



# Australian Curriculum Version 9: The Arts

## Years 1 and 2 Band plan 2024

Sequence of units	Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 1	Year 2 Semester 2
<b>Unit name</b>	Music: Different places	Visual Arts: What are you thinking?	Music: Let's sing and play together	Media Arts: Family portraits
<b>Unit description</b>	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.	Students use digital manipulation to present alternative representations of family portraiture.

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	<b>Technique</b> <i>If other, or more than one, specify</i>	Performance/Presentation	Project	Performance/Presentation	Project
	<b>Mode</b>	<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
	<b>Conditions</b>	<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
<b>Aspects of the achievement standard</b>					
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					