

## **Term 2 Performing Arts Overview**

### **Kindergarten Performing Arts Overview**

Dance Unit: “Why We Dance?” Students will explore dances from different cultures and be asked to explore emotions, clothing, events of each of the cultures and countries that they are from. They will be asked to respond to dance and consider where and why people dance, starting with dances from Australia, including Aboriginal and Torres Strait Islander peoples.

They will use fundamental movement skills to develop technical skills when practising dance sequences including, body control, posture, strength, balance and coordination and responding to teacher feedback.

They will be presenting a learned sequence of movements or performing simple dances, individually or as a group to classmates, teachers and parents.

### **Term 2 Grade 1 Performing Arts Overview**

Dance Unit “Expressing Feelings Through Movement”

Students will be exploring fundamental movements safely to improvise dance ideas. They will be exploring movement possibilities, discussing feelings and creating facial expression based upon given words. They will choose and order fundamental movements to develop technical skills when practising dance sequences.

They will present dance that communicates ideas to an audience, including dance by cultural groups in the community.

### **Term 2 Grade 2 Performing Arts Overview**

Dance Unit “Puppet Masters”: Students will be exploring the fundamental movements of dance to improvise dance ideas. They will be exploring movement possibilities in response to stimulus, such as imagery, music and shared stories. They will be beginning to develop technical skills of body control, posture, strength, balance and coordination, and responding to teacher feedback.

Students will be considering viewpoints, meanings and interpretations and experimenting with the elements of space, time, dynamics, and relationships through movement.

### **Term 2 Grade 3 Performing Arts Overview**

Dance Unit: “A Rainbow of Colours” Students will be learning to identify meaning and describing purposes in dances from different social, cultural or historical contexts such as dances that include visual or theatrical elements. They will be exploring mood through colours. They will be creating dances using the moods and energy that different colours portray.

They will be identifying how the elements of dance production express ideas in the dances they make, perform and experience as an audience. Student performances will be recorded for student reflection.

### **Term 2 Grade 4 Performing Arts Overview**

Dance Unit: “Aboriginal Inspired Dance” Students will be describing similarities and differences between dances they make, perform and view. They will be participating in discussions about how they and others organise the elements of dance in dances depending upon the purpose.

Students will be identifying meaning, and describing purposes in dances from different social, cultural or historical contexts such as dances that include digital, visual or theatrical elements. They will be comparing the expectations and requirements of performers and audience in different cultural settings, including Indigenous dancing and use of the didgeridoo.

Music Unit: “Recorder” Students will be describing and discussing similarities and differences between music they listen to, compose and perform. They will be discussing how they and others use the elements of music in performance and composition.

They will be singing learnt pitch and rhythm patterns and varying elements of music to create different effects, singing softer or louder, faster or slower, repeating phrases exploring and varying instrumental timbres in isolation and combination.

### **Term 2 Grade 5 Performing Arts Overview**

Dance Unit: “Robot Dance” Students will be learning to communicate meaning by comparing dances from different social, cultural and historical contexts.

They will be discussing the purpose of movements, elements of dance production and the relationship between dancers and the audience.

They will be creating diagrams that compare similarities and differences in dance elements and dance styles.

Music Unit: "Ukulele" Students will be learning to identify and describe the features of rhythm, melody and structure that create effects in their improvisations.

They will be interpreting dynamics and expression in a range of notated music by singing, playing and improvising.

Students will be referring to musical literacy booklets, flash card games and playing music in lessons.

They will be exploring the purpose of tone in music and how it influences the mood and meaning of a song.

### **Term 2 Grade 6 Performing Arts Overview**

Students will be explaining how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They will be describing characteristics of dances from different social, historical and cultural contexts that influence their dance making.

They will be viewing film clips from the Western 60's, creating Venn diagrams that contrast and compare the different dance styles as well as exploring movement and using the elements of dance to choreograph dances that communicate meaning.

Music Unit: "Let's Compose" Students will be learning to explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform.

They will be using rhythm, pitch and form symbols and terminology. They will sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.