



PERFORMING ARTS

TERM 2

FOUNDATION

In Terms 1 and 2 the children will be given the opportunity to engage in a number of musical, movement and dramatic experiences. Classes will be fairly repetitively structured to enable the children to feel comfortable and confident. An outline of the basic elements is as follows;

1. Welcome game or song - particular focus on learning names and singing or speaking on their own.
2. Locomotor movement in response to auditory stimulus, developing musical discrimination.
3. Rhymes - developing speech and rhythmic patterns as well as tempo
4. Music skill focus - in tune singing, keeping beat and inner hearing
5. Dance or song game
6. Instruments - listening or playing
7. Dramatisation and imagination
8. Story song - listening
9. Reflection - book work or discussion.

The Foundation curriculum is a Kodály and Orff based learning environment.

Years 1 and 2

Students discover ways to notate their expressive ideas so that they can be reproduced accurately by other performers. They will consider the ways composers write their musical ideas and determine ways to use symbols and other graphics notate their own compositions and story structures.

We will be exploring the following questions as a place to start;

- How can our ideas be represented graphically?
- Why do we need to notate our compositions?
- Will people interpret our work differently?
- What learning strategies can we use to improve our composition?

During this unit students will be given the opportunity to;

- Use story structures when presenting drama to set the scene, link the action and create an ending.
- Improvise with sounds, simple pitch and rhythm patterns to communicate musical ideas.
- Develop correct classroom etiquette when using simple percussion instruments.
- Use symbols notation and movement to record and communicate musical ideas.
- Practice directional movements such as - forwards, backward, sideways, diagonal

They will also continue to practice and prepare the musical elements of Beat vs Rhythm, reading and writing the rhythmic values taa and ti-ti and reading and writing the melodic elements; soh and mi, with the introduction of lah. Students will begin to practice dance traffic in preparation for musical choreography.

Years 3 and 4

Poetry paints pictures. Poetry tells stories. Poetry evokes emotions. Poetry writes soundscapes. Poems can be used to explore drama, music and dance. Children will explore the many diverse ways we can share a piece of poetry. They will focus on developing the drama elements of voice production, dynamics, pace and pitch.

We will be exploring the following questions as a place to start;

- What is a poem?
- How can we share poetry with an audience?
- How can we use music, dance and drama elements to deliver a poem?
- What will make the audience want to listen to our poem.
- What are some poems that help tell 'Our Story'.

During this unit students will be given the opportunity to;

- Practice and develop the drama elements Voice - projection, dynamics, pace, pitch variations, gesture and facial expressions
- Use narrative story structures that include tension in the drama they create and perform.
- Use imagination to experiment with musical concepts (pitch, rhythm, form, tempo, dynamics) using percussion instruments to represent.

They will also continue to practice and prepare the **reading and writing** of the melodic elements soh, mi, lah, doh and reh. As well as the rhythmic elements of Taa, ti-ti, tika tika, taa-aa and taa-aa-aa.

Years 5 and 6

This year the St. James Musical is 'The Lion King Jnr'. In order for the students to feel invested in the final performance they need to be engaged in creating the overall vision of the production. During this unit students will explore the stories and characters of The Lion King Jnr as well as beginning to develop their skills in dance, music and drama practice. They will also focus their efforts on learning to work as an ensemble.

We will be exploring the following questions as a place to start;

- What is the Lion King about?
- Who are the characters?
- What is our St. James vision for The Lion King Jnr?

During this unit students will be given the opportunity to;

- Perform devised and scripted drama including design elements that engage the audience.
- Use dramatic structures to sequence how a story is opened, how events are presented including mood and tension and key details to help the audience understand dramatic meaning.
- Develop group Cohesion through drama warm ups
- Practice and develop the drama elements of;
 - #Voice - dynamic, pace and pitch variations; clarity; projection.
 - #Movement - facial expressions, gestures and physicality to create and sustain belief in characters and situations.
 - # Role - explore the inner and outer world of characters.
- Explain how the elements of drama communicate meaning by comparing drama from different social, historical and cultural contexts.
- Choreograph dance, exploring character and mood that communicates meaning.
- Use the skills developed in dance practice to create movement ideas, sequences and phrases.