

THE ARTS

Port Curtis Road State School has a 0.2 Performing Arts Specialist Teacher each Wednesday, which covers all genres: Music, Drama, Dance, Visual Arts and Media. We are continuing to use the Queensland Essential Learnings and Standards to plan, teach, assess and report on technology whilst we are transitioning to the Australian Curriculum. The QELS continues to provide students with opportunities to engage and demonstrate the Essential Learnings as described in the Queensland Curriculum and Reporting Framework.

Prep – Yr 6

The Arts – Music

Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering intended audiences and intended purposes, through sound.

Ways of working in music is inextricable interwoven with *all* aspects of every lesson. Music, is by its nature, an engaging, practical subject, therefore **Knowledge and Understanding** is best reached *through* creating, practicing, presenting, reflecting and responding.

- Duration, beat, time values and metre are used to create rhythm *e.g. playing a polyrhythm within a small ensemble.*
- Pitch and intervals are used to create melody *e.g. composing a short melody over a tonic and dominant chord progression.*
- Tonalties and harmonies are used to organise music in vertical arrangements *e.g. playing major/minor keys, chord progressions and riffs.*
- Contemporary and traditional musical forms are used to structure music *e.g. playing music in strophic form; composing a 12-bar blues song; identifying repetitive singing in vocal sequences of Aboriginal music and songs.*
- Vocal, instrumental and electronic sound sources have characteristic sound qualities (tone colour) *e.g. hearing and identifying orchestral timbres.*
- Relative softness and loudness and emphasis of sounds are used to change dynamic levels and expression of music *e.g. using accents to emphasise particular beats of a song.*

- Drama

- Dance

- Media

- Visual Arts



The Arts

Assessable elements and descriptors of quality for A–E

Assessable elements and descriptors support teacher judgments about the standard a student has achieved.

Assessable elements:

- identify the valued features of the key learning area to be assessed
- draw from the two dimensions of the Essential Learnings: **Ways of working** and **Knowledge and understanding**
- can be used together or independently when designing assessment.

Descriptors:

- indicate the qualities evident in student work
- use an A–E scale.

ASSESSABLE ELEMENTS	DESCRIPTORS				
	A	B	C	D	E
	The student work demonstrates evidence of:				
Knowledge and understanding	Comprehensive knowledge and understanding of concepts, facts and procedures	Thorough knowledge and understanding of concepts, facts and procedures	Satisfactory knowledge and understanding of concepts, facts and procedures	Variable knowledge and understanding of concepts, facts and procedures	Rudimentary knowledge and understanding of concepts, facts and procedures
Creating	Insightful and skilful creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes	Informed and effective creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes	Relevant and competent creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes	Variable creation of arts works to express ideas using arts elements, techniques, skills and processes	Minimal creation of arts works using arts elements, techniques, skills and processes
Presenting	Controlled presentation of arts works to display interpretive and technical skills	Effective presentation of arts works to display interpretive and technical skills	Credible presentation of arts works to display interpretive and technical skills	Variable presentation of arts works to display interpretive and technical skills	Minimal presentation of arts works to display interpretive and technical skills
Responding	Perceptive response to arts works using arts elements and languages	Informed response to arts works using arts elements and languages	Relevant response to arts works using arts elements and languages	Narrow response to arts works using arts elements and languages	Cursory response to arts works using arts elements and languages
Reflecting	Perceptive reflection on learning	Informed reflection on learning	Relevant reflection on learning	Superficial reflection on learning	Cursory reflection on learning

Class: Teacher(s):

Class:

Teacher(s):

		Term 1		Term 2		Term 3		Term 4	
		Unit 1		Unit 2		Unit 3		Unit 4	
The Arts P – 3 2016	2016	PREP – YEAR 1 Children generate, represent and respond to ideas, experiences and possibilities by: <ul style="list-style-type: none"> • experimenting with materials and processes in a variety of creative, imaginative and innovative ways • discussing and responding to the qualities of their own and others' representations, experiences and artistic works 							
		Assessment All Students demonstrate their ability to identify: Speaking and singing voices; Beat – tap beat of known songs; Melody – identify tune that is hummed		Assessment All students demonstrate their ability to identify: Soft/loud; high/low; fast/slow Rhythm: tap rhythm of known songs		Assessment		Assessment	
		Year 2/3 Music Ways of working in music is inextricable interwoven with <i>all</i> aspects of <i>every</i> lesson. Music, is by its nature, an engaging, practical subject, therefore Knowledge and Understanding is best reached <i>through</i> creating, practicing, presenting, reflecting and responding. Rhythm and Metre – Beat and rhythm, Pitch and Melody – Difference between speaking and singing voice; soh,me Part Work – Song and actions – Untuned percussion Instruments Tone Colour – Tuned (Xylophone and Glockenspiel) and untuned percussion instruments; recorder Assessment Perform 4 or 8-beat rhythmic accompaniment to a known song, using an untuned percussion instrument. Perform rhythmic accompaniment to song Lion Sleeps Tonight as part of the class group using untuned percussion instruments demonstrating knowledge of verse/chorus		Year 2/3 Music Ways of working in music is inextricable interwoven with <i>all</i> aspects of <i>every</i> lesson. Music, is by its nature, an engaging, practical subject, therefore Knowledge and Understanding is best reached <i>through</i> creating, practicing, presenting, reflecting and responding. Rhythm and Metre – Beat and rhythm, bar lines: simple duple. Part Work – Song and beat Melodic Ostinati Tone Colour – Tuned (Xylophone and Glockenspiel) and Untuned percussion instruments; recorder Pitch and Melody – soh, me, lah Assessment Students perform 2 songs on the recorder or glockenspiel or xylophone		Year 2/3 Music Ways of working in music is inextricable interwoven with <i>all</i> aspects of <i>every</i> lesson. Music, is by its nature, an engaging, practical subject, therefore Knowledge and Understanding is best reached <i>through</i> creating, practicing, presenting, reflecting and responding. Rhythm and Metre – Beat and rhythm, Part Work – Song and rhythm Tone Colour – Untuned percussion instruments Assessment		Year 2/3 Music Ways of working in music is inextricable interwoven with <i>all</i> aspects of <i>every</i> lesson. Music, is by its nature, an engaging, practical subject, therefore Knowledge and Understanding is best reached <i>through</i> creating, practicing, presenting, reflecting and responding. Rhythm and Metre – Beat and rhythm, Pitch and Melody – High and low Part Work – rhythmic and melodic canon (2 parts) Form and Structure – Beat and rhythm Canon form Tone Colour - Untuned percussion instruments Expressive Elements – Fast/Slow, Soft/Loud Assessment	
		Visual Arts Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects. • Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation. Black/white contrast • Line is used to suggest movement and direction. • Regular, irregular, symmetrical, open, enclosed, overlapped and adjacent shapes are used to create categories and position. • Texture is used to create variation and repetition. Assessment Create an Art Folio		Drama Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events. • Role can be established using movement, voice, performance space, cues and turn-taking • Purpose and context are used to shape roles, language, place and space to express ideas. • Dramatic action is structured by being in role and building story dramas. Assessment In groups perform a Nursery Rhyme or Fairy Tale		Dance Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases. • Gross motor movements, including locomotor and nonlocomotor, are used to create actions for movement phrases. • Directions, levels, shapes and pathways are used to move in space within movement phrases. • Fast and slow movements are used to change timing in movement phrases. • Percussive and sustained movement qualities are used to change energy in movement phrases. • Structuring devices, including repetition and narrative forms, are used to organise movement phrases.		Media Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes. • Still and moving images, sounds and words are used in media texts. • Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts. • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes. Assessment	
The Arts Yr 4 -6 2016	2016	Music Year 4/5/6 Ways of working in music is inextricable interwoven with <i>all</i> aspects of <i>every</i> lesson. Music, is by its nature, an engaging, practical subject, therefore Knowledge and Understanding is best reached <i>through</i> creating, practicing, presenting, reflecting and responding. • Rhythm and Metre – crotchets and quavers (syncopation) • Part Work - accompaniments • Tone Colour - Tuned Percussion Instruments (Xylophone and Glockenspiel); Recorder • Pitch and Melody – 12 bar blues Assessment Students write an 8 beat rhythmic pattern using rhythm notes explored in class. Practical assessment task (students perform their written rhythmic patterns). Students perform a piece on recorder or glockenspiel or xylophone		Music Year 4/5/6 Ways of working in music is inextricable interwoven with <i>all</i> aspects of <i>every</i> lesson. Music, is by its nature, an engaging, practical subject, therefore Knowledge and Understanding is best reached <i>through</i> creating, practicing, presenting, reflecting and responding. • Pitch and Melody – Extended pentatonic scale; 12 Bar blues • Part work – Melodic Ostinati • Tone Colour - Tuned Percussion Instruments (Xylophone and Glockenspiel); Recorder Assessment Students create a Listening Diary In groups students create and present a Musical Picture		Music Year 4/5/6 Ways of working in music is inextricable interwoven with <i>all</i> aspects of <i>every</i> lesson. Music, is by its nature, an engaging, practical subject, therefore Knowledge and Understanding is best reached <i>through</i> creating, practicing, presenting, reflecting and responding. • Rhythm and Metre – Crotchets, crotchet rests, quavers, semiquavers, semiquaver-quaver combinations and minim notes; Time Signatures: 2-4, 3-4, 4-4, 6-8. • Form and Structure – Bar lines in 2-4, 3-4, 4-4, 6-8 time. Assessment		Music Year 4/5/6 Ways of working in music is inextricable interwoven with <i>all</i> aspects of <i>every</i> lesson. Music, is by its nature, an engaging, practical subject, therefore Knowledge and Understanding is best reached <i>through</i> creating, practicing, presenting, reflecting and responding. • Rhythm and Metre – anacrusis • Pitch and Melody – All note letter names on treble staff. • Form and Structure – Verse and Chorus • Tone Colour - Electronic Sound Sources • Expressive Elements – Dynamics: <i>piano, forte, pianissimo, fortissimo, mezzo piano, mezzo forte, crescendo, decrescendo.</i> Assessment	
		Visual Art Year 4/5/6 Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects. • Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation. Black/white contrast • Continuous, broken and hatched lines are used to create balance, contrast, space and patterns. • Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns. • Texture creates contrast and patterns using lines, rubbings and markings. Assessment Create an Art Folio		Drama Year 4/5/6 Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events. • Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice. • Purpose and context guide the selection of time frames, language, place and space to express ideas. • Dramatic action is structured through storytelling, improvisation and extended roleplays. Assessment In groups write a script and perform a scene relating to a natural disaster.		Media Year 4/5/6 Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes. • Still and moving images, sounds and words are selected to construct media texts. • Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts. • Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes.		Dance Year 4/5/6 Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences. • Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences. • Group formations are used to organise dancers in short movement sequences • Simple rhythmic patterns are used for timing of movements in short movement sequences. • Swinging and collapsing movement qualities are used to alter energy in short movement sequences. • Structuring devices, including contrast and canon forms, are used to organise short movement sequences.	