



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.	Dancing seasons In this unit students make and respond to dance by exploring dance using seasons as stimulus. Poetry alive 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
Technique <small>If other, or more than one, specify</small>	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 checked="" 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 or <input type="checkbox"/> Group work Have you considered: <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 or <input type="checkbox"/> Group work Have you considered: <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 or <input type="checkbox"/> Group work Have you considered: <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 or <input type="checkbox"/> Group work Have you considered: <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	