

What is it that we want our students to know, understand, do and communicate?

Year Level: Prep	Semester: ONE	Subject: Performing Arts	Team Members: ALISON BRISKEY, CHRIS KANE, LAURA KEYS		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Examples of Rigour What does proficient student work look like? Provide an example and/or description for a two year cycle	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Ass'ments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
<u>Term 1: EL</u> I can sing and play instruments to communicate my experiences and ideas. (1)	<u>Content Description:</u> <i>Explore sound and silence and ways of using their voices, movement and instruments to express ideas. (VCAMUE017)</i>				
LI No. 1 I can keep a steady beat.	<ul style="list-style-type: none"> I can keep a steady beat using different body parts. I can keep a steady beat using body percussion and instruments. 	<u>Vocabulary</u> Beat, steady beat	Anecdotal Notes Markbook with checklists	Term 1 week 1-4	Individual students are supported and extended on an ongoing basis during each music class, as their individual need arises
LI No. 2 I can experience and understand high and low.	<ul style="list-style-type: none"> I can respond to high and low pitches through movement. I can respond to high and low pitches through voice and instruments. 	<u>Vocabulary</u> High, low	Anecdotal Notes Markbook with checklists	Term 1 week 5-6	Individual students are supported and extended on an ongoing basis during each music class, as their individual need arises
LI No. 3 I can experience and understand loud and soft.	<ul style="list-style-type: none"> I can respond to loud and soft dynamics through listening, singing and moving. I can respond to loud and soft dynamics through listening, vocalising and playing. 	<u>Vocabulary</u> Loud, soft, loudly, softly	Anecdotal Notes Markbook with checklists	Term 1 week 7-8	Individual students are supported and extended on an ongoing basis during each music class, as their individual need arises
LI No. 4 I can experience and understand fast and slow.	<ul style="list-style-type: none"> I can respond to fast and slow tempo through listening and singing. I can respond to fast and slow tempo through moving and playing. 	<u>Vocabulary</u> Fast, slow, faster, slower, quick	Anecdotal Notes Markbook with checklists	Term 1 week 9	Individual students are supported and extended on an ongoing basis during each music class, as

					their individual need arises
<u>Term 2: EL</u> I can explore contrasting sounds and improvise with them. I can match pitch when singing. (2)	<u>Content Description:</u> <i>Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community . (VCAMUM018)</i>				
LI No. 1 I can keep a steady beat in various ways.	<ul style="list-style-type: none"> I can play with a steady beat. I can use body percussion to perform beat patterns. 	<u>Vocabulary</u> Steady beat, no beat, symbol(s), score, conductor, pattern	Anecdotal Notes Markbook with checklists	Term 2 week 1-4	Individual students are supported and extended on an ongoing basis during each music class, as their individual need arises
LI No. 2 I can identify and use high and low pitches.	<ul style="list-style-type: none"> I can use high and low sounds to tell a story. I can tell a story using high and low vocal effects. 	<u>Vocabulary</u> High, low, higher, lower,	Anecdotal Notes Markbook with checklists	Term 2 week 5-6	Individual students are supported and extended on an ongoing basis during each music class, as their individual need arises
LI No. 3 I can identify and use loud and soft dynamics.	<ul style="list-style-type: none"> I can respond to loud and soft sounds through vocalising and moving. I can respond to loud and soft sounds through singing and playing. 	<u>Vocabulary</u> Loud, soft, loudly, softly	Anecdotal Notes Markbook with checklists	Term 2 week 7-8	Individual students are supported and extended on an ongoing basis during each music class, as their individual need arises
LI No. 4 I can identify and use fast and slow tempo.	<ul style="list-style-type: none"> I can respond to fast and slow tempo through listening, singing and moving. I can respond to fast and slow tempo through dance and playing. 	<u>Vocabulary</u> Fast, slow, quickly, slowly	Anecdotal Notes Markbook with checklists	Term 2 week 9-10	Individual students are supported and extended on an ongoing basis during each music class, as their individual need arises