

Year Level Plan		Years 7 and 8		The Arts	
Performing Arts		Visual Arts		Music	
Dance Move and Groove	Drama	Visual Art Past Present POP	Music	Music	Music
<p>In this unit, students:</p> <ul style="list-style-type: none"> make and respond to dance independently and with their classmates, teachers and communities explore dance as an art form through choreography, performance and appreciation build on their awareness of the body through body part articulation extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention extend the combinations of fundamental movement skills to explore dance styles extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection draw on dances from a range of cultures, times and locations as they experience dance explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region learn about style and choreographic intent in Aboriginal and Torres Strait Islander dances, and how these dances communicate social contexts and relationships learn about sustainability through the arts and sustainability of practices in the arts explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance evaluate choreographers' intentions and expressive skills in dances they view and perform understand that safe dance practices underlie all experiences in the study of dance perform within their own body capabilities and work safely in groups. 	<p>In this unit, students:</p> <ul style="list-style-type: none"> build on their understanding of role, character and relationships use voice and movement to sustain character and situation use focus, tension, space and time to enhance drama incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance shape drama for audiences using narrative and non-narrative dramatic forms and production elements draw on drama from a range of cultures, times and locations as they experience drama explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama consider social, cultural and historical influences of drama evaluate the directors' intentions and expressive skills used by actors in drama they view and perform maintain safety in dramatic play and in interaction with other actors build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances. 	<p>In this unit, students:</p> <ul style="list-style-type: none"> build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints continue to use and apply appropriate visual language and visual conventions with increasing complexity consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks consider society and ethics, and economic, environmental and social factors exhibit their artworks individually or collaboratively, basing the selection on a concept or theme document the evolution of selected art styles and associated theories and/or ideologies reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks draw on artworks from a range of cultures, times and locations as they experience visual arts explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia Region learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies learn that over time there has been further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks develop an informed opinion about artworks based on their research of current and past artists examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies build on their experience from the previous band to develop their understanding of the roles of artists and audiences. 	<p>In this unit, students:</p> <ul style="list-style-type: none"> build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing aurally identify layers within a texture sing and play independent parts against contrasting parts recognise rhythmic, melodic and harmonic patterns and beat groupings understand their role within an ensemble and control tone and volume perform with expression and technical control identify a variety of audiences for which music is made draw on music from a range of cultures, times and locations as they experience music explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies learn that over time there has been further development of techniques used in traditional and contemporary styles of music as they explore form in music explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music consider social, cultural and historical contexts of music evaluate the expressive techniques used in music they listen to and experience in performance maintain safety, correct posture and technique in using instruments and technologies build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music 	<p>In this unit, students:</p> <ul style="list-style-type: none"> build on their aural skills by identifying and 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Assessment Tasks					
<p>Task 1: Responding Analysis and evaluation of whether a choreographer has communicated their intent</p> <p>Task 2: Making - Performing Recall and remember technical skills of the Hip Hop genre to present to an audience</p>	<p>Task 1: Responding Analysis and evaluation of a Director's use of dramatic elements to convey dramatic meaning</p> <p>Task 2: Making - Performing Ensemble Performance based on scripted scene</p>	<p>Task 1: Responding POP Art Research</p> <p>Task 2: Making POP Art Portrait POP Sculpture</p>	<p>Task 1: Making - Performing Perform a popular work or song</p> <p>Task 2: Making - Composing Create a simple work for primary school children to play</p> <p>Task 3: Responding Identify music elements in a work or song</p>		