Stage 1 term-based linked to resources

# Ease series teaching resources

The downloadable Ease series for the creative arts includes:

* [Art Ease](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/early-stage-1-to-stage-3/visual-arts)
* [Vocal Ease MORE (Module 1) and Vocal Ease MORE (Module 2)](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/early-stage-1-to-stage-3/music/vocal-ease-more)
* [Act Ease](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/early-stage-1-to-stage-3/drama)
* [Move Ease](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/early-stage-1-to-stage-3/dance#Move0)

## Syllabus outcomes codes reference

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| **Visual arts** | **Music** | **Drama** | **Dance** |
| VAS1.1 – makes artworks in a particular way about experiences of real and imaginary things.  VAS1.2 – uses the forms to make artworks according to varying requirements.  VAS1.3 – realises what artists do, who they are and what they make.  VAS1.4 – begins to interpret the meaning of artworks, acknowledging the roles of artist and audience. | MUS1.1 – sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.  MUS1.2 – explores, creates, selects and organises sound in simple structures.  MUS1.3 – uses symbol systems to represent sounds.  MUS1.4 – responds to a range of music, expressing likes and dislikes and the reasons for these choices. | DRAS1.1 – takes on roles in drama to explore familiar and imagined situations.  DRAS1.2 – conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.  DRAS1.3 – interacts collaboratively to communicate the action of the drama with others.  DRAS1.4 – appreciates dramatic work during the making of their own drama and the drama of others. | DAS1.1 – performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement  DAS1.2 – explores and selects movement using the elements of dance to make dance express ideas, feelings or moods.  DAS1.3 – gives personal opinions about the dances and their purpose that they view and/or experience. |

### Term 1 – odd year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview from resources |
| Visual arts | VAS1.1  VAS1.2  VAS1.3  VAS1.4 | Art Ease – People | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * explore representations of people from the world around them including portraits, the human figure, photography and sculpture * use various artistic techniques to express their own interpretation of people. |
| Music | MUS1.1  MUS1.2  MUS1.3  MUS1.4 | Vocal Ease MORE (Module 1) – ‘Rubbish rap’ | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * become familiar with 'Rubbish rap' * develop skills to keep the beat * explore the structure of a song. |
| Drama | DRA1.1  DRA1.2  DRA1.3  DRA1.4 | Act Ease – Playbuilding and roleplay | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * take on a character and role * perform using the elements of drama * discuss performance and offer feedback * convey a story and express feelings. |

### Term 2 – odd year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS1.1  VAS1.2  VAS1.3  VAS1.4 | Art Ease – Objects | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * explore representations of objects from the world around them including functional objects, still life, found objects and popular culture artworks * use various artistic techniques to express their own interpretation of objects. |
| Music | MUS1.1  MUS1.2  MUS1.3  MUS1.4 | Vocal Ease MORE (Module 1) – ‘[Where](https://schoolsequella.det.nsw.edu.au/file/761ed995-daad-47ca-9805-00613f5ff953/1/vocal-ease-more-module-1.zip/index.html#/id/5f4e445caf064f19872438f3) the creatures roam’ | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * become familiar with the song * identify the instruments used in the song * develop skills to maintain the beat * investigate the tonality of the music (major versus minor) * use movement to identify the different sections of the music. |
| Dance | DAS1.1  DAS1.2  DAS1.3 | Move Ease – ‘Cyber dance’ | Get familiar  Spice it up  Make it up  Notate it  Time to reflect | Students will:   * discuss and develop understanding of safe dance practices * explore movement improvisation * learn a simple dance. |

### Term 3 – odd year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS1.1  VAS1.2  VAS1.3  VAS1.4 | Art Ease – Places and spaces | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * make artworks about our surroundings * use different techniques and forms * recognise what an artist does * communicate about artists and artworks. |
| Music | MUS1.1  MUS1.2  MUS1.3  MUS1.4 | Vocal Ease MORE (Module 2) – Dance all day | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * become familiar with the song through movement * find and keep the beat * listen for familiar instruments. |
| Drama | DRA1.1  DRA1.2  DRA1.3  DRA1.4 | Act Ease – [Improvisation](https://schoolsequella.det.nsw.edu.au/file/02f3d1ba-0509-400a-858a-d066546e4a62/1/act-ease.zip/index.html#/id/5e43ea0d78219b124d2afd52) | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * use tension and focus in improvisation * listen and take turns when speaking * put all the components together when improvising. |

### Term 4 – odd year – content overview using the Ease series

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| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual art | VAS1.1  VAS1.2  VAS1.3  VAS1.4 | Art Ease – Events | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * make artworks about our experiences and events * use different techniques and forms * recognise what an artist does * communicate about artists and artworks. |
| Music | MUS1.1  MUS1.2  MUS1.3  MUS1.4 | Vocal Ease MORE (Module 2) – ‘100 Monkeys’ | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * become familiar with the song and its story * recognise when the beat changes * sing the chorus * adapt the lyrics. |
| Dance | DAS1.1  DAS1.2  DAS3.3 | Move Ease – ‘Dance through time’ | Get familiar  Spice it up  Make it up  Notate it  Time to reflect | Students will:   * discuss and develop understanding of safe dance practices * dance with a partner * learn about dance forms or genres throughout history. |

### Term 1 – even year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS1.1  VAS1.2  VAS1.3  VAS1.4 | Art Ease – People | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * explore representations of people from the world around them including portraits, the human figure, photography and sculpture * use artistic techniques to express their interpretation of people. |
| Music | MUS1.1  MUS1.2  MUS1.3  MUS1.4 | Vocal Ease MORE (Module 2) – ‘Bring me down some of that rain’ | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * create meaning for the music of the song * retell the story of the song * listen for and examine changing instruments. |
| Drama | DRA1.1  DRA1.2  DRA1.3  DRA1.4 | Act Ease – Mime and movement | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * take on a character and role using mime and movement * perform using the elements of drama * discuss performance and offer feedback * convey a story and feelings through mime and movement. |

### Term 2 – even year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS1.1  VAS1.2  VAS1.3  VAS1.4 | Art Ease – Objects | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * explore representations of objects from the world around them including functional objects, still life, found objects and popular culture artworks * use various artistic techniques to express their own interpretation of objects. |
| Music | MUS1.1  MUS1.2  MUS1.3  MUS1.4 | Vocal Ease MORE (Module 1) – ‘Boogie woogie woogie woogie boogie’ | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * become familiar with the song through singing, playing and moving * explore the patterns and structure of the song through the 12-bar blues * develop skills to keep the beat. |
| Dance | DAS1.1  DAS1.2  DAS1.3 | Move Ease – ‘Elements of Gamelan’ | Get familiar  Spice it up  Make it up  Notate it  Time to reflect | Students will:   * discuss and develop understanding of safe dance practices * learn about the Tari Aceh dance (non-locomotor) * use the natural world elements of Earth, wind, fire and water to compose movement. |

### Term 3 – even year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS1.1  VAS1.2  VAS1.3  VAS1.4 | Art Ease – Places and spaces | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * make artworks about our surroundings * use different techniques and forms * recognise what an artist does * communicate about artists and artworks. |
| Music | MUS1.1  MUS1.2  MUS1.3  MUS1.4 | Vocal Ease MORE (Module 2) – ‘Bob the farmer’s dog’ | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * become familiar with the song through movement * find and keep the beat * explain their opinions of the song through musical elements * sing the chorus * learn a bush dance. |
| Drama | DRA1.1  DRA1.2  DRA1.3  DRA1.4 | Act Ease – Puppetry and mask | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * improvise scenes involving tension with puppets * create puppet shows in groups using performance techniques * devise with paper plate style puppets and compare. |

### Term 4 – even year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artforms | Syllabus outcome | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS1.1  VAS1.2  VAS1.3  VAS1.4 | Art Ease – Events | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * make artworks about our experiences and events * use different techniques and forms * recognise what an artist does * communicate about artists and artworks. |
| Music | MUS1.1  MUS1.2  MUS1.3  MUS1.4 | Vocal Ease MORE (Module 1) – ‘[When](https://schoolsequella.det.nsw.edu.au/file/761ed995-daad-47ca-9805-00613f5ff953/1/vocal-ease-more-module-1(2).zip/index.html#/id/5f4e445caf064f19872438f5) the clouds are sinking low’ | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * become familiar with two songs * learn to sing both songs together * develop skills to keep the beat in both songs. |
| Dance | DAS1.1  DAS1.2  DAS1.3 | Move Ease – ‘Movement of life’ | Get familiar  Spice it up  Make it up  Notate it  Time to reflect | Students will:   * discuss and develop understanding of safe dance practices * explore guided movement improvisation * examine body positions, shapes and actions and how the body moves. |

[Creative Arts K – 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © 2006 Copyright NESA for and on behalf of the Crown in right of the State of New South Wales.