

# Level Six plan — Victorian Curriculum: Performing Arts (ODD YEAR)



Implementation year: 2017

School name: Kyabram P-12 College

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<b>Identify Curriculum</b>	<b>Phase curriculum focus and Year level description</b>	<p>In Levels 5 and 6, students are making and responding to dance independently and collaboratively with their peers, teachers and communities. Students further develop their awareness of the body, their control and accuracy of body actions and their understanding of safe dance practice. They extend their ability to manipulate the elements of dance and use compositional devices to create more complex movements. As they make and respond to dance as artists and audiences, students develop their awareness of how dance can communicate ideas about the past, present and future, about different environments, and cultural contexts.</p> <p>In Levels 5 and 6, students continue to make, perform view devised and scripted drama, independently and collaboratively with their peers, teachers and communities. Students develop character through voice and movement and extend their understanding and use of situation, focus, tension, space and time. They explore language and ideas to create dramatic action and consider mood and atmosphere in performance. They use conventions of story and other devices such as dramatic symbol to communicate meaning and shape and sustain drama for audiences. Students continue their learning about drama from a range of cultures, times and locations, both in their community and in other locations. As they make and respond to drama, students explore social and cultural contexts of drama considering how different types of drama develop narrative, drive dramatic tension and use performance styles and symbolism to communicate ideas. Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.</p> <p>In Levels 5 and 6, Music involves students continuing to listen to, improvise, compose, arrange and perform music, independently and collaboratively with their peers, teachers and communities. 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. They present and perform their music for a variety of audiences shaping their work to communicate ideas and feelings and engage listeners. Students continue to learn about music from a range of cultures, times and locations, both in their community and beyond. As they listen to, compose and perform music, students explore social and cultural contexts of music considering how different types of music develop, and how composers and performers communicate ideas and concepts through music. Students extend their ability to use their voices, instruments and equipment, safely and appropriately, individually and in groups. Their understanding of the roles of artists and audiences builds as students engage with more diverse performances.</p>
	<b>Achievement standard</b>	<p>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 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> <p>By the end of Level 6, students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences. Students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making.</p> <p>By the end of Level 6, students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences. Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. They describe how their music making is influenced by music from different cultures, times and locations, using music terminology.</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 Five and Six. Students have opportunities to develop skills in performance and appreciation of drama and dance. We build characters and tell stories in plays and movement using empathy, body language, technical and expressive skills and other elements of the arts. Students develop simple scripts and choreograph their own movement. They are introduced to dance and drama in varied cultures.</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. Skill building- drama elements</li> <li>2. Play making (production script / create script)</li> <li>3. Drama in varied cultures. (research)</li> </ol> <ul style="list-style-type: none"> <li>• Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029)</li> <li>• Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts (VCADRR032)</li> </ul>	<ol style="list-style-type: none"> <li>1. Skill building – dance elements</li> <li>2. Create and perform</li> <li>3. Dance in varied cultures. (research)</li> </ol> <ul style="list-style-type: none"> <li>• Explore movement possibilities and choreographic devices using safe dance practice, the elements of dance to create movement ideas, sequences and phrases (VCADAE029)</li> <li>• Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view (VCADAR032)</li> </ul>	<ol style="list-style-type: none"> <li>1. Skill building – music elements</li> <li>2. Create and perform</li> <li>3. Dance in varied cultures.(research)</li> </ol> <ul style="list-style-type: none"> <li>• 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 (VCAMUE029)</li> <li>• 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 (VCAMUR032)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text (VCAMAE029)</li> <li>• Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts (VCAMAR032)</li> </ul>

<b>Develop assessment</b>	<b>Assessment</b>								
		<b>Unit 1</b>		<b>Unit 2</b>		<b>Unit 3</b>		<b>Unit 4</b>	
		<b>Week</b>	<b>Assessment</b>	<b>Week</b>	<b>Assessment</b>	<b>Week</b>	<b>Assessment</b>	<b>Week</b>	<b>Assessment</b>
		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 Six Performing Arts: review for balance and coverage of content descriptions.

Music					
Explore and Express Ideas	1	2	3	4	O
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 (VCAMUE029)			*		
Music Practices					
Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing (VCAMUM030)					*
Present and Perform					
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 (VCAMUP031)					*
Respond and Interpret					
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 (VCAMUR032)			*		
Dance					
Explore and Express Ideas	1	2	3	4	O
Explore movement possibilities and choreographic devices using safe dance practice, the elements of dance to create movement ideas, sequences and phrases (VCADAE029)		*			
Dance Practices					
Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)					*
Present and Perform					
Perform dance with technical competence, using expressive skills to communicate a choreographer's ideas (VCADAP031)					*
Respond and Interpret					
Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view (VCADAR032)		*			

Media Arts					
Explore and Express Ideas	1	2	3	4	O
Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text (VCAMAE029)				*	
Media Arts Practices					
Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories (VCAMAM030)					*
Present and Perform					
Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (VCAMAP031)					*
Respond and Interpret					
Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts (VCAMAR032)				*	
Drama					
Explore and Express Ideas	1	2	3	4	O
Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029)	*				
Drama Practices					
Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (VCADRD030)					*
Present and Perform					
Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience (VCADRP031)					*
Respond and Interpret					
Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts (VCADRR032)	*				