## 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 LS.2 Vocalises, sings or plays an instrument	All Year Focus: <ul> <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>	<ul> <li>LS.1.1 Explores characters, roles, situations and actions through drama activities</li> <li>LS.1.2 Explores a variety of playbuilding activities</li> </ul>	All Year Focus: Social Stories Puppet Theatre Masks and Play Building Movement and Mime	LS.1.1 Demonstrates a range of movement skills LS.1.2 Uses dance technique to communicate	All Year Focus: <ul> <li>Morning Circle Routines</li> <li>Brain Breaks</li> </ul>
	LS.3 Vocalises, sings or plays an instrument as part of a group	Odd Year Focus: Performing: Develop knowledge, understanding and skills in the musical concepts through performing as a means	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	of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques	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	Listening: Develop knowledge, understanding and skills in the musical concepts through	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	listening as a means of extending aural awareness and communicating ideas about music in social, cultural and	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	historical contexts  Even Year Focus: Composing: Develop knowledge,	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.9 Appreciates a variety of music	understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and	LS.3.3 Recognises that drama and theatre performances can communicate meaning and ideas.		LS.5.1 Engages in dance activities	
	LS.10 Engages in performing, composing and listening experiences for enjoyment	problem-solving <b>Appreciation:</b> Value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening				
Stage 5	LS.1 Uses movement, vocalisation or instruments to respond to a range of music	All Year Focus: <ul> <li>Morning Circle Routines</li> <li>Brain Breaks</li> </ul>	LS.1.1 Explores characters, roles, situations and actions through drama activities	All Year Focus: • Social Stories • Puppet Theatre	LS.1.1 Demonstrates a range of movement skills	All Year Focus: <ul> <li>Morning Circle Routines</li> <li>Brain Breaks</li> </ul>

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	LS.2 Vocalises, sings or		LS.1.2 Explores a variety of		LS.1.2 Uses dance	
	plays an instrument	<ul> <li>Sound and Letter Songs</li> </ul>	playbuilding activities	<ul> <li>Masks and Play Building</li> </ul>	technique to	
	plays an instrument	Number Songs	pidyballanig activities	<ul> <li>Movement and Mime</li> </ul>	communicate	
	LS.3 Vocalises, sings or	<ul> <li>Personal Care &amp; Routine Songs</li> </ul>	LS.1.3 Participates in		LS.1.3 Demonstrates an	
	plays an instrument as		drama experiences in		awareness of safe dance	
	part of a group	Odd Year Focus:	which role-taking is used to		practices	
	LS.4 Experiments in		enhance their		LS.2.1 Explores the	
	making musical sounds	Performing: Develop knowledge,	understanding of ideas and		elements of dance to	
		understanding and skills in the musical	feelings		create movement and	
		concepts through performing as a means			communicate ideas	
	LS.5 Experiments in	of self-expression, interpreting musical	LS.2.1 Explores dramatic forms and theatrical		LS.2.2 Explores, selects	
	organising musical sounds	symbols and developing solo and/or	conventions		and sequences movement to express	
	LS.6 Experiments in	ensemble techniques	LS.2.2 Participates in the		feelings and ideas	
	representing and	Listening:	preparation of drama		0	
	recording musical	Develop knowledge, understanding and	works and theatrical			
	sounds		productions			
	LS.7 Experiences music	skills in the musical concepts through	LS.3.1 Experiences a			
	from a variety of social,	listening as a means of extending aural	variety of drama or theatre			
	cultural and historical contexts	awareness and communicating ideas	performances			
	LS.8 Communicates	about music in social, cultural and	LS.3.2 Identifies and		LS.3.1 Experiences a	
	responses to a variety of	historical contexts	responds to the elements		variety of dance	
	music		of drama or theatre in		performances	
		Even Year Focus:	performances			
	LS.9 Appreciates a	Composing: Develop knowledge,	LS.3.3 Recognises that		LS.3.2 Responds to the	
	variety of music	understanding and skills in the musical	drama and theatre		elements of dance in	
		5	performances can		performance	
	LS.10 Engages in performing, composing	concepts through composing as a means	communicate meaning and ideas.		LS.5.1 Engages in dance activities	
	and listening	of self-expression, musical creation and	lacas.		activities	
	experiences for	problem-solving				
	enjoyment	Appreciation: Value and appreciate the				
		aesthetic value of all music and the				
		enjoyment of engaging in performing,				
		composing and listening				
Aboriginal	Teachers should not		onles contribute to stude	nts' understanding of Australian society and to the r	econciliation of Indiae	nous and non-Indiagnous Australians
Aboriginal	reachers should not	e that experiences in the arts of Aboriginal per		its understanding of Australian society and to the r		ious una non-inalgenous Australians.
Perspectives	_					
	Drama					
	🦑 Performing: Stu	* Performing: 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 ceremon	y and performance are integral to the express	ion of their cultural iden	tity.		
	Appreciating: 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.					
	Dance					
	Values and Attitudes: 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.					
	Performing: 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.					
	Music					
		and the second star for a star star star star star	I	la su statut de la constatut de la constatut de la constatut de la constatu	the state of the state of the state of	
	-	<b>e</b>	· · · · · · · · · · · · · · · · · · ·	les students with the variety of musical experiences		
			•	musical concepts. This should include Aboriginal an		
	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).					
	Sepertoire: Listening to and singing songs from Aboriginal and Torres Strait Islander communities and reflecting on their purposes will immerse students in Indigenous culture.					



Assessment	Assessment for Learning: Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching.						
	Assessment as Learning: Involves students in the learning process where they monitor their own progress, ask questions and practices skills.						
	Assessment of Learning: Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.						
Resources	Syllabus: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts						
	Creative Arts K-6 Units of Work: https://educationstandards.nsw.edu.au/wps/wcm/connect/41dc0e7d-e4fc-4202-b9e8-be706242a2c4/K6_creatart_uw.pdf?MOD=AJPERES&CVID=						
	Get Smarts Weebly: https://getsmarts.weebly.com/music.html						
	Cassie Stephens Art Lessons Online: <a href="https://cassiestephens.blogspot.com/?fbclid=lwAR2HPCVUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNtJsRLEUg">https://cassiestephens.blogspot.com/?fbclid=lwAR2HPCVUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNtJsRLEUg</a>						
	Drama Resource: https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNtJsRLEUg						
	Jack Hartman: https://jackhartmann.com/pages/fun-house						
	Go Noodle: https://www.gonoodle.com/						

# 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 4LS.1 Uses movement vocalisation or instruments to respond to a range of musicLS.2 Vocalises, sings plays an instrumentLS.3 Vocalises, sings plays an instrumentLS.4 Experiments in making musical soundsLS.5 Experiments in organising musical soundsLS.6 Experiments in representing and 	<ul> <li>Brain Breaks</li> <li>Sound and Letter Songs</li> <li>Number Songs</li> <li>Personal Care &amp; Routine Songs</li> </ul>	<ul> <li>LS.1.1 Explores characters, roles, situations and actions through drama activities</li> <li>LS.1.2 Explores a variety of playbuilding activities</li> <li>LS.1.3 Participates in drama experiences in which role-taking is used to enhance their understanding of ideas and feelings</li> <li>LS.2.1 Explores dramatic forms and theatrical conventions</li> <li>LS.2.2 Participates in the preparation of drama works and theatrical productions</li> <li>LS.2.1 Explores a variety of drama or theatre performances</li> <li>LS.3.1 Experiences a variety of drama or theatre performances</li> <li>LS.3.2 Identifies and responds to the elements of drama and theatre performances</li> <li>LS.3.3 Recognises that drama and theatre performance can communicate meaning and ideas.</li> </ul>	All Year Focus: Social Stories Puppet Theatre Masks and Play Building Movement and Mime Odd Year Focus: Making: Drama that explores a range of imagined and created situations in a collaborative drama and theatre environment Appreciating: The meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience. Even Year Focus: Performing: Devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience Appreciating: The meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.	<ul> <li>L5.1.1 Demonstrates a range of movement skills</li> <li>L5.1.2 Uses dance technique to communicate</li> <li>L5.1.3 Demonstrates an awareness of safe dance practices</li> <li>L5.2.1 Explores the elements of dance to create movement and communicate ideas</li> <li>L5.2.2 Explores, selects and sequences movement to express feelings and ideas</li> <li>L5.3.1 Experiences a variety of dance performances</li> <li>L5.3.2 Responds to the elements of dance in performance</li> <li>L5.3.1 Engages in dance activities</li> </ul>	All Year Focus: <ul> <li>Morning Circle Routines</li> <li>Brain Breaks</li> </ul> <li>Odd Year Focus: <ul> <li>Dance Performance: 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</li> <li>Dance Appreciation: 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</li> <li>Values: Value and appreciate their engagement in the study of dance as an artform through dance performance as a means of developing dance technique and performance quality to communicate ideas</li> </ul> </li> <li>Even Year Focus: <ul> <li>Dance Performance: Develop knowledge, understanding and skills about dance as an artform</li> <li>Even Year Focus:</li> <li>Dance Composition: 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</li> <li>Dance Composition: 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</li> <li>Values: Value and appreciate their engagement in the study of dance as an artform through dance technique and performance their engagement in the study of dance as an artform through dance composition as a means of creating and structuring movement to express and communicate ideas</li> </ul></li>

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Store F	LS.1 Uses movement,	Yearly Focus:	LS.1.1 Explores characters,	All Year Focus:	LS.1.1 Demonstrates a	All Year Focus:
Stage 5	vocalisation or	Morning Circle Routines	roles, situations and	Social Stories	range of movement	Morning Circle Routines
	instruments to respond to a range of music	Brain Breaks	actions through drama activities	Puppet Theatre	skills	Brain Breaks
	to a range or music	<ul> <li>Sound and Letter Songs</li> </ul>	activities	Masks and Play Building		
	LS.2 Vocalises, sings or	Number Songs	LS.1.2 Explores a variety of	Movement and Mime	LS.1.2 Uses dance	Odd Year Focus:
	plays an instrument	Personal Care & Routine Songs	playbuilding activities		technique to communicate	Dance Performance: Develop knowledge,
	LS.3 Vocalises, sings or		LS.1.3 Participates in	Odd Year Focus:	LS.1.3 Demonstrates an	understanding and skills about dance as an
	plays an instrument as		drama experiences in	Making: Drama that explores a range of	awareness of safe dance	artform through dance performance as a
	part of a group		which role-taking is used to	imagined and created situations in a	practices	means of developing dance technique and
	LS.4 Experiments in making musical sounds		enhance their understanding of ideas and	collaborative drama and theatre environment	LS.2.1 Explores the elements of dance to	performance quality to communicate ideas
	making musical sounds		feelings	Appreciating: The meaning and function of	create movement and	Dance Appreciation: Develop knowledge,
				drama and theatre in reflecting the personal,	communicate ideas	understanding and skills about dance as an
	LS.5 Experiments in		LS.2.1 Explores dramatic	social, cultural, aesthetic and political aspects of	LS.2.2 Explores, selects	artform through dance appreciation as a
	organising musical sounds		forms and theatrical conventions	the human experience.	and sequences movement to express	means of describing and analysing dance as an
	LS.6 Experiments in		LS.2.2 Participates in the		feelings and ideas	expression of ideas within a social, cultural or
	representing and		preparation of drama	Even Year Focus:		historical context
	recording musical sounds		works and theatrical productions	Performing: Devised and scripted drama using a		Values: Value and appreciate their
	LS.7 Experiences music		LS.3.1 Experiences a	variety of performance techniques, dramatic		engagement in the study of dance as an
	from a variety of social,		variety of drama or theatre	forms and theatrical conventions to engage an		artform
	cultural and historical contexts		performances	audience		Even Year Focus:
	LS.8 Communicates		LS.3.2 Identifies and	Appreciating: The meaning and function of	LS.3.1 Experiences a	Dance Performance: Develop knowledge,
	responses to a variety of		responds to the elements	drama and theatre in reflecting the personal,	variety of dance	understanding and skills about dance as an
	music		of drama or theatre in performances	social, cultural, aesthetic and political aspects of	performances	artform through dance performance as a
	LS.9 Appreciates a		LS.3.3 Recognises that	the human experience.	LS.3.2 Responds to the	means of developing dance technique and
	variety of music		drama and theatre		elements of dance in	performance quality to communicate ideas
			performances can communicate meaning and		performance	Dance Composition: Develop knowledge,
	LS.10 Engages in performing, composing		ideas.		LS.5.1 Engages in dance activities	understanding and skills about dance as an
	and listening				detivities	artform through dance composition as a
	experiences for enjoyment					means of creating and structuring movement
	enjoyment					to express and communicate ideas
						Values: Value and appreciate their
						engagement in the study of dance as an
						artform
Aboriginal	Teachers should not	e that experiences in the arts of Aboriginal peo	ples contribute to stude	nts' understanding of Australian society and to the r	econciliation of Indiger	nous and non-Indigenous Australians.
Perspectives						
•	Drama					
	-	<b>o</b>		ety of drama forms from different Australian culture	s including those of Ab	original and Torres Strait Islander peoples
		y and performance are integral to the express				
	Appreciating: 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.					
	Dance					
	Values and Attitudes: 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.					
	Performing: 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					
	dance.					
	Music					
		road range of repertoire from various times, p	laces and cultures provid	des students with the variety of musical experiences	that enable them to d	evelop self-expression, a sense of personal and
	Repertoire: 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).					
Assessment	Assessment for Learning: Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching.					
	Assessment as Learning: Involves students in the learning process where they monitor their own progress, ask questions and practices skills.					
	Assessment of Learning: Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.					
Resources	Syllabus: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts					
	Creative Arts K-6 Units of Work: https://educationstandards.nsw.edu.au/wps/wcm/connect/41dc0e7d-e4fc-4202-b9e8-be706242a2c4/K6 creatart uw.pdf?MOD=AJPERES&CVID=					
	Get Smarts Weebly: https://getsmarts.weebly.com/music.html					
	Cassie Stephens Art Lessons Online: https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNtJsRLEUg					
	Drama Resource: https://cassiestephens.blogspot.com/?fbclid=IwAR2HPCVUfi8Vn9WMdTJJawZ5Z-a2hwGVffONZ3CXp2N8a6yHaNNtJsRLEUg					
	Jack Hartman: https://jackhartmann.com/pages/fun-house					
	Go Noodle: https://www.gonoodle.com/					