

Australian Curriculum: The Arts- Years 3-4

Band Plan-2025

CURRICULUM	YEAR 3		YEAR 4		YEAR 3		YEAR 4	
	Term 1	Term 2	Term 1	Term 2	Term 3	Term 4	Term 3	Term 4
	Visual Arts	Drama	Visual Arts	Drama	Dance	Media Arts	Dance	Media Arts
Unit name	Meaning found in objects	Country and Place	Meaning found in objects	Country and Place	Celebrating Dance	Persuade to Protect	Celebrating Dance	Persuade to Protect
Unit description	Students will explore different cultures artworks that are created with found objects and surface manipulation. They will learn to use found objects to make, display and discuss their own and each others artworks.	students explore connection to Country/Place through Dreaming stories and Before Time stories as stimulus	Students will explore different cultures artworks that are created with found objects and surface manipulation. They will learn to use found objects to make, display and discuss their own and each others artworks.	students explore connection to Country/Place through Dreaming stories and Before Time stories as stimulus	students make and respond to dance by exploring dance used in celebrations from a range of cultures	students explore magazine cover design through representation and characterisation of people in their community, including themselves, and compare the digitisation of magazines on the internet	students make and respond to dance by exploring dance used in celebrations from a range of cultures	students explore magazine cover design through representation and characterisation of people in their community, including themselves, and compare the digitisation of magazines on the internet

ASSESSMENT		YEAR 3		YEAR 4		YEAR 3		YEAR 4	
		Visual Arts	Drama	Visual Arts	Drama	Dance	Media Arts	Dance	Media Arts
		Meaning found in objects	Country and Place	Meaning found in objects	Country and Place	Celebrating Dance	Persuade to Protect	Celebrating Dance	Persuade to Protect
Range and balance of summative assessment conventions	Technique	Project	Extended response & performance	Project	Extended response & performance	Extended response & performance	Extended response & practical	Extended response & performance	Extended response & practical
	Type of text		Collection of work Response, review and demonstration		Collection of work Response, review and demonstration	Collection of work Response, review and demonstration	Collection of work Response, review and demonstration	Collection of work Response, review and demonstration	Collection of work Response, review and demonstration
	Mode	Visual	Written & Performance	Visual	Written & Performance	Written & Performance	Written & multimodal	Written & Performance	Written & multimodal
	Conditions	Access to resources	Open task	Access to resources	Open task	Open task	Open task	Open task	Open task

		individual supervised Ongoing timeframe		individual supervised Ongoing timeframe					
Aspects of the achievement standard									
Describe and discuss similarities and differences between drama they make, perform and view		✓		✓					
Discuss how they and others organise the elements of drama in their drama		✓		✓					
Use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama		✓		✓					
Collaborate to plan, make and perform drama that communicates idea		✓		✓					
Describe and discuss similarities and differences between media artworks they make and view						✓		✓	
Discuss how and why they and others use images, sound and text to make and present media artworks						✓		✓	
Collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience						✓		✓	
Describe and discuss similarities and difference between artworks they make, present and view									
Discuss how they and others use visual conventions in artworks									
Collaborate to plan and make artworks that are inspired by artworks they experience	✓		✓						
Use visual conventions, techniques and processes to communicate their ideas	✓		✓						
Describe and discuss similarities and differences between dances they make, perform and view					✓		✓		
Discuss how they and others organise the elements of dance in dances depending upon the purpose					✓		✓		
Structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood					✓		✓		
Collaborate to make dances and perform with control, accuracy, projection and focus					✓		✓		

2023



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard