



# Australian Curriculum Version 9: The Arts

## Years 5 and 6 Band plan 2024

Sequence of units	Year 5 Semester 1	Year 5 Semester 2	Year 6 Semester 1	Year 6 Semester 2
<b>Unit name</b>	Drama	Music: Composing	Visual arts	Music: around the world music
<b>Unit description</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations</li> <li>develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action</li> <li>rehearse and perform devised and scripted drama that develops narrative and drives dramatic tension</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>explain how the elements of music are used to make meaning</li> <li>use rhythm and pitch to compose and perform music</li> </ul>		<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"> <li>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</li> <li>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</li> <li>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</li> <li>explain how the elements of music communicate meaning by comparing music from different cultures.</li> </ul>

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	<b>Technique</b>	Performance/Presentation	Performance/Presentation	Project	Performance/Presentation
	<i>If other, or more than one, specify</i>				
	<b>Mode</b>	<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
	<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 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 <b>or</b> <input type="checkbox"/> Group work <b>Have you considered:</b> <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 <b>or</b> <input type="checkbox"/> Group work <b>Have you considered:</b> <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 <b>or</b> <input checked="" type="checkbox"/> Group work <b>Have you considered:</b> <input checked="" type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input checked="" type="checkbox"/> Accessibility for all students
<b>Aspects of the achievement standard</b>					
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					

