

# **Integrating the Arts**

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# Why Integrated Arts?

## Our Context:

### Teaching and Learning:

- Identified gap in confidence teaching arts subjects
- Focus on extended higher level thinking in writing around characters, themes and situations

### Curriculum and Standards:

- Identified gaps between what was offered at CPS and curriculum standards
- Highly technical curriculum

### School Context:

- Multi-cultural school with high number of EAL/D and Indigenous students
- Established, experienced staff

**Most of all, staff were largely disinterested in The Arts seeing it as a primarily fun activity with little or no academic value.**

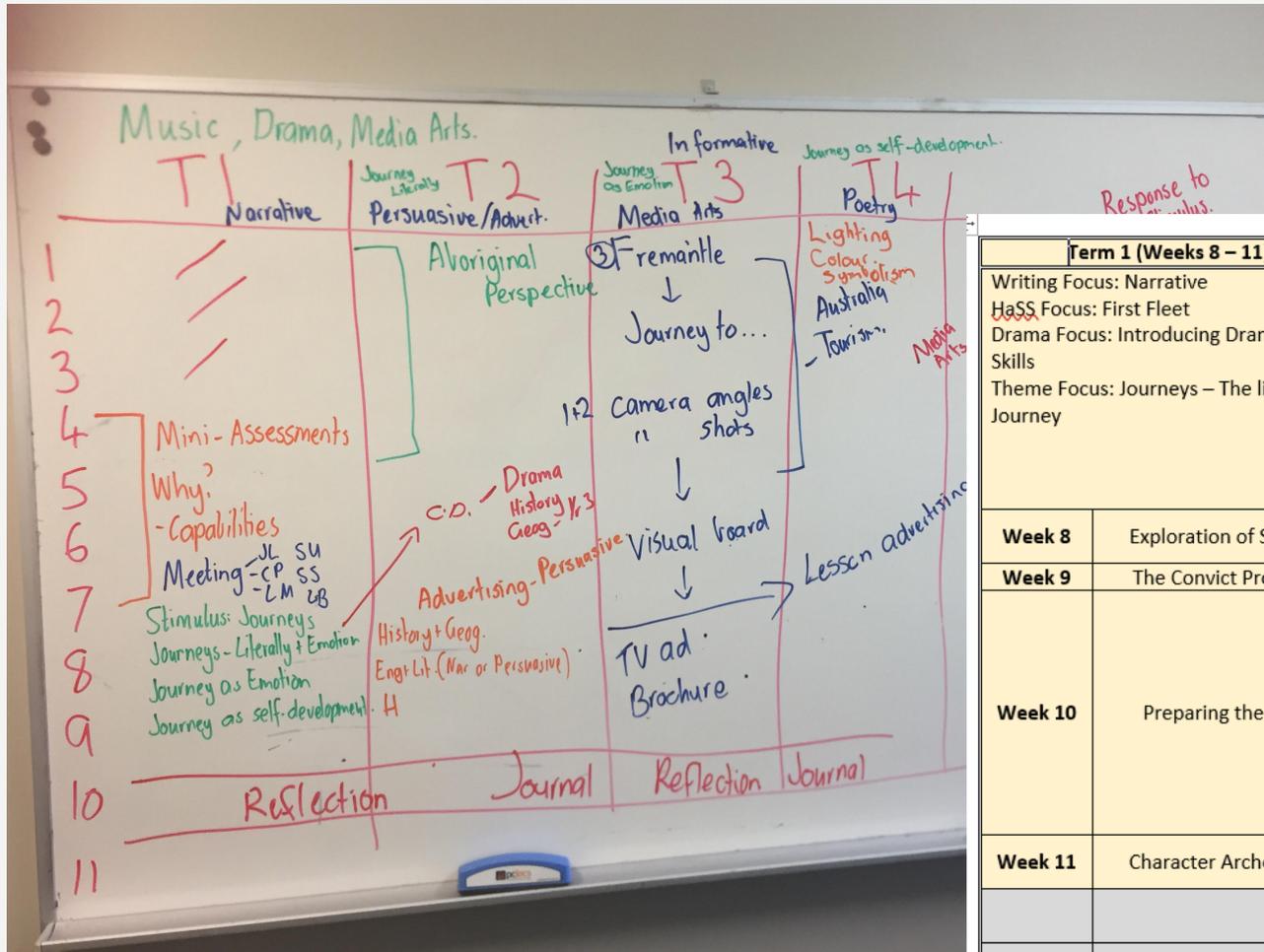
**How To:  
Increase capacity in teaching Arts  
subjects?**

**How To:**  
**Improve student outcomes?**

**How To:**

**Improve how The Arts are perceived  
and valued?**

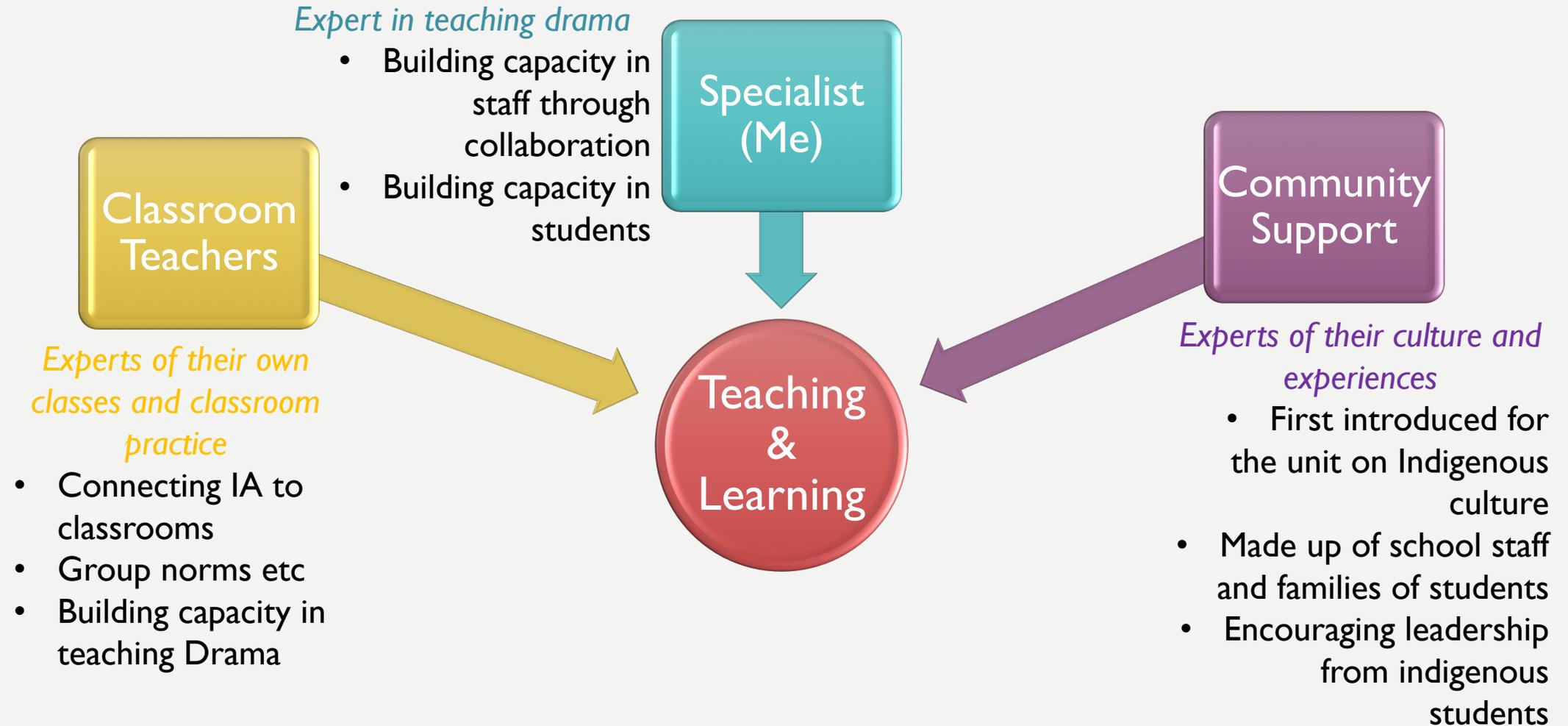
# Year 4 Pilot Program



Term 1 (Weeks 8 – 11)		Term 2 (Weeks 1 – 5, Weeks 6 – 10)		Term 3 (Weeks 1 – 5, Weeks 6 – 10)	
Writing Focus: Narrative HaSS Focus: First Fleet Drama Focus: Introducing Dramatic Skills Theme Focus: Journeys – The literal Journey		Writing Focus: Persuasive/Advertisement HaSS Focus: First Fleet and Aboriginal first contacts with Europeans Drama Focus: Creating improvised and scripted drama Theme Focus: Journeys – The literal Journey (introducing emotional elements)		Writing Focus: Informative - Brochure Media Arts Focus: Creating an informational brochure and advert to promote a 'journey' to a place Theme Focus: Journeys – The emotional journey	
<b>Week 8</b>	Exploration of Stimuli	<b>Week 1</b>	Exploration of Stimuli II - Journeys	<b>1</b>	Introducing Media Arts
<b>Week 9</b>	The Convict Problem	<b>Week 2</b>	Building a Colony - Colonists	<b>2</b>	EXCURSION Exploring Fremantle through photography: • Historically significant places, people, things • Camera Angles, Camera shots • Textures, colours and lighting
<b>Week 10</b>	Preparing the Ship	<b>Week 3</b>		<b>3</b>	
<b>Week 11</b>	Character Archetypes	<b>Week 4</b>		<b>4</b>	
		<b>Week 5</b>	Building a Colony - Convicts	<b>5</b>	Create a storyboard & script for the advert
		<b>Week 6</b>		Aboriginal first contact: Creating mini-dramas for different aspects of contacts or the outcomes to be performed in NAIDOC celebrations	<b>6</b>
		<b>Week 7</b>	<b>7</b>		
		<b>Week 8</b>	<b>8</b>		
		<b>Week 9</b>	<b>9</b>		Record the advert & Edit
		<b>Week 10</b>	<b>10</b>	Record the advert & Edit	

**REFLECTION JOURNAL: Reflection, ideas, analysis**

# Year 4 Program Structure



# Year 4 Program Curriculum Links

## DRAMA

- **Making:**
  - Improvised and devised drama based on narrative structures in selected drama styles ([ACADRM031](#))
- **Responding:**
  - Responses that involve identifying and reflecting on the meaning and purpose of their own and others' drama, using drama terminology ([ACADRM034](#))
- **Skills & Processes:**
  - Exploration and experimentation of eight (8) elements of drama when creating improvised or devised drama ([ACADRM032](#)):
    - **Role** (taking on the point of view of a fictional character; listening and responding in role)
    - **Situation** (establishing and sustaining a fictional setting)

## ENGLISH

**Classroom Links** – Teachers integrated the concepts and lessons from the Integrated Arts program with their teaching of English.

## HISTORY

### History (First Contact)

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order) ([ACHASSK085](#)) **Unit 1**

The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines) ([ACHASSK086](#)) **Unit 2**

### Analysing: - Across all units

Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic) ([WAHASS33](#))

### Evaluating – Across all units

Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) ([WAHASS36](#))

### Communicating & Reflecting – Across all units

Develop texts, including narratives and biographies, that use researched facts, events and experiences (WAHASS38) - (**Drama Units only**)

Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37) – **Product Drama piece**

# Year 4 Program

## Bringing History to Life

Example Lesson: **The Convict Problem**

- **Prior Learning:**

**Classroom:** Students have looked at the causes for the First Fleet and looked at the different groups and their views (E.g. British Government, Americans after the American Revolution, The British poor  
**IA:** Students have begun to play characters from different classes

- **Learning Intention:** To examine the different groups and perspectives in the lead up to the First Fleet
- **Success Criteria:**
- I can take on the role from one of the groups and 'keep in character'
- I can see what these groups have in common and how they are different
- I can discuss how being in a particular group felt

## You are the British Poor:

While the British Government and the American Colonists have been fighting their war (the British Government lost, the American Colonies won), you have been starving, working long hours for little pay and dying of disease. You have watched your families become hungry and sick and neither the British Government or the American Colonists have listened to your problems. Because you've been starving, many of you have turned to stealing to feed yourselves and become convicts in the process. If you're sentenced as a convict you get sent far away from your family and friends, often for the rest of your life. You're angry with the British Government and the American Colonists for ignoring you!

**Situation:** The British Government is looking for a place to put their convicts. They used to put them in America. Hang on a second! Why aren't they asking us what to do instead?

**Your Goal:** To have a say in what happens to convicts and make some suggestions on how to improve the lives of the British Poor.

**Your Opinions:** They're so posh and smart, they'll be able to understand our problems!

**How to treat the British Government:** We will treat them with respect because they can always make our lives worse. Unless they make us angry...

**How to treat the Ar**

## You are the British Government:

You have just finished fighting a war against the Americans who wanted their independence. You lost! You don't have anywhere to send your convicts now. You need to show the American Colonists who's boss! You don't care anything for the British Poor. They're nobodies anyway. |

**Situation:** The British Government is looking for a place to put their convicts. They used to put them in [America](#) but something tells me that they won't want to do that anymore. We need to find another solution OR convince the Americans to take our convicts

**Your Goal:** To find a place to put the convicts – America is best. If not there, then where?

**Your Opinions:** You Americans are so vulgar and uppity! They need to listen to their betters!

**How to treat the American Colonists:** Try to boss them into taking your convicts. They're a vulgar bunch so make sure they know that you're posh and better than they are.

## Year 4 Program Bringing History to Life

Each group of students played a role.  
The British and American Governments  
were bossy and arrogant, talking over the  
poor.

1/3/18 Writing with Mrs. Unwin

There is a girl name Trisha who is shy and wanting to be a leader. She is a shy Year 5 girl and she has absolutley no confidence what so ever. She thinks that she is not a great leader and that stops her from building enough confidence and courage. but one day there was a girl who is absolutley a leader and Trisha told everything she is having a trouble, she suggest to do what she likes and try to build more confidence to actually be a leader. Trisha really wants to be a great leader so she pushes hard and hard to write her things of how to be a leader. she did meet some friends and quest what... She has chosen to be a leader!

Tell me They were proudly galloping.

Starting Emotion: tough

Show Me!

wearing clean armour. wearing across  
 riding comfortably  
 perfect posture  
 servants standing by

The soldiers proudly galloped with their King having a straight posture and a shield held to their hand. Then as they arrived. A guard appear with his eyes looking down dissapointed and then starts insulting with no reason.

madness for

The King is galloping proudly with his horse Jellory. They were galloping with the kings slaves. The slaves were walking behind the king and Jellory the horse. The King was trying to find a castle and it was a long way.

The king was finally aproching the castle. Some of the slaves were try to catch up with the king. He didnt even notice it

# YEAR 5

## INTEGRATING WRITING WITH DRAMA

# INTEGRATING THE ARTS – VALUE FOR TEACHERS

Thank you so much for the Integrated Art sessions this semester, they have added real value to our teaching program. It has been wonderful to see our students so engaged and enjoying their learning. It has been fantastic that we have been able to integrate our HASS subject of the first fleet and the students truly begin to understand what the early people of Australia went through. I have also noticed an improvement in their literacy and them being able to see and begin to understand different perspectives. It has been particularly cool to see the indigenous students who are normally quite reserved step up and take the lead in many of the activities and be confident in their knowledge.

**-Year 4 Classroom Teacher**

Thank You for sharing the students' writing samples after each weekly lesson. The level of vocab and emotional ideas are definitely showing improvement. This surely indicates the importance of explicitly teaching emotion and theme and the usefulness of drama and video clips as powerful tools for creative stimulus.

**-Year 5/6 Classroom Teacher**

# Integrating The Arts Lessons Learned

## Benefits:

- Deepens knowledge in HaSS and English learning areas
- Increases engagement and leadership, specifically with students who normally disengage
- Gives opportunities to develop social skills in a new way
- Excellent for goal setting, feedback and reflections

## Next steps:

- Linking explicitly to writing for better rigor
- Year 5/6 Teachers beginning a similar program in Term 3. Building more teachers' interest in using The Arts
- Finding ways to integrate with other STEAM subjects

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