



Australian Curriculum Version 9: 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 Animals	Visual Arts: What are you thinking?	Music: Let's sing and play together	Dance: Dancing seasons Drama: Shadow Puppets
Unit description	Students explore a range of songs, rhymes and chants based on animals 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.	<p>Australian Animals</p> <p>In this unit students make and respond to dance by exploring dance using animals as stimulus.</p> <p>Shadow Puppets</p> <p>In this unit, students make and respond to drama by exploring dramatic action using shadow puppets.</p>

Assessment		Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 1	Year 2 Semester 2
		Music	Visual arts	Music	Dance/Drama
Range and balance of assessment conventions	Technique <i>If other, or more than one, specify</i>	Performance/Presentation	Project	Performance/Presentation	Performance/Presentation
	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 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 achievement standard					
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					