

Australian Curriculum: The Arts  
Years 1 and 2 Band plan 2025



Sequence of units	Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 1	Year 2 Semester 2
Unit name	Music: Different places	Visual Arts: What are you thinking?	Music: Let's sing and play together	Dance: Dancing seasons Drama: Poetry alive
Unit description	Students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding.	Students explore how changes in facial features, style and form communicate emotion in artworks.	Students explore rhymes and songs as stimulus for music making and responding.	<b>Dancing seasons</b> In this unit students make and respond to dance by exploring dance using seasons as stimulus.  <b>Poetry alive</b> In this unit, students make and respond to drama by exploring ways that ideas in poetry can be a stimulus for dramatic action.

Assessment		Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 1	Year 2 Semester 2
		Music	Visual arts	Music	Media arts
Range and balance of assessment conventions	Technique <i>If other, or more than one, specify</i>	Performance/Presentation	Project	Performance/Presentation	Project
	Mode	<input type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input checked="" type="checkbox"/> Aural <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input checked="" type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input checked="" type="checkbox"/> Aural <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input checked="" type="checkbox"/> Multimodal
	Conditions	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Have you considered:</b> <input checked="" type="checkbox"/> Time considerations <input checked="" type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Have you considered:</b> <input checked="" type="checkbox"/> Time considerations <input checked="" type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Have you considered:</b> <input checked="" type="checkbox"/> Time considerations <input checked="" type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Have you considered:</b> <input checked="" type="checkbox"/> Time considerations <input checked="" type="checkbox"/> Accessibility for all students
Aspects of The Arts achievement standard V8.4		Shaded cells indicate aspects covered in the assessment			
identify where they experience the arts					
describe where, why and/or how people across cultures, communities and/or other contexts experience the arts					
demonstrate arts practices and skills across arts subjects					
create arts works in a range of forms					
share their work in informal settings					
Aspects of the Music achievement standard V9		Shaded cells indicate aspects covered in the assessment			
Knowledge and Understanding					
identify where they experience music					
describe where, why and/or how people across cultures, communities and/or other contexts experience music					
Skills					
demonstrate listening skills					
use the elements of music to improvise and/or compose music					
sing and play music in informal settings				Teach and monitor	