**Tableaux vivant ‘Living Pictures' | Creative play with Hinton, 2022**

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| **Curriculum Links: EYLF, The Early Years Learning Framework for Australia** |
| **OUTCOMES**   1. Children have a strong sense of identity. 2. Children are connected with and contribute to their world. 3. Children have a strong sense of wellbeing. 4. Children are confident and involved learners. 5. Children are effective communicators. |
| **PRACTICE**  **Holistic Approach:** Implementing social activity with other children and educators, and community participation through the interaction with an external party of cultural value.  **Responsiveness to Children:** Catering for differentiation (responding to all children’s interests). Allowing children to have an opinion regarding the programs content, and a choice in relation to the inspiration they use for their recreations.  **Learning Through Play:** Allowing children to play and interact with other children and educators throughout the learning activities: using social skills, testing new ideas, challenging one another, and developing new understandings. Creative play provides opportunities for children to learn as they discover, create, improvise, and imagine.  **Intentional Teaching:** Learning will occur through social interactions, and conversation with explaining and questioning museums and art forms.  **Learning Environment:** The program is vibrant and engaging. It will stimulate the interests and abilities of each child. |
| **Curriculum Links: Early Stage 1** |
| **Appreciating**  **VAES1.3:** Recognises some of the qualities of different artworks and begins to realise that artists make artworks.  **VAES1.4:** Communicates their ideas about pictures and other kinds of artworks. |
| **Making**  **DRAES1.1:** Uses imagination and the elements of drama in imaginative play and dramatic situations. |

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| **Curriculum Links: Stage 1** |
| **Appreciating**  **VAS1.3:** Realises what artists do, who they are and what they make.  **VAS1.4:** Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience. |
| **Making**  **DRAS1.1:** Takes on roles in drama to explore familiar and imagined situations.  **DRAS1.2:** Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills f movement and voice. |

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| **Curriculum Links: Stage 2** |
| **Appreciating**  **VAS2.3:** Acknowledges that artists make artworks for different reasons and that various interpretations are possible.  **VAS2.4:** Identifies connections between subject matter in artworks and what they refer to and appreciates the use of particular techniques. |
| **Making**  **DRAS2.1:** Takes on and sustains roles in a variety of drama forms to express meaning in a wide  range of imagined situations.  **DRAS2.2:** Builds the action of the drama by using the elements of drama, movement, and voice skills. |