

## Performing Arts Term 2 Overview

Choice	Opportunities for Innovation	Connected Learning	Voice	Critical Thinking	Community Connection	Problem Solving/Finding
Choice of presentation Choice of music Choice within the creating process.	Make, create, perform.	Mathematics – Counting, fractions, spatial awareness, patterns, shape. GI Change – seasons, The connection between music and movement. Literacy Music Dance	Reflection – Feedback end of Term 1 learning and platforms used. assessment	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?	Seesaw Newsletter Instagram Performances – Open Night, ANZAC day, MPGT	Use of new technology How to pieces fit together? What is the role and why is it needed? Ordering Group work – collaborating ideas to succeed.

	Foundation Music/Dance Focus	1/2 Music Focus	3/4 Music Focus	5/6 Dance Focus
1	Welcome Back – Focus Beat	Public Holiday	Carnival of the Animals introduction	Welcome Back – 4 Seasons
2	Introduction to 'Beat'	Hand games 1	Carnival of the Animals	Dance skills
3	Songs and movement	Hand games 2	Carnival of the Animals	Choreograph
4	Country Dance 1	Hand games 3 & 4	Carnival of the Animals (Excursion MSO)	Choreograph
5	Country Dance 1	Reflect and Compose	Reflection	Choreograph
6	Country Dance 2	Create hand actions	Compose	Choreograph
7	Country Dance 2	Teach peers class hand game	Compose	Peer Performance
8	Peer Performance	Public Holiday	Peer Performance	Reflection
9	Reflection	Reflection & Production	Reflection	MPGT

## Curriculum Links and Connections

<b>Curriculum links</b>	<b>Curriculum links</b>	<b>Curriculum links</b>	<b>Curriculum links</b>
Foundation Level	Levels 1 and 2	Levels 3 and 4	Levels 5 and 6
<b>Explore and Express Ideas</b>			
Explore sound and silence and ways of using their voices, movement and instruments to express ideas  Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance 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 movement possibilities and choreographic devices using safe dance practice, the elements of dance to create movement ideas, sequences and phrases
<b>Music Practices</b>			
Sing to create and practise chants, songs and rhymes.	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 technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences
<b>Present and Perform</b>			
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	Perform dance with technical competence, using expressive skills to communicate a choreographer's ideas
<b>Respond and Interpret</b>			
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 the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander Peoples
<b>Achievement Standard</b>			
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.	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	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	By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform

<p>They understand and respond to the beat and simple rhythm patterns. Students describe the music to which they listen, identifying what they enjoy and why.</p>	<p>communicate ideas. They achieve intended effects and demonstrate 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>audiences. They document their compositions. Students describe and discuss similarities and differences between 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>dances for audiences, demonstrating technical and expressive skills and safe dance practice. Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.</p>
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