

Performing Arts Term 1 Overview

Choice	Opportunities for Innovation	Connected Learning	Voice	Critical Thinking	Problem Solving/Finding
Choice of presentation Choice of music Choice within the creating process.	Make, create, perform.	Literacy Mathematics Music Drama Dance	Reflection – feedback given at the end of term 4 to direct learning and platforms used.	Problem Solving Tasks Reflection of tasks Strategies to create So What?? What will they do with their new knowledge. How will they use it in the future? Where would they like to take their learning next?	Use of new technology How to pieces fit together? What is the role and why is it needed? Ordering

	Foundation Music Focus	1/2 Music Focus	3/4 Music Focus	5/6 Dance and Music Focus
1				
2	Expectations	Expectations	Expectations	Expectations
3	Long short	Pitch Practise	Melodies and Movement	Cultural inquiry
4	Loud and Soft	Pitch Patterns	Body Percussion	Creative movement
5	High and Low	Ordering Pitch	Ensemble piece	Cultural inquiry
6	High and Low	Melodies and Body Percussion	Ensemble piece	Music composition
7	High and Low	Composition	Ensemble Piece	Cultural stories
8	Beat and Rhythm	Performance	Ensemble Piece	Cultural stories
9	Reflection	Reflection	Reflection	Cultural stories
10	Easter songs	Easter Songs	Easter Songs	Reflection

Curriculum Links and Connections

Curriculum links	Curriculum links	Curriculum links	Curriculum links
Foundation Level	Levels 1 and 2	Levels 3 and 4	Levels 5 and 6
Explore and Express Ideas			
Explore sound and silence and ways of using their voices, movement and instruments to express ideas	Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion	Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments	Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects
Music Practices			
Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community	Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community	Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms	Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing
Present and Perform			
Rehearse and perform songs and short instrumental pieces which they have learnt and composed	Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience	Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience	Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience
Respond and Interpret			
Respond to music, expressing what they enjoy and why	Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander Music	Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for including the music of Aboriginal and Torres Strait Islander Peoples, using music terminology	Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations including the music of Aboriginal and Torres Strait Islander Peoples
Achievement Standard			
By the end of Foundation, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns.	By the end of Level 2 students use imagination, their voices and instruments to improvise, compose, arrange and perform music. They explore and make decisions about ways of organising sounds to communicate ideas. They achieve intended effects and demonstrate	By the end of Level 4, students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. They document their compositions. Students describe and discuss similarities and differences between	By the end of Level 6, students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive

<p>Students describe the music to which they listen, identifying what they enjoy and why.</p>	<p>accuracy when performing and composing. They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts.</p>	<p>music they listen to, compose and perform. They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.</p>	<p>skills, performing with accuracy and expression for audiences. Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. They describe how their music making is influenced by music from different cultures, times and locations, using music terminology.</p>
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