

# Level Two plan — Victorian Curriculum: Performing Arts (EVEN YEAR)



Implementation year: 2017

School name: Kyabram P-12 College

Prepared By: Sue Meeking

<b>Identify Curriculum</b>	<b>Phase curriculum focus and Year level description</b>	<p>In Levels 1 and 2, students continue their exploration of how dance can communicate ideas about themselves and their world and they make dances to express their ideas. They share their dance with peers and in informal settings, learn about safe dance practice and experience dance as audiences. As in Foundation, the starting point for Levels 1 and 2 Dance is 'everyday movements'. Students increase their awareness of the movements their bodies can create and further explore the elements of dance (space, time, dynamics and relationships) as they make and observe dances. They extend their learning about how to make dances and respond to feedback as part of their dance-making process. Students are introduced to dances from a range of cultures, times and locations, beginning with dance from cultures in their local community.</p> <p>In Levels 1 and 2, students continue their exploration and learning about how ideas and stories can be imagined and communicated through drama. They improvise and create roles, characters and situations and learn about focus and identifying the main idea of the drama. They share their drama with peers and experience drama as audiences. Drama in the local community is the focus for learning. Students also draw on drama from other cultures, times and locations. As they make and respond to drama, students explore meaning and interpretation, forms and elements and social and cultural contexts of drama. They make simple evaluations of drama expressing what they enjoy and why. Students learn about safety in dramatic play and in interaction with other actors.</p> <p>In Levels 1 and 2, students listen to and experiment with a range of sounds. They develop skills in imagining and creating and performing music which explores their ideas about the world. Students share their music with peers. They present music for school events and experience diverse music as members of an audience. Students select and make choices about their use of the elements of music as they improvise, compose and perform. They build on their ability to discriminate between different qualities of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they listen to and make music. They develop the range and expressiveness of their vocal and instrumental technique and continue learning to use their voice and other instruments appropriately and safely. Students become aware of the different reasons for the use of music in a range of contexts. They develop their understanding of the varying features of music from different cultures, times and locations and how it can be used for different purposes. They talk about why they have preferences for particular music.</p>
	<b>Achievement standard</b>	<p>By the end of Level 2 students use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas. Students communicate about dances they make, perform and view, and discuss where and why people dance.</p> <p>By the end of Level 2, students make and present drama using the elements of role, situation and focus in dramatic play and improvisation. Students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.</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. 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>Source: Victorian Curriculum   14 September 2015 <a href="http://victoriancurriculum.vcaa.vic.edu.au/Copyright">http://victoriancurriculum.vcaa.vic.edu.au/Copyright</a></p>
	<b>Course Outline</b>	<p>Students study one hour of Performing Arts per week in Years One and Two. Students have opportunities to develop skills in performance and enjoyment in drama and dance. Students explore role in stories and play and in movement using improvisation, costume, expression, feelings and other elements of the arts. Students begin to present ideas and create fundamental movement. Students are able to say what they know about the arts and what they prefer.</p>

<b>Teaching and learning</b>	<b>Unit Overview</b>	<b>Term 1 - Drama</b>	<b>Term 2 - Dance</b>	<b>Term 3 - Music</b>	<b>Term 4 – Media Arts</b>
		<ol style="list-style-type: none"> <li>1. Work space safety and etiquette revised.</li> <li>2. Experience story drama and play- adapting published and created stories.</li> <li>3. Drama in our world- where and why.</li> </ol> <ul style="list-style-type: none"> <li>• Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021)</li> <li>• Respond to drama, expressing what they enjoy and why, and why people make and perform drama (VCADRR024)</li> </ul>	<ol style="list-style-type: none"> <li>1. Safety in movement –try new movement.</li> <li>2. Body awareness share- dance creation.</li> <li>3. Dance in our world-discuss and share performance.</li> </ol> <ul style="list-style-type: none"> <li>• Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)</li> <li>• Respond to dance, expressing what they enjoy, and where and why people dance (VCADAR024)</li> </ul>	<ol style="list-style-type: none"> <li>1. Voice</li> <li>2. Instrumental experience- compose (organise sounds) and perform.</li> <li>3. Music in our world – discuss</li> </ol> <ul style="list-style-type: none"> <li>• Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)</li> <li>• Respond to music, communicating their preferences and discussing where and why people make and perform music (VCAMUR024)</li> </ul>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <ul style="list-style-type: none"> <li>• Experiment with ideas and develop characters and settings through stories using images, sounds and text (VCAMAE021)</li> <li>• Respond to media artworks and consider where and why people make media artworks (VCAMAR024)</li> </ul>

Develop assessment	Assessment							
	Term 1		Term 2		Term 3		Term 4	
	Week	Assessment	Week	Assessment	Week	Assessment	Week	Assessment
	1 - 10	Weekly observation and occasional notes.	1 - 10	Weekly observation and occasional notes.	1 - 10	Weekly observation and occasional notes.	1 - 10	Weekly observation and occasional notes.
1 - 10	I CAN checklist	1 - 10	I CAN checklist	1 - 10	I CAN checklist	1 - 10	I CAN checklist	

**Level Two Performing Arts: review for balance and coverage of content descriptions.**

Music					
Explore and Express Ideas	1	2	3	4	O
Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)			*		
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 (VCAMUM022)					*
Present and Perform					
Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (VCAMUP023)					*
Respond and Interpret					
Respond to music, communicating their preferences and discussing where and why people make and perform music (VCAMUR024)			*		
Dance					
Explore and Express Ideas	1	2	3	4	O
Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)		*			
Dance Practices					
Use choreographic devices to select and organise movement ideas and create and practise dance sequences (VCADAD022)					*
Present and Perform					
Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023)					*
Respond and Interpret					
Respond to dance, expressing what they enjoy, and where and why people dance (VCADAR024)		*			

Media Arts					
Explore and Express Ideas	1	2	3	4	O
Experiment with ideas and develop characters and settings through stories using images, sounds and text (VCAMAE021)				*	
Media Arts Practices					
Use media technologies to capture and edit images and sounds and text to tell stories (VCAMAM022)					*
Present and Perform					
Create and present media artworks that communicate ideas and stories to an audience (VCAMAP023)					*
Respond and Interpret					
Respond to media artworks and consider where and why people make media artworks (VCAMAR024)				*	
Drama					
Explore and Express Ideas	1	2	3	4	O
Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021)	*				
Drama Practices					
Use voice, facial expression, movement and space to imagine and establish role and situation (VCADRD022)					*
Present and Perform					
Present drama that communicates ideas, including stories from their community, to an audience (VCADRP023)					*
Respond and Interpret					
Respond to drama, expressing what they enjoy and why, and why people make and perform drama (VCADRR024)	*				