursions
- Assemblies
- Practice Listening Skills
- Role play
- Puppet Theatre
- Mime
- Retelling using props

TEACHING EXAMPLE/STRATEGIES

(EG). Play imaginatively using simple given props:

- Tea Parties - e.g. Mad Hatters.
- Role play daily events using dolls e.g. mealtimes, bath time, bedtime.
- Use chairs, boxes, brooms (i.e. familiar environmental objects) to encourage imaginative play e.g. chair represents bus, box represents car, broom represents horse etc.
- Dress up activities to encourage role playing.
- Use books, drama performance as a stimulus for students' imaginative play.
- Teacher can initially model and become involved then gradually withdraw from activity.

Using Arts Skills, Techniques, Technologies and Processes

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
<p>The Arts</p> <p>STRAND</p> <p>Using Arts Skills, Techniques, Technologies and Processes</p>	<p>STPF The student uses basic elements of auditory, visual, tactile and kinaesthetic experiences to experiment and develop basic techniques in and across art forms</p> <p>POINTERS</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> • make effective use of stimuli • auditory e.g. hums to music, plays triangle • tactile e.g. manipulates clay • visual e.g. watches television • kinaesthetic e.g. swing on swings • manipulate arts material, e.g. paper, clay, fabrics, copy modeled actions/ noises • use a variety of visual arts media to create art works, e.g. collage made from pasta • contribute to group art work 	<p>LEVEL 1</p> <p>STP 1</p> <p>The student experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop their arts works and activities in informal settings.</p>

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• sing, play instruments• dance, move to music• draw, manipulate tools• act out experiences | |
|--|--|--|

KEY ELEMENTS

- Media
- Dance
- Music
- Drama
- Visual Arts

FOCUS SKILLS

Dance

- Explore movement
- Follow directions using a specified part of the body Imitate movement
- Follow and demonstrate different ways of moving Move with purpose

(E G). Imitate and repeat movements

- Follow directions using specific parts of the body Move in personal space
- Dance with partner in free formation
- Participate in social dance
- Express enjoyment while dancing
- Attend to actions/movements of a leader
- Join in dance activities

CONSIDERATIONS

- Nature of disability - including physical disabilities
- Medical problems which may preclude student participating in particular movements, or strenuous activity

INFORMATION

- Physiotherapist
- Occupational Therapist
- Specialised teachers e.g. music specialist
- Physical Education teacher

TROUBLE SHOOTING

If not working:

- Accept the students best efforts - don't aim for perfection;
- Increase motivation/reinforcement;
- Use a mirror so that student can see own movement; and
- Give more practice.

LEARNING EXPERIENCES

- Physical Education activities
- Singing sessions
- Music/Dance/Drama activities

TEACHING EXAMPLE/STRATEGIES

(EG). Imitate and Repeat Movements:

- Teach students to imitate movements in the context of a variety of musical and physical activities
- singing games - The Wheels of the Bus
- musical games - Statues, Musical Chairs
- aerobics activities
- movement activities, with/without music.

- Model movements for students - give plenty of time and practice for students to imitate movements.
- Teach one movement at a time. Make sure students have mastered single movements before asking them to attempt combined movements.
- When asking students to imitate a sequence of movements e.g. 'walk', 'run', 'jump', present these at a rate that allows students to keep up. Faster activities can be introduced as proficiency increases.
- Some students may require assistance to perform movements - for example, support if attempting to stand on one leg.
- For some students approximations of movements will represent the best imitation of movements that they are capable of performing.

Responding, reflecting on and evaluating the arts.

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
The Arts STRAND	RREF The student responds to sensory experiences: auditory, visual, tactile, and/or kinaesthetic.	LEVEL 1
Responding, reflecting on and evaluating the arts.	<p>POINTERS This will be evident when students, for example:</p> <ul style="list-style-type: none"> • respond to art forms • auditory e.g. interpret music through movement, such as skip to "The Flight of the Bumble Bee" • tactile e.g. explore tactile board/3D picture • visual e.g. watch puppet show • kinaesthetic e.g. choose favourite movement, such as bunny hop, skip. • attend to art works • auditory e.g. turn head to source • tactile e.g. tolerate various textures • visual e.g. fixate on colour changes in fantasia lamp • kinaesthetic e.g. rock in rocking chair to music • respond to art works • auditory e.g. vocalise to music • tactile e.g. clap hands in appreciation of art works • visual e.g. smile, point to painting • kinaesthetic e.g. make focused movement to music • express preference to various art forms • express likes/dislikes e.g. smile, cry 	<p>RRE1 The student engages with and makes simple personal responses to their own art works and activities and those of others and understands that there may be a range of different responses.</p>

KEY ELEMENTS

- Media
- Dance
- Music
- Drama
- Visual Arts

FOCUS SKILLS

- Tolerate sensory experiences
- Attend to sensory stimuli experiences
- Use body language to express likes/dislikes Understand simple language related to drama
- Use movement to convey specific meaning, e.g. gestures Respond to sensory experiences, e.g. turn head to sound Follow simple instructions related to drama, e.g. "be an airplane .
- (EG). Attend to dramatic performance, e.g. show interest, become animated, point to performer
- Express likes/dislikes about dramatic presentations e.g. choose favourite character

CONSIDERATIONS

- Nature of disability
- Attention span of student
- Ability of student to cope with new situations - such as visits to a theatre Is the student disturbed by crowded situations - such as assemblies

INFORMATION

- Spare Parts Theatre
- Music and Drama specialists

TROUBLE SHOOTING

If not working:

- Increase reinforcement/choose more desirable reinforcer;
- Do not expect the student to attend over long periods of time;
- Make sure experiences presented are motivating to the student; and
- Give more practice at sitting/listening/attending for short periods - time can be gradually increased.

LEARNING EXPERIENCES

Drama

- Incursions - arrange in school performance by drama groups/performers Excursions - take students to performances of plays/concerts
- Puppet play
- Home corner activities
- Dressing up activities - class dress up box, school dress-up day
- Story reading
- Video reviewing
- Assemblies
- School concerts
- Role play activities

TEACHING EXAMPLE/STRATEGIES

(EG). Attend to Dramatic Performance:

- Before any presentation seat students in a position where they are able to have a clear view of the presentation.
- Students should be comfortably seated, and seating arranged so that they do not distract each other from the presentation.
- In teacher presentations to class, use devices such as action, voice variation, intermittent questioning and opportunity for student participation to maintain students' interest and attention.
- When necessary during presentations redirect students' attention to the presentation.
- Reinforce good attending behaviour.
- Encourage students to respond to presentations as an audience - e.g. applaud at the end of presentation.

Follow up presentations with opportunity for student discussion/involvement - e.g. let student indicate favourite character, re-enact part of presentation.

Understanding the role of the arts in society

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
<p>The Arts</p> <p>STRAND</p> <p>Understanding the role of the arts in society</p>	<p>AIS F The student shows an awareness of auditory, visual, tactile, and/or kinaesthetic stimuli in their immediate environment.</p> <p>POINTERS</p> <p>This will be evident when students, for example:</p> <ul style="list-style-type: none"> • view artworks - music, dance, drama, media, visual arts • identify different sources of arts in everyday life - radio, television, music, cartoons; and • share their own experiences or art works - bring photograph/video to school • retell story 	<p>LEVEL 1</p> <p>AIS1</p> <p>The student recognises and talks about arts experiences in their own lives and arts activities in their immediate communities.</p>

KEY ELEMENTS

- Media
- Dance
- Music
- Drama
- Visual Arts

FOCUS SKILLS

Media

- Share own experience of media, e.g. television presentation
- Choose between different media, e.g. television, talking book
- Attend to media
- **(E G)**. Participate in a range of media experiences Recognise different media
- Identify a range of media experiences in their everyday lives, e.g. television, photographs

CONSIDERATIONS

- Nature of disability
- Does the student demonstrate an awareness of self, and others? Is the student able to recognise symbolic representations of people/animals/objects?
- How does the student communicate?
- Does the student attend to media presentations?

INFORMATION

- Speech Pathologist to assist with communication techniques/strategies.

TROUBLE SHOOTING

If not working:

- Develop attending behaviour,
- Reinforce good attending, use materials which are motivating to student;
- Use very familiar content in videos, photographs, recordings;
- Allow opportunities for repeated listening to viewing of materials;
- Use short sequences, only a few photos at a time;
- If recording students on cassette use a microphone to help students to speak up; and
- Use volunteer to tape and video students so that you are available to assist and direct the students.

LEARNING EXPERIENCES

- Music lessons
- Dance activities
- Physical education/movement activities
- Visual arts activities

- Reading and viewing activities (English)
- Speaking and listening activities
- Class excursions

TEACHING EXAMPLE/STRATEGIES

(EG). Participate in a range of media experiences:

- Videos/Television:
 - make videos of students engaged in various school activities. View/discuss these as class activity
 - view story videos - students point out favourite characters, recall incidents, act out a character or incident from the video
 - talk about TV programs viewed, students name programs they watch, recall characters.
- Photographs:
 - photograph student activities, display, discuss
 - use photographs for choice-making
 - invite students to bring photographs from home as 'Show and Tell' items.
- Recordings:
 - record students on cassette tape for example telling their name, telling news
 - record familiar sounds, voices of familiar people - have students match sounds/voices with photographs or pictures invite students to bring favourite music cassette to school to share with class
 - play recorded music for movement/dance/fitness activities.
- Magazines:
 - find magazine pictures associated with various themes - display these as part of a class project about the theme
 - use magazine pictures in art works e.g. collages.
- Other Technology:
 - use overhead projectors/photocopiers in producing artworks - for example students trace round a stencil, then enlarge it and paint or decorate the result produce print outs of students work during computer activities.

Last Updated : 12/7/2005 2:21:09 PM

Department of Education and Training
E-mail - [WebSupport](#)