

Performing Arts Term 4 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 3 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 learn new skills at home.

	Foundation	1/2 Music	3/4 Drama	5/6 Music
1	Introduce story: The Nutcracker	Revise music notation, body percussion - beat and rhytm.	Improvisation based on mime	Provocation - Watch and Question
2	Reading music notation testing prior knowledge - songs from The Nutcracker	Practise Christmas songs from around the world - voice and instrumentation.	Mime exercises	Music Elements revised
3	Listen to and explore sections of the song The Chinese Dance	Practise Christmas songs from around the world - voice and instrumentation.	Perform small miming skit	Finding out - New music technology
4	Perform parts of the Chinese Dance as a class	Practise Christmas songs from around the world - voice and instrumentation.	Prepare Miming skit with props	Creating - Composing music
5	Exploring syncopation - beat and rhythms	Practise and Perform Christmas songs from different cultures.	Curriculum Day	Curriculum Day
6	Learn and Perform Fantasia - China Dance	Perform Christmas songs using voice, instrumentation and body percussion.	Perform miming skit with props	Creating - composing Music
7	Reflection	Reflection	Reflection	Reflection
8	Christmas Songs	Christmas Songs	Christmas Songs	Christmas Songs
9	Christmas Songs	Christmas Songs	Christmas Songs	Christmas Songs
10	Christmas Songs	Christmas Songs	Christmas Songs	Christmas Songs
11	Celebration	Celebration	Celebration	Celebration

Curriculum Links and Connections

Foundation Level Description	Levels 1 and 2 Content Descriptions	Drama Content Descriptions	Music Content Descriptions
<p>Explore and Express Ideas Explore sound and silence and ways of using their voices, movement and instruments to express ideas.</p> <p>Music Practices Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community.</p> <p>Present and Perform Rehearse and perform songs and short instrumental pieces which they have learnt and composed. Respond to music, expressing what they enjoy and why.</p> <p>Respond and Interpret</p> <p>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.</p> <p>Achievement Standard</p> <p>Students describe the music to which they listen, identifying what they enjoy and why.</p>	<p>Explore and Express Ideas Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion</p> <p>Music Practices 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</p> <p>Present and Perform Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience</p> <p>Respond and Interpret 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</p> <p>Achievement Standard 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 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>Explore and Express Ideas</p> <p>Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama</p> <p>Drama Practices</p> <p>Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place</p> <p>Present and Perform</p> <p>Shape and perform dramatic action using narrative structures and tension in devised and scripted drama</p>	<p>Explore and Express Ideas</p> <p>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</p> <p>Music Practices</p> <p>Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing</p> <p>Present and Perform</p> <p>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</p> <p>Respond and Interpret</p> <p>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</p>