

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



Implementation year: 2017

School name: Kyabram P-12 College

Prepared By: Sue Meeking

Identify Curriculum	Phase curriculum focus and Year level description	<p>In Levels 3 and 4, students make and respond to dance independently, collaboratively with peers and teachers, and as an audience for other dancers' work. Students extend their awareness of how the whole body and different parts, zone and bases can be used to communicate ideas. They explore and experiment with the elements of dance (direction, time, dynamics and relationships) and extend their movement and technical skills. Students experience dance from a range of cultures, times and locations, and explore how these dances use expressive skills to communicate ideas and tell stories. They also explore the social and cultural contexts of dances they make, perform and view.</p> <p>In Levels 3 and 4, students learn by making and responding to drama, independently and collaboratively, with their peers and teachers. Through activities that focus on sharing and communicating, students extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation and process drama. Through dramatic play, role-play, character development, movement and mime activities they learn about focus, tension, space and time in their own and others' drama. They use elements of drama, story structures and language to shape ideas through dramatic action and present their drama to audiences. Students learn about drama from a range of cultures, times and locations, both in their local community and in other locations. As they make and respond to drama, students explore social and cultural contexts of drama and make personal evaluations of their own and others' drama. Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band.</p> <p>In Levels 3 and 4, learning in Music involves students making and responding to music independently and collaboratively with their peers and teachers. Students extend their understanding of the elements of music and their ability to interact with other musicians as they develop their music knowledge and skills. They listen for and perform independent rhythms over an underlying beat and recognise differences between notes moving by step and by leap. Through listening, composing and performing students learn about music from a range of cultures, times and locations, both in their community and in other locations. As they make and respond to music, students investigate the social and cultural contexts of it and the different purposes for music making in communities. They make personal evaluations of their own and others' music. Students use their voices, instruments and equipment, safely and appropriately, individually and in interaction with others. As artists they develop confidence in placing their voice and maintaining a part. As part of an audience they focus their attention on the performance and consider why and how audiences respond.</p>
	Achievement standard	<p>By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus. Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.</p> <p>By the end of Level 4, students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They use performance skills to communicate ideas and create a sense of time and place in their drama. Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience.</p> <p>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 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>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</p>
	Course Outline	<p>Students study one hour of Performing Arts per week in Level Four. Students have opportunities to develop skills in performance and appreciation of drama and dance. Students sustain a role to tell stories in plays and movement using improvisation, costume, relationships, tension and other elements of the arts. Students developed simple scripts and choreograph their own meaningful movement sequences. Students are able to discuss their experiences.</p>

Teaching and learning	Unit Overview	Term 1 – Drama	Term 2 – Dance	Term 3 – Music	Term 4 – Media Arts
		<ol style="list-style-type: none"> Revise drama etiquette / experience elements of drama relationships, tension, time and place and narrative structure - Make drama- Participate in story drama and play. Create script. Experience and discuss drama. <ul style="list-style-type: none"> Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (VCADRE025) Identify intended purposes and meaning of drama, using the elements of drama to make comparisons (VCADRR028) 	<ol style="list-style-type: none"> Elements of dance and choreographic devices. Make and perform dance to communicate their ideas and intentions. Experience and discuss dance. <ul style="list-style-type: none"> Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices (VCADAE025) Identify how the elements of dance and production elements express ideas in dance they make, perform and view (VCADAR028) 	<ol style="list-style-type: none"> Understand and use the elements of music. Improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas. Experience and discuss music. <ul style="list-style-type: none"> Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025) Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for using music terminology (VCAMUR028) 	<ul style="list-style-type: none"> Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text (VCAMAE025) Identify intended purposes and meanings of media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts (VCAMAR028)

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 check list	1 - 10	I CAN check list	1 - 10	I CAN check list	1 - 10	I CAN check list

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

Music					
Explore and Express Ideas	1	2	3	4	O
Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)			*		
Music Practices					
Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms (VCAMUM026)					*
Present and Perform					
Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience (VCAMUP027)					*
Respond and Interpret					
Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for using music terminology (VCAMUR028)			*		
Dance					
Explore and Express Ideas	1	2	3	4	O
Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices (VCADAE025)		*			
Dance Practices					
Use choreographic devices to organise dance sequences, and practise body actions and technical skills (VCADAD026)					*
Present and Perform					
Perform dances using technical and expressive skills to communicate ideas and intentions to an audience (VCADAP027)					*
Respond and Interpret					
Identify how the elements of dance and production elements express ideas in dance they make, perform and view (VCADAR028)		*			

Media Arts					
Explore and Express Ideas	1	2	3	4	O
Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text (VCAMAE025)				*	
Media Arts Practices					
Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories (VCAMAM026)					*
Present and Perform					
Plan, create and present media artworks for specific purposes with awareness of responsible media practice (VCAMAP027)					*
Respond and Interpret					
Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts (VCAMAR028)				*	
Drama					
Explore and Express Ideas	1	2	3	4	O
Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (VCADRE025)	*				
Drama Practices					
Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place (VCADRD026)					*
Present and Perform					
Shape and perform dramatic action using narrative structures and tension in devised and scripted drama (VCADRP027)					*
Respond and Interpret					
Identify intended purposes and meaning of drama, using the elements of drama to make comparisons (VCADRR028)	*				