

PERFORMING ARTS TERM 2 2024 - STATEMENT OF INTENT

Guided Inquiry Unit: History

Value: Inclusion or Responsibility

To provide a safe, innovative and engaging setting which inspires students to achieve personal growth and feel empowered to make a positive impact in the world around them.

Opportunities for Innovation

Agency (empowered)

Community connections

	Foundation:	1/2:	3/4:	5/6:	Event/date considerations
1	Introduction to percussion	Introduction to found percussion	Introduction to history- focus on orchestral music 20th & 21st Centuries	Introduction to film soundtrack music	Summer Gala Day 18/4 Colour Fun Run 19/4
2	Whole class ensemble- song of the term	Whole class ensemble - to play along with and sing song	Introduction to history- focus on orchestral music 20th & 21st Centuries	<i>Film composition investigation</i>	Anzac Day 25/4 Curriculum Day 26/4
3	Whole class ensemble Song of the term	Whole class ensemble to play along with and sing song	Composition using melodic percussion and found percussion instruments - whole class ensemble	Introduction of assessment task	School Photos 1/5 Parent Phonograms 12/5
4	Portfolio	Portfolio	Ensemble: small groups to sing and play instruments along with a recorded song	Ensemble: small group to record and mix music samples	Parent Phonograms 29/5
5	Our Cultural Songs Looking at the songs of the cultural mix of each Foundation Class - to determine songs to learn	Drums focus Rhythmic Percussion in Simple time signatures 2/4, 3 / 4 and 4/ 4	Portfolio	Portfolio	Education Week Open Afternoon 13/5

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6	Cultural Songs of Foundation continued	Drums focus Rhythmic Percussion in Simple time signatures 2/4, 3 / 4 and 4/ 4	Our Cultural Songs Looking at the songs of the cultural mix of each Foundation Class - to determine songs to learn	Drums focus Rhythmic Percussion Simple time signatures in 2 / 4, 3/ 4 and 4/ 4	
7 Reconciliation Week	WINGARU - https://s3.ap-southeast-2.amazonaws.com/pdf.wingaru.com.au/v9/111_LP_Yr+0K_Dharug+Song.pdf Songs in language	WINGARU - https://s3.ap-southeast-2.amazonaws.com/pdf.wingaru.com.au/v9/111_LP_Yr+0K_Dharug+Song.pdf Songs in language	WINGARU - https://s3.ap-southeast-2.amazonaws.com/pdf.wingaru.com.au/v9/131_LP+-+Yr+5-6-7+-+Notable+First+Nations+Women_v9.pdf Notable Women- Featuring the music of Jessica Mauboy & Casey Donovan	WINGARU - https://s3.ap-southeast-2.amazonaws.com/pdf.wingaru.com.au/v9/131_LP+-+Yr+5-6-7+-+Notable+First+Nations+Women_v9.pdf Notable Men- Featuring the music of Mitch Tambo and Budjerah	Reconciliation Week
8	Songs about Friendship	Songs about Friendship	Songs about Friendship	Songs about Friendship	
9	Songs about Hope	Electronic generated music	Dance focus- Ballet & Hip Hop styles of story telling (Sarah Cullen) ES	Songs about Hope	ICE Showcase 14/6
10	Songs about Australia	Presenting small ensembles of electronic music compositions using ipads.	Drama focus- Modernised Fairy tales	Drama- skit making with themes like Courage, Resolving Conflict, Mateship, I'm sorry	Winter Gala Day 21/6
11	Songs about Sport & Chants	Reflection	Reflection	Reflection	School Athletics 27/6

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Curriculum Links

Foundation	1/2	3/4	5/6
<p>Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)</p> <p>Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (VCAMUM018)</p>	<p>Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)</p> <p>Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (VCAMUP023)</p> <p style="text-align: center;">Levels 1 and 2 Achievement Standard</p> <p>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.</p> <p>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>Perform dances using technical and expressive skills to communicate ideas and intentions to an audience (VCADAP027)</p> <p>Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)</p> <p>Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience (VCAMUP027)</p> <p style="text-align: center;">Explore and Express Ideas Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (VCADRE025)</p> <p style="text-align: center;">Dance-</p> <p>Perform dances using technical and expressive skills to communicate ideas and intentions to an audience (VCADAP027)</p>	<p style="text-align: right;">(VCADRP031)</p> <p style="text-align: center;">Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience</p> <p>Students explore more complex aspects of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose. They sing and play independent parts against contrasting parts, and recognise instrumental, vocal and digitally generated sounds.</p> <p>Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing (VCAMUM030)</p> <p>Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029)</p>