



Help for non-English speakers - If you need help to understand the information in this policy, please contact Administration at Ph. 8766 4000

PURPOSE

The purpose of a Performing Arts Policy at Barton Primary School is to provide a comprehensive and inclusive program that meets the achievement standards of the Victorian Curriculum, and to equip students with the necessary skills, knowledge, and confidence to express themselves creatively, communicate effectively, and work collaboratively in a range of contexts. The policy aims to outline the curriculum and assessment methods used in the program, ensure teaching excellence, provide access to quality facilities and resources, and promote inclusion for all students, regardless of their background, ability, or experience.

SCOPE

The policy serves as a guide for teachers, students, and parents, ensuring that the program is delivered consistently and to a high standard, and that all students have the opportunity to participate and succeed in the performing arts.

POLICY

INTRODUCTION:

The Performing Arts program at Barton Primary School aims to provide students with opportunities to develop skills and knowledge in music, drama, and dance. The program seeks to meet the achievement standards of the Victorian Curriculum while also fostering creativity, teamwork, and self-expression.

Goals:

1. To provide a comprehensive Performing Arts curriculum that is aligned with the Victorian Curriculum and provides ongoing assessment of student learning.
2. To equip students with the necessary skills and knowledge to participate in and appreciate music, drama, and dance.
3. To provide access to quality facilities and resources for students to engage in the Performing Arts.
4. To provide teaching excellence that fosters student creativity, teamwork, and self-expression.

CURRICULUM:

The Performing Arts curriculum will be aligned with the Victorian Curriculum and include music, drama, and dance. Students will have the opportunity to participate in a range of activities such as choir, instrumental music, drama productions, and dance performances.

ASSESSMENT:

Assessment of student learning will be ongoing and include formative and summative assessments. Teachers will use a range of assessment tools such as rubrics, checklists, and self and peer assessments to provide feedback to students on their progress.

EQUIPPING STUDENTS:

To ensure students have the necessary skills and knowledge to participate in and appreciate the Performing Arts, the school will provide opportunities for students to engage in co-curricular activities such as music and drama clubs. The school will also offer workshops and masterclasses to develop students' skills in specific areas.

TEACHING EXCELLENCE:

Our performing arts program is delivered by qualified and experienced teachers who are passionate about their subject and committed to providing high-quality teaching and learning experiences. Our teachers:

- Have relevant qualifications and experience in their discipline area.
- Are knowledgeable about the Victorian Curriculum and use it to guide their planning, teaching, and assessment.
- Use a range of teaching strategies and resources to engage and challenge students and support their learning.
- Provide regular feedback to students and parents about progress and areas for improvement.
- Participate in ongoing professional development to enhance their knowledge and skills.

FACILITIES AND RESOURCES:

We believe that access to quality facilities and resources is essential for providing a high-quality performing arts program. Our school:

- Has dedicated performing arts spaces, including a music room, drama room, and dance studio, which are well-equipped with instruments, technology, and other resources.
- Has access to a range of performance spaces within the school and in the wider community, which provide opportunities for students to perform to different audiences and in different contexts.
- Provides students with access to a range of resources, including sheet music, scripts, costumes, and props, which support their learning and creative development.

YEARLY OVERVIEW

	TERM 1 UNITS	TERM 2 UNITS	TERM 3 UNITS	TERM 4 UNITS
PREP	<p>Drama:</p> <ul style="list-style-type: none"> • Imaginative Play <p>Music:</p> <ul style="list-style-type: none"> • Beat 	<p>Drama:</p> <ul style="list-style-type: none"> • Drama Practices (body movement) • Scripted Drama • Puppetry & Masks 	<p>Drama:</p> <ul style="list-style-type: none"> • Cultural Drama Exploration • Drama Practices (facial expression) • Improvisation <p>Music:</p> <ul style="list-style-type: none"> • Musical Elements (Beat, Pitch, Dynamics, Tempo, Composing) 	<p>Drama:</p> <ul style="list-style-type: none"> • Drama Practices (body movement) • Imaginative Play • Drama Games • Cultural Drama Exploration <p>Music:</p> <ul style="list-style-type: none"> • Musical Elements (Beat, Pitch, Dynamics, Tempo) • Music from other Cultures (Indigenous Australian, Fijian, Cambodian)

GRADE 1	<p>Drama:</p> <ul style="list-style-type: none"> Imaginative Play <p>Music:</p> <ul style="list-style-type: none"> Musical Elements (Beat, Pitch, Dynamics) 	<p>Drama:</p> <ul style="list-style-type: none"> Drama Practices (facial expression and body movement) Drama Games <p>Music:</p> <ul style="list-style-type: none"> Musical Elements (Tempo, Beat, Rhythm, Dynamics, Pitch) 	<p>Drama:</p> <ul style="list-style-type: none"> Cultural Drama Exploration Respond to Drama Drama Practices (improvisation, body movement, facial expression, voice) Short Play <p>Music:</p> <ul style="list-style-type: none"> Cultural Exploration Musical Elements (Beat, Pitch & Pitch Intervals, Dynamics, Rhythm) Composing & Graphic Notion Composing & Performing 	<p>Drama:</p> <ul style="list-style-type: none"> Drama Games Cultural Drama Exploration (Indigenous Australian dance and storytelling) Miming <p>Music:</p> <ul style="list-style-type: none"> Musical Element Revision Music from other Cultures (Indigenous Australian, Fijian, Sri Lankan, Vietnam) Composing & Graphic Notation
GRADE 2	<p>Drama:</p> <ul style="list-style-type: none"> Imaginative Play <p>Music:</p> <ul style="list-style-type: none"> Musical Elements (Beat, Pitch & Pitch Intervals, Dynamics, Tempo) 	<p>Drama:</p> <ul style="list-style-type: none"> Drama Practices (space & improvisation, body movement) Drama Games <p>Music:</p> <ul style="list-style-type: none"> Musical Elements (Beat, Pitch, Intervals, Dynamics, Tempo, Mood, Tone) 	<p>Drama:</p> <ul style="list-style-type: none"> Cultural Drama Exploration Respond to Drama Drama Practices (improvisation, body movement, facial expression, voice) Short Play <p>Music:</p> <ul style="list-style-type: none"> Cultural Exploration Musical Elements (Beat, Pitch & Pitch Intervals, Tempo, Dynamics, Rhythm, Mood, Tone Colour) Composing & Performing 	<p>Drama:</p> <ul style="list-style-type: none"> Drama Games Cultural Drama Exploration (Indigenous Australian dance and storytelling) Miming <p>Music:</p> <ul style="list-style-type: none"> Musical Element Revision Music from other Cultures (Indigenous Australian, Fijian, Sri Lankan, Vietnam) Composing & Graphic Notation
GRADE 3	<p>Drama:</p> <ul style="list-style-type: none"> Introduction to Drama (Purpose) Performance Review Masks <p>Music:</p> <ul style="list-style-type: none"> Musical Element (Beat, Rhythm, Pitch, Tempo, Dynamics, Melody etc.) 	<p>Drama:</p> <ul style="list-style-type: none"> Drama Practices (body movement, voice and facial expression) Respond to Drama <p>Music:</p> <ul style="list-style-type: none"> Musical Elements (Beat, Pitch, Rhythm, Intervals, Dynamics, Tempo, Mood, Tone) 	<p>Drama:</p> <ul style="list-style-type: none"> Cultural Drama Exploration Drama Practice (voice, movement and language) Scripted Drama <p>Music:</p> <ul style="list-style-type: none"> Cultural Exploration Musical Elements (Beat, Pitch & Pitch Intervals, Tempo, Dynamics, Rhythm, Mood, Tone Colour, Melody & Accompaniment, Form) Composing, Recording & Performing 	<p>Drama:</p> <ul style="list-style-type: none"> Cultural Drama Exploration (Greek Theatre, Italian Theatre, Indian Theatre and Chinese Dragon Dancing) <p>Music:</p> <ul style="list-style-type: none"> Musical Element Revision Music from other Cultures (Pakistan, China, Africa, India) Composing, Recording & Performing

GRADE 4	<p>Drama:</p> <ul style="list-style-type: none"> • Introduction to Drama (Purpose) • Performance Review <p>Music:</p> <ul style="list-style-type: none"> • Musical Element Revision (Beat, Rhythm, Pitch, Tempo, Dynamics, Melody) 	<p>Drama:</p> <ul style="list-style-type: none"> • Drama Practices (body movement, voice and facial expression) • Respond to Drama <p>Music:</p> <ul style="list-style-type: none"> • Musical Elements (Beat, Pitch, Rhythm, Intervals, Dynamics, Tempo, Mood, Tone, Melody, Accompaniment) 	<p>Drama:</p> <ul style="list-style-type: none"> • Cultural Drama Exploration • Drama Practice (voice, movement and language) • Scripted Drama <p>Music:</p> <ul style="list-style-type: none"> • Cultural Exploration • Musical Elements (Beat, Pitch & Pitch Intervals, Tempo, Dynamics, Rhythm, Mood, Tone Colour, Melody & Accompaniment, Form) • Composing, Recording & Performing 	<p>Drama:</p> <ul style="list-style-type: none"> • Cultural Drama Exploration (Greek Theatre, Italian Theatre, Indian Theatre, Chinese Dragon Dancing and Indigenous Australian Entertainment) <p>Music:</p> <ul style="list-style-type: none"> • Musical Element Revision • Music from other Cultures (Pakistan, China, Africa, India) • Composing, Recording & Performing
GRADE 5	<p>Drama:</p> <ul style="list-style-type: none"> • Introduction to Drama (Purpose) • Improvisation <p>Music:</p> <ul style="list-style-type: none"> • Musical Element Revision (Beat, Rhythm, Pitch, Tempo, Dynamics, Melody) • Drumming 	<p>Drama:</p> <ul style="list-style-type: none"> • Drama Practices (voice, movement & time, and place) • Scripted Drama <p>Music:</p> <ul style="list-style-type: none"> • Musical Element Revision (Beat, Rhythm, Pitch, Tempo, Dynamics, Melody) • Drums • Ukulele • Keyboard 	<p>Drama:</p> <ul style="list-style-type: none"> • Drama Practice (body movement, facial expressions and voice) • Drama Games • Performance Evaluation <p>Music:</p> <ul style="list-style-type: none"> • Cultural Exploration • Drums • Ukulele • Keyboard • Guitar • Composing 	<p>Drama:</p> <ul style="list-style-type: none"> • Drama Games • Cultural Drama Exploration (Greek Theatre, Italian Theatre, Indian Theatre and Indigenous Australian Entertainment) <p>Music:</p> <ul style="list-style-type: none"> • Musical Element Revision • Music from other Cultures (Afghanistan, New Zealand, Italy) • Composing, Arranging & Performing • Drums • Ukulele • Keyboard • Guitar
GRADE 6	<p>Drama:</p> <ul style="list-style-type: none"> • Introduction to Drama (Purpose) • Improvisation <p>Music:</p> <ul style="list-style-type: none"> • Musical Element Revision (Beat, Rhythm, Pitch, Tempo, Dynamics, Melody) • Keyboard • Ukulele • Guitar 	<p>Drama:</p> <ul style="list-style-type: none"> • Drama Practices (voice, movement & time, and place) • Scripted Drama <p>Music:</p> <ul style="list-style-type: none"> • Musical Element Revision (Beat, Rhythm, Pitch, Tempo, Dynamics, Melody) • Drums • Ukulele • Keyboard • Guitar 	<p>Drama:</p> <ul style="list-style-type: none"> • Drama Practice (body movement, facial expressions, improvisation and voice) • Drama Games • Performance Evaluation <p>Music:</p> <ul style="list-style-type: none"> • Cultural Exploration • Drums • Ukulele • Keyboard • Guitar • Composing & Performing • Time Signature 	<p>Drama:</p> <ul style="list-style-type: none"> • Drama Games • Cultural Drama Exploration (Greek Theatre, Italian Theatre, Indian Theatre and Indigenous Australian Entertainment) <p>Music:</p> <ul style="list-style-type: none"> • Musical Element Revision • Music from other Cultures (Afghanistan, New Zealand, Italy) • Composing, Arranging & Performing • Drums • Ukulele • Keyboard • Guitar

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

- **Music:** <https://victoriancurriculum.vcaa.vic.edu.au/the-arts/music/introduction/rationale-and-aims>
- **Dance:** <https://victoriancurriculum.vcaa.vic.edu.au/the-arts/dance/introduction/rationale-and-aims>
- **Drama:** <https://victoriancurriculum.vcaa.vic.edu.au/the-arts/drama/introduction/rationale-and-aims>

POLICY REVIEW AND APPROVAL

Policy last reviewed	07/08/2023
Approved by	Principal
Next scheduled review date	07/08/2026