

Australian Curriculum: The Arts

Years 5 and 6 Band plan 2026



Sequence of units	Year 5 Semester 1	Year 5 Semester 2	Year 6 Semester 1	Year 6 Semester 2
Unit name	Drama: My hero	Music: Digital composers	Visual arts	Music: Ukulele mastery
Unit description	In this unit, students will make and respond to drama inspired by works from Europe and North America. They will explore dramatic action, empathy, and space through improvisation, playbuilding, and scripted drama to create characters and situations. Students will develop voice and movement techniques to convey character, mood, and atmosphere, and rehearse and perform both devised and scripted pieces that build narrative and dramatic tension.	In this engaging and innovative unit, Year 5 students will explore the exciting world of digital music composition using iPads. They will learn to compose original music, add accompaniments, and perform their creations, all while aligning with the Australian Curriculum for music education. This unit combines technology with traditional music skills, fostering creativity, technical proficiency, and expressive performance abilities.	In this unit, students will use the design process to create a concept drawing of a shelter for a specific site and purpose. They will explore ideas, experiment with shapes and materials, and consider how design can meet practical needs while expressing creativity. This unit encourages problem-solving, imaginative thinking, and visual communication skills.	In this music unit, Year 6 students will embark on a journey to master the ukulele. They will learn to play basic chords, compose their own music, and critically respond to ukulele performances. This unit will not only enhance their musical skills but also foster creativity, collaboration, and an appreciation for musical performances.

Assessment		Year 5 Semester 1	Year 5 Semester 2	Year 6 Semester 1	Year 6 Semester 2
		Drama	Music	Visual arts	Music
Range and balance of assessment conventions	Technique	Performance/Presentation	Performance/Presentation	Project	Performance/Presentation
	Mode	<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 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
	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 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
Aspects of The Arts achievement standard V8.4					
explain the use of elements, concepts and/or conventions in arts works they create and/or experience					
describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts					
describe how the arts are used to continue and revitalise cultures					
use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning					
demonstrate safe practices					
present and perform their arts works in formal and/or informal settings					
Aspects of the Music achievement standard V9		Shaded cells indicate aspects covered in the assessment			
Knowledge and Understanding☀					
explain how elements of music are manipulated in music they compose, perform and/or experience					
describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning					
describe how music is used to continue and revitalise cultures					
Skills☀					
demonstrate listening and aural skills when composing and performing					
use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance					
notate, document and/or record the music they compose					
perform music in formal and/or informal settings			Monitoring strategy		Monitoring strategy