

	Understanding the Arts in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting	Understanding the Arts in Context	Developing Practical Knowledge	Developing Ideas	Communicating and Interpreting
<b>Dance</b>	<b>Level One</b>				<b>Level Two</b>			
	Demonstrate an awareness of dance in their lives and in their communities.	Explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.	Improvise and explore movement ideas in response to a variety of stimuli.	Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances.	Identify and describe dance in their lives and in their communities.	Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships.	Use the elements of dance in purposeful ways to respond to a variety of stimuli.	Share dance movement through informal presentation and identify the use of the elements of dance.
	<b>Level Three</b>				<b>Level Four</b>			
	Explore and describe dances from a variety of cultures.	Use the dance elements to develop and share their personal movement vocabulary.	Select and combine dance elements in response to a variety of stimuli.	Prepare and share dance movement individually and in pairs or groups.  Use the elements of dance to describe dance movements and respond to dances from a variety of cultures.	Explore and describe how dance is used for different purposes in a variety of cultures and contexts.	Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others.	Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes.	Prepare and present dance, with an awareness of the performance context.  Describe and record how the purpose of selected dances is expressed through the movement.

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# New Zealand Curriculum Achievement Objectives

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<b>Drama</b>	<b>Level One</b>				<b>Level Two</b>			
	Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.	Explore the elements of role, focus, action, tension, time, and space through dramatic play.	Contribute and develop ideas in drama, using personal experience and imagination.	Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.	Identify and describe how drama serves a variety of purposes in their lives and in their communities.	Explore and use elements of drama for different purposes.	Develop and sustain ideas in drama, based on personal experience and imagination.	Share drama through informal presentation and respond to elements of drama in their own and others' work.
	<b>Level Three</b>				<b>Level Four</b>			
	Investigate the functions and purposes of drama in cultural and historical contexts.	Use techniques and relevant technologies to explore drama elements and conventions.	Initiate and develop ideas with others to create drama.	Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.	Investigate the functions, purposes, and technologies of drama in cultural and historical contexts.	Select and use techniques and relevant technologies to develop drama practice.  Use conventions to structure drama.	Initiate and refine ideas with others to plan and develop drama.	Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.

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<b>Music and Sound Arts</b>	<b>Level One</b>				<b>Level Two</b>			
	Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.	Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour.	Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination.	Share music making with others.  Respond to live and recorded music.	Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.	Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.	Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.  Explore ways to represent sound and musical ideas.	Share music making with others, using basic performance skills and techniques.  Respond to live and recorded music.
	<b>Level Three</b>				<b>Level Four</b>			
	Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.  Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.	Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.	Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.  Represent sound and musical ideas in a variety of ways.	Prepare and present brief performances of music, using performance skills and techniques.  Respond to and reflect on live and recorded music.	Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.  Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.	Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.	Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation.  Represent sound and musical ideas in a variety of ways.	Prepare, rehearse, and present performance of music, using performance skills and techniques.  Reflect on the expressive qualities of their own and others' music, both live and recorded.

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<b>Visual Arts</b>	<b>Level One</b>				<b>Level Two</b>			
	Share ideas about how and why their own and others' works are made and their purpose, value, and context.	Explore a variety of materials and tools and discover elements and selected principles.	Investigate visual ideas in response to a variety of motivations, observation, and imagination.	Share the ideas, feelings, and stories communicated by their own and others' objects and images.	Share ideas about how and why their own and others' works are made and their purpose, value, and context.	Explore a variety of materials and tools and discover elements and selected principles.	Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.	Share the ideas, feelings, and stories communicated by their own and others' objects and images.
	<b>Level Three</b>				<b>Level Four</b>			
	Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.	Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.	Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.	Describe the ideas their own and others' objects and images communicate.	Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.	Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.	Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.	Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.

