



Australian Curriculum Version 9: The Arts

Years 5 and 6 Band plan 2025

Sequence of units	Year 5 Semester 1	Year 5 Semester 2	Year 6 Semester 1	Year 6 Semester 2
Unit name	Drama	Music: Composing	Visual arts	Music: around the world music
Unit description	<p>Students will:</p> <ul style="list-style-type: none"> devise, perform and respond to drama based on the style of melodrama explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action rehearse and perform devised and scripted drama that develops narrative and drives dramatic tension 	<p>Students will:</p> <ul style="list-style-type: none"> explain how the elements of music are used to make meaning use rhythm and pitch to compose and perform music 	<p>Students will:</p> <ul style="list-style-type: none"> use the design process to develop a concept drawing of a shelter for a particular site and purpose. 	<p>Students make and respond to music exploring the music-making of other cultures through their music journal.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience explain how the elements of music communicate meaning by comparing music from different cultures.

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	
	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 achievement standard [☆]					
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					