

# Music, Drama & Dance Life Skills – 7 - 10 - Scope and Sequence

## Semester 1

This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Stage	Outcomes	Music Content Focus All Year	Outcomes	Drama Content Focus All Year	Outcomes	Dance Content Focus All Year
Stage 4	LS.1 Uses movement, vocalisation or instruments to respond to a range of music	<p><b>All Year Focus:</b></p> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> <li>• Sound and Letter Songs</li> <li>• Number Songs</li> <li>• Personal Care &amp; Routine Songs</li> </ul> <p><b>Odd Year Focus:</b> <b>Performing:</b> Develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques</p> <p><b>Listening:</b> Develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts</p> <p><b>Even Year Focus:</b> <b>Composing:</b> Develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving</p> <p><b>Appreciation:</b> Value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening</p>	LS.1.1 Explores characters, roles, situations and actions through drama activities	<p><b>All Year Focus:</b></p> <ul style="list-style-type: none"> <li>• Social Stories</li> <li>• Puppet Theatre</li> <li>• Masks and Play Building</li> <li>• Movement and Mime</li> </ul>	LS.1.1 Demonstrates a range of movement skills	<p><b>All Year Focus:</b></p> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> </ul>
	LS.2 Vocalises, sings or plays an instrument		LS.1.2 Explores a variety of playbuilding activities		LS.1.2 Uses dance technique to communicate	
	LS.3 Vocalises, sings or plays an instrument as part of a group		LS.1.3 Participates in drama experiences in which role-taking is used to enhance their understanding of ideas and feelings		LS.1.3 Demonstrates an awareness of safe dance practices	
	LS.4 Experiments in making musical sounds		LS.2.1 Explores dramatic forms and theatrical conventions		LS.2.1 Explores the elements of dance to create movement and communicate ideas	
	LS.5 Experiments in organising musical sounds		LS.2.2 Participates in the preparation of drama works and theatrical productions		LS.2.2 Explores, selects and sequences movement to express feelings and ideas	
	LS.6 Experiments in representing and recording musical sounds		LS.3.1 Experiences a variety of drama or theatre performances		LS.3.1 Experiences a variety of dance performances	
	LS.7 Experiences music from a variety of social, cultural and historical contexts		LS.3.2 Identifies and responds to the elements of drama or theatre in performances		LS.3.2 Responds to the elements of dance in performance	
	LS.8 Communicates responses to a variety of music		LS.3.3 Recognises that drama and theatre performances can communicate meaning and ideas.		LS.5.1 Engages in dance activities	
	LS.9 Appreciates a variety of music					
	LS.10 Engages in performing, composing and listening experiences for enjoyment					
Stage 5	LS.1 Uses movement, vocalisation or instruments to respond to a range of music	<p><b>All Year Focus:</b></p> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> </ul>	LS.1.1 Explores characters, roles, situations and actions through drama activities	<p><b>All Year Focus:</b></p> <ul style="list-style-type: none"> <li>• Social Stories</li> <li>• Puppet Theatre</li> </ul>	LS.1.1 Demonstrates a range of movement skills	<p><b>All Year Focus:</b></p> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> </ul>

<p>LS.2 Vocalises, sings or plays an instrument</p> <p>LS.3 Vocalises, sings or plays an instrument as part of a group</p> <p>LS.4 Experiments in making musical sounds</p> <p>LS.5 Experiments in organising musical sounds</p> <p>LS.6 Experiments in representing and recording musical sounds</p> <p>LS.7 Experiences music from a variety of social, cultural and historical contexts</p> <p>LS.8 Communicates responses to a variety of music</p> <p>LS.9 Appreciates a variety of music</p> <p>LS.10 Engages in performing, composing and listening experiences for enjoyment</p>	<ul style="list-style-type: none"> <li>• Sound and Letter Songs</li> <li>• Number Songs</li> <li>• Personal Care &amp; Routine Songs</li> </ul> <p><b>Odd Year Focus:</b></p> <p><b>Performing:</b> Develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques</p> <p><b>Listening:</b> Develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts</p> <p><b>Even Year Focus:</b></p> <p><b>Composing:</b> Develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving</p> <p><b>Appreciation:</b> Value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening</p>	<p>LS.1.2 Explores a variety of playbuilding activities</p> <p>LS.1.3 Participates in drama experiences in which role-taking is used to enhance their understanding of ideas and feelings</p> <p>LS.2.1 Explores dramatic forms and theatrical conventions</p> <p>LS.2.2 Participates in the preparation of drama works and theatrical productions</p> <p>LS.3.1 Experiences a variety of drama or theatre performances</p> <p>LS.3.2 Identifies and responds to the elements of drama or theatre in performances</p> <p>LS.3.3 Recognises that drama and theatre performances can communicate meaning and ideas.</p>	<ul style="list-style-type: none"> <li>• Masks and Play Building</li> <li>• Movement and Mime</li> </ul>	<p>LS.1.2 Uses dance technique to communicate</p> <p>LS.1.3 Demonstrates an awareness of safe dance practices</p> <p>LS.2.1 Explores the elements of dance to create movement and communicate ideas</p> <p>LS.2.2 Explores, selects and sequences movement to express feelings and ideas</p> <p>LS.3.1 Experiences a variety of dance performances</p> <p>LS.3.2 Responds to the elements of dance in performance</p> <p>LS.5.1 Engages in dance activities</p>	
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<p><b>Aboriginal Perspectives</b></p>	<p><i>Teachers should note that experiences in the arts of Aboriginal peoples contribute to students' understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians.</i></p> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>👉 <b>Performing:</b> Students should be given opportunities to perform and appreciate a variety of drama forms from different Australian cultures including those of Aboriginal and Torres Strait Islander peoples where ceremony and performance are integral to the expression of their cultural identity.</li> <li>👉 <b>Appreciating:</b> Students should explore and recognise that drama is used for different purposes in communities and cultures, eg through observations of Indigenous performances. Invite theatre companies, including indigenous groups, to perform for, and work with, the students so that they engage in drama as audience and as drama makers.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>👉 <b>Values and Attitudes:</b> Recognise that experiences in the arts of Aboriginal peoples contribute to students' understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians. Dance is integral to the expression of Aboriginal cultural identity.</li> <li>👉 <b>Performing:</b> Uses movement combinations adapted from a dance in a particular cultural or historic context, eg the movement patterns used in an Indigenous dance, Spanish hand/foot rhythms, Irish folk dance.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>👉 <b>Repertoire:</b> A broad range of repertoire from various times, places and cultures provides students with the variety of musical experiences that enable them to develop self-expression, a sense of personal and cultural identity, an understanding of the world around them and an understanding of musical concepts. This should include Aboriginal and Torres Strait Islander music, and music from various times and cultures. Traditional art music repertoire (the 'classics') can be used effectively at all stages of students' development. Through this exposure to a range of repertoire from around the world, students learn to recognise the importance of music in the world and how music has been used. Repertoire could be drawn from Aboriginal and Torres Strait Islander traditional and popular music, classical music from various traditions and eras, folk music from various traditions, contemporary popular music, world music (incorporating multicultural and popular characteristics) and music by and for children (nursery rhymes, children's playground games and songs composed for children).</li> <li>👉 <b>Repertoire:</b> Listening to and singing songs from Aboriginal and Torres Strait Islander communities and reflecting on their purposes will immerse students in Indigenous culture.</li> </ul>
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<b>Assessment</b>	<p><b>Assessment for Learning:</b> Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching.</p> <p><b>Assessment as Learning:</b> Involves students in the learning process where they monitor their own progress, ask questions and practices skills.</p> <p><b>Assessment of Learning:</b> Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p>
<b>Resources</b>	<p><b>Syllabus:</b> <a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts</a></p> <p><b>Creative Arts K–6 Units of Work:</b> <a href="https://educationstandards.nsw.edu.au/wps/wcm/connect/41dc0e7d-e4fc-4202-b9e8-be706242a2c4/K6_creatart_uw.pdf?MOD=AJPERES&amp;CVID=">https://educationstandards.nsw.edu.au/wps/wcm/connect/41dc0e7d-e4fc-4202-b9e8-be706242a2c4/K6_creatart_uw.pdf?MOD=AJPERES&amp;CVID=</a></p> <p><b>Get Smarts Weebly:</b> <a href="https://getsmarts.weebly.com/music.html">https://getsmarts.weebly.com/music.html</a></p> <p><b>Cassie Stephens Art Lessons Online:</b> <a href="https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNntJsRLEUg">https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNntJsRLEUg</a></p> <p><b>Drama Resource:</b> <a href="https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNntJsRLEUg">https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNntJsRLEUg</a></p> <p><b>Jack Hartman:</b> <a href="https://jackhartmann.com/pages/fun-house">https://jackhartmann.com/pages/fun-house</a></p> <p><b>Go Noodle:</b> <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></p>

# Music, Drama & Dance Life Skills – 7 - 10 - Scope and Sequence


## Semester 2

This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Stage	Outcomes	Music Content Focus All Year	Outcomes	Drama Content Focus All Year	Outcomes	Dance Content Focus All Year
Stage 4	LS.1 Uses movement, vocalisation or instruments to respond to a range of music	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> <li>• Sound and Letter Songs</li> <li>• Number Songs</li> <li>• Personal Care &amp; Routine Songs</li> </ul>	LS.1.1 Explores characters, roles, situations and actions through drama activities	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Social Stories</li> <li>• Puppet Theatre</li> <li>• Masks and Play Building</li> <li>• Movement and Mime</li> </ul> <b>Odd Year Focus:</b> <b>Making:</b> Drama that explores a range of imagined and created situations in a collaborative drama and theatre environment <b>Appreciating:</b> The meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.  <b>Even Year Focus:</b> <b>Performing:</b> Devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience <b>Appreciating:</b> The meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.	LS.1.1 Demonstrates a range of movement skills	<b>All Year Focus:</b> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> </ul> <b>Odd Year Focus:</b> <b>Dance Performance:</b> Develop knowledge, understanding and skills about dance as an artform through dance performance as a means of developing dance technique and performance quality to communicate ideas <b>Dance Appreciation:</b> Develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context <b>Values:</b> Value and appreciate their engagement in the study of dance as an artform  <b>Even Year Focus:</b> <b>Dance Performance:</b> Develop knowledge, understanding and skills about dance as an artform through dance performance as a means of developing dance technique and performance quality to communicate ideas <b>Dance Composition:</b> Develop knowledge, understanding and skills about dance as an artform through dance composition as a means of creating and structuring movement to express and communicate ideas <b>Values:</b> Value and appreciate their engagement in the study of dance as an artform
	LS.2 Vocalises, sings or plays an instrument		LS.1.2 Explores a variety of playbuilding activities		LS.1.2 Uses dance technique to communicate	
	LS.3 Vocalises, sings or plays an instrument as part of a group		LS.1.3 Participates in drama experiences in which role-taking is used to enhance their understanding of ideas and feelings		LS.1.3 Demonstrates an awareness of safe dance practices	
	LS.4 Experiments in making musical sounds		LS.2.1 Explores dramatic forms and theatrical conventions		LS.2.1 Explores the elements of dance to create movement and communicate ideas	
	LS.5 Experiments in organising musical sounds		LS.2.2 Participates in the preparation of drama works and theatrical productions		LS.2.2 Explores, selects and sequences movement to express feelings and ideas	
	LS.6 Experiments in representing and recording musical sounds		LS.3.1 Experiences a variety of drama or theatre performances		LS.3.1 Experiences a variety of dance performances	
	LS.7 Experiences music from a variety of social, cultural and historical contexts		LS.3.2 Identifies and responds to the elements of drama or theatre in performances		LS.3.2 Responds to the elements of dance in performance	
	LS.8 Communicates responses to a variety of music		LS.3.3 Recognises that drama and theatre performances can communicate meaning and ideas.		LS.5.1 Engages in dance activities	
	LS.9 Appreciates a variety of music					
	LS.10 Engages in performing, composing and listening experiences for enjoyment					

<p><b>Stage 5</b></p>	<p><b>LS.1</b> Uses movement, vocalisation or instruments to respond to a range of music</p> <p><b>LS.2</b> Vocalises, sings or plays an instrument</p> <p><b>LS.3</b> Vocalises, sings or plays an instrument as part of a group</p> <p><b>LS.4</b> Experiments in making musical sounds</p> <p><b>LS.5</b> Experiments in organising musical sounds</p> <p><b>LS.6</b> Experiments in representing and recording musical sounds</p> <p><b>LS.7</b> Experiences music from a variety of social, cultural and historical contexts</p> <p><b>LS.8</b> Communicates responses to a variety of music</p> <p><b>LS.9</b> Appreciates a variety of music</p> <p><b>LS.10</b> Engages in performing, composing and listening experiences for enjoyment</p>	<p><b>Yearly Focus:</b></p> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> <li>• Sound and Letter Songs</li> <li>• Number Songs</li> <li>• Personal Care &amp; Routine Songs</li> </ul>	<p><b>LS.1.1</b> Explores characters, roles, situations and actions through drama activities</p> <p><b>LS.1.2</b> Explores a variety of playbuilding activities</p> <p><b>LS.1.3</b> Participates in drama experiences in which role-taking is used to enhance their understanding of ideas and feelings</p> <p><b>LS.2.1</b> Explores dramatic forms and theatrical conventions</p> <p><b>LS.2.2</b> Participates in the preparation of drama works and theatrical productions</p> <p><b>LS.3.1</b> Experiences a variety of drama or theatre performances</p> <p><b>LS.3.2</b> Identifies and responds to the elements of drama or theatre in performances</p> <p><b>LS.3.3</b> Recognises that drama and theatre performances can communicate meaning and ideas.</p>	<p><b>All Year Focus:</b></p> <ul style="list-style-type: none"> <li>• Social Stories</li> <li>• Puppet Theatre</li> <li>• Masks and Play Building</li> <li>• Movement and Mime</li> </ul> <p><b>Odd Year Focus:</b> <b>Making:</b> Drama that explores a range of imagined and created situations in a collaborative drama and theatre environment <b>Appreciating:</b> The meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.</p> <p><b>Even Year Focus:</b> <b>Performing:</b> Devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience <b>Appreciating:</b> The meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.</p>	<p><b>LS.1.1</b> Demonstrates a range of movement skills</p> <p><b>LS.1.2</b> Uses dance technique to communicate</p> <p><b>LS.1.3</b> Demonstrates an awareness of safe dance practices</p> <p><b>LS.2.1</b> Explores the elements of dance to create movement and communicate ideas</p> <p><b>LS.2.2</b> Explores, selects and sequences movement to express feelings and ideas</p> <p><b>LS.3.1</b> Experiences a variety of dance performances</p> <p><b>LS.3.2</b> Responds to the elements of dance in performance</p> <p><b>LS.5.1</b> Engages in dance activities</p>	<p><b>All Year Focus:</b></p> <ul style="list-style-type: none"> <li>• Morning Circle Routines</li> <li>• Brain Breaks</li> </ul> <p><b>Odd Year Focus:</b> <b>Dance Performance:</b> Develop knowledge, understanding and skills about dance as an artform through dance performance as a means of developing dance technique and performance quality to communicate ideas <b>Dance Appreciation:</b> Develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context <b>Values:</b> Value and appreciate their engagement in the study of dance as an artform</p> <p><b>Even Year Focus:</b> <b>Dance Performance:</b> Develop knowledge, understanding and skills about dance as an artform through dance performance as a means of developing dance technique and performance quality to communicate ideas <b>Dance Composition:</b> Develop knowledge, understanding and skills about dance as an artform through dance composition as a means of creating and structuring movement to express and communicate ideas <b>Values:</b> Value and appreciate their engagement in the study of dance as an artform</p>
<p><b>Aboriginal Perspectives</b></p>	<p><i>Teachers should note that experiences in the arts of Aboriginal peoples contribute to students' understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians.</i></p> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>👏 <b>Performing:</b> Students should be given opportunities to perform and appreciate a variety of drama forms from different Australian cultures including those of Aboriginal and Torres Strait Islander peoples where ceremony and performance are integral to the expression of their cultural identity.</li> <li>👏 <b>Appreciating:</b> Students should explore and recognise that drama is used for different purposes in communities and cultures, eg through observations of Indigenous performances. Invite theatre companies, including indigenous groups, to perform for, and work with, the students so that they engage in drama as audience and as drama makers.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>👏 <b>Values and Attitudes:</b> Recognise that experiences in the arts of Aboriginal peoples contribute to students' understanding of Australian society and to the reconciliation of Indigenous and non-Indigenous Australians. Dance is integral to the expression of Aboriginal cultural identity.</li> <li>👏 <b>Performing:</b> Uses movement combinations adapted from a dance in a particular cultural or historic context, eg the movement patterns used in an Indigenous dance, Spanish hand/foot rhythms, Irish folk dance.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>👏 <b>Repertoire:</b> A broad range of repertoire from various times, places and cultures provides students with the variety of musical experiences that enable them to develop self-expression, a sense of personal and cultural identity, an understanding of the world around them and an understanding of musical concepts. This should include Aboriginal and Torres Strait Islander music, and music from various times and</li> </ul>					

	<p>cultures. Traditional art music repertoire (the 'classics') can be used effectively at all stages of students' development. Through this exposure to a range of repertoire from around the world, students learn to recognise the importance of music in the world and how music has been used. Repertoire could be drawn from Aboriginal and Torres Strait Islander traditional and popular music, classical music from various traditions and eras, folk music from various traditions, contemporary popular music, world music (incorporating multicultural and popular characteristics) and music by and for children (nursery rhymes, children's playground games and songs composed for children).</p> <p> <b>Repertoire:</b> Listening to and singing songs from Aboriginal and Torres Strait Islander communities and reflecting on their purposes will immerse students in Indigenous culture.</p>
<p><b>Assessment</b></p>	<p><b>Assessment for Learning:</b> Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching.</p> <p><b>Assessment as Learning:</b> Involves students in the learning process where they monitor their own progress, ask questions and practices skills.</p> <p><b>Assessment of Learning:</b> Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p>
<p><b>Resources</b></p>	<p><b>Syllabus:</b> <a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts</a></p> <p><b>Creative Arts K–6 Units of Work:</b> <a href="https://educationstandards.nsw.edu.au/wps/wcm/connect/41dc0e7d-e4fc-4202-b9e8-be706242a2c4/K6_creatart_uw.pdf?MOD=AJPERES&amp;CVID=">https://educationstandards.nsw.edu.au/wps/wcm/connect/41dc0e7d-e4fc-4202-b9e8-be706242a2c4/K6_creatart_uw.pdf?MOD=AJPERES&amp;CVID=</a></p> <p><b>Get Smarts Weebly:</b> <a href="https://getsmarts.weebly.com/music.html">https://getsmarts.weebly.com/music.html</a></p> <p><b>Cassie Stephens Art Lessons Online:</b> <a href="https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNtJsRLEUg">https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNtJsRLEUg</a></p> <p><b>Drama Resource:</b> <a href="https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNtJsRLEUg">https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNtJsRLEUg</a></p> <p><b>Jack Hartman:</b> <a href="https://jackhartmann.com/pages/fun-house">https://jackhartmann.com/pages/fun-house</a></p> <p><b>Go Noodle:</b> <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></p>