



Australian Curriculum: The Arts

Years 3 and 4 Band plan 2026

Sequence of units	Year 3 Semester 1	Year 3 Semester 2	Year 4 Semester 1	Year 4 Semester 2
Unit name	Music: Musical characters and action	Media arts: Poetry in motion	Visual Arts: Tiny Worlds	Music: Recorder
Unit description	In this unit, students will perform and respond to music that represents characters and actions found in film, television, and media. They will experiment with sounds, rhythms, and instruments to explore how music can create mood, convey personality, and enhance storytelling. This unit encourages creativity, listening skills, and an understanding of how music connects to visual narratives.	In this unit students create a character animation to deliver an audio recording of a short, humorous poem. Students will explore representations of people from their community to develop animated characters considering animated forms, mouth shapes, facial expressions, character development, composition, text and sound in media delivery to engage audience. They experiment with media technology, collaborative processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation. Productions will be shared in digital form. Students discuss similarities and differences in content, structure and animation approaches. Students describe and discuss intended purposes and meanings of media artworks using media arts key concepts.	Students will explore human connections to real and imagined environments as inspiration for constructing mixed-media artworks. They will compare how artists communicate a connection to environment through visual conventions.	In this engaging and interactive unit, students will dive into the world of music composition and performance by exploring rondo form and rhythmic composition using percussion instruments. This unit is designed to enhance students' understanding of musical structures, foster creativity and develop performance skills.

Assessment		Year 3 Semester 1	Year 3 Semester 2	Year 4 Semester 1	Year 4 Semester 2
		Music	Media Arts	Dance	Music
Range and balance of assessment conventions	Technique	Performance/Presentation	Project	Performance/Presentation	Performance/Presentation
	<i>If other, or more than one, specify</i>				
	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 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 type="checkbox"/> Visual <input type="checkbox"/> Aural <input checked="" type="checkbox"/> Practical <input type="checkbox"/> Gestural <input 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 type="checkbox"/> Word length <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 type="checkbox"/> Word length <input checked="" type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input checked="" type="checkbox"/> Group work Have you considered: <input checked="" type="checkbox"/> Time considerations <input type="checkbox"/> Word length <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 type="checkbox"/> Word length <input checked="" type="checkbox"/> Accessibility for all students
Aspects of The Arts achievement standard V8.4					
describe use of elements, concepts and/or conventions in arts works they create and/or experience					
describe where, why and/or how arts works are created and presented across cultures, times and/or places and/or other contexts					
use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning					
present and/or perform their work in informal settings					
Aspects of the Music achievement standard		Shaded cells indicate aspects covered in the assessment			
Knowledge and Understanding					
describe the use of elements of music in music they compose, perform and/or experience					
describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts					
demonstrate listening skills when performing and composing					
combine the elements of music to compose music that communicates ideas					
sing and play music they have learnt and/or composed in informal settings					Teach and monitor