Stage 3 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** |
| VAS3.1 – investigates subject matter in an attempt to represent likenesses of things in the world.VAS3.2 – makes artworks for different audiences assembling materials in a variety of ways.VAS3.3 – acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.VAS3.4 – communicates about the ways in which subject matter is represented in artworks.  | MUS3.1 – sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.MUS3.2 – improvises, experiments, selects, combines and orders sound using musical concepts.MUS3.3 – notates and discusses own work and the work of others.MUS3.4 – identifies the use of musical concepts and symbols in a range of musical styles. | DRA3.1 – develops a range of in-depth and sustained roles.DRA3.2 – interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.DRA3.3 – devises, acts and rehearses drama for performance to an audience.DRA3.4 – responds critically to a range of drama works and performance styles. | DAS3.1 – performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.DAS3.2 – explores, selects, organises and refines movement using the elements of dance to communicate intent.DAS3.3 – discusses and interprets the relationship between content, meaning and context in their own and others’ dances. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS3.1VAS3.2VAS3.3VAS3.4 | Art Ease – People | Get familiarSpice it upMake it upTime 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 | MUS3.1MUS3.2MUS3.3MUS3.4 | Vocal Ease MORE (Module 1) – ‘Rubbish rap’ | Get familiarSpice it upMake it upTime to reflect | Students will:* learn a chant and create a rap
* explore musical concepts through a variety of learning experiences including performing, organising sound and listening.
 |
| Drama | DRA3.1DRA3.2DRA3.3DRA3.4 | Act Ease – [Digital drama](https://schoolsequella.det.nsw.edu.au/file/02f3d1ba-0509-400a-858a-d066546e4a62/1/act-ease.zip/index.html#/id/5e43ea0d78219b124d2afd48) | Get familiarSpice it upMake it upTime to reflect  | Students will:* explore dramatic skills using technology in a variety of learning experiences
* learn about the history of film and how storytelling techniques in film relate to drama.
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## Term 2 – odd year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS3.1VAS3.2VAS3.3VAS3.4 | Art Ease – Objects | Get familiarSpice it upMake it upTime 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 | MUS3.1MUS3.2MUS3.3MUS3.4 | Vocal Ease MORE (Module 1) – ‘[Issunboshi](https://schoolsequella.det.nsw.edu.au/file/761ed995-daad-47ca-9805-00613f5ff953/1/vocal-ease-more-module-1.zip/index.html%22%20%5Cl%20%22/id/5f4e445caf064f19872438f3)' | Get familiarSpice it upMake it upTime to reflect  | Students will:* become familiar with a song
* explore the structure of a song
* develop skills to keep a beat.
 |
| Dance | DAS3.1DAS3.2DAS3.3 | Move Ease – ‘Cyber dance’ | Get familiarSpice it upMake it upNotate itTime to reflect  | Students will:* improvise independently and learn how to design a dance collaboratively
* create a dance in the style of a ‘Just Dance’ or digital video.
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## Term 3 – odd year – content overview using the Ease series

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| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS3.1VAS3.2VAS3.3VAS3.4 | Art Ease – Places and spaces | Get familiarSpice it upMake it upTime to reflect | Students will:* move from local to global experiences
* examine the world of visual arts as both an artist and an audience through their world and a variety of artworks.
 |
| Music | MUS3.1MUS3.2MUS3.3MUS3.4 | Vocal Ease MORE (Module 2) – ‘Dance all day’ | Get familiarSpice it upMake it upTime to reflect  | Students will: * develop movement skills
* use spoken words to a beat (as opposed to sung parts)
* use melodic percussion such as the glockenspiel to learn to play an accompanying melodic line.
 |
| Drama | DRA3.1DRA3.2DRA3.3DRA3.4 | Act Ease – [Drama and literacy](https://schoolsequella.det.nsw.edu.au/file/02f3d1ba-0509-400a-858a-d066546e4a62/1/act-ease.zip/index.html#/id/5e43ea0d78219b124d2afd52) | Get familiarSpice it upMake it upTime to reflect  | Students will:* explore ways to integrate drama and literacy
* explore quality children’s’ literature in the context of drama.
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## Term 4 – odd year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS3.1VAS3.2VAS3.3VAS3.4 | Art Ease – Events | Get familiarSpice it upMake it upTime to reflect | Students will:* explore events ranging from worldwide to personal and will use various artistic techniques to express their own interpretation of events.
 |
| Music | MUS3.1MUS3.2MUS3.3MUS3.4 | Vocal Ease MORE (Module 1) – [Music video](https://schoolsequella.det.nsw.edu.au/file/761ed995-daad-47ca-9805-00613f5ff953/1/vocal-ease-more-module-1.zip/index.html#/id/5f4e445caf064f19872438f5)\* | Get familiarSpice it upMake it upTime to reflect  | Students will:* engage with visual literacy by composing a digital story
* engage in the joint process of creating a whole class music video about one of the units they have studied throughout the year.
 |
| Dance | DAS3.1DAS3.2DAS3.3 | Move Ease – ‘Dance through time’ | Get familiarSpice it upMake it upNotate itTime to reflect  | Students will:* investigate how dance performance has evolved over time
* learn the various dance styles and collaboratively design a dance.
 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS3.1VAS3.2VAS3.3VAS3.4 | Art Ease – People | Get familiarSpice it upMake it upTime to reflect | Students will:* create artworks of themselves and others. They investigate the art of the human figure and develop theories on art making
* develop their own skills and ideas on how to give meaning through art.
 |
| Music  | MUS3.1MUS3.2MUS3.3MUS3.4 | Vocal Ease MORE (Module 2) – ‘Bring me down some of that rain’ | Get familiarSpice it upMake it upTime to reflect  | Students will:* participate in part singing and engage in learning about the environment
* learn that music can relate to the real-world contexts.
 |
| Drama | DRA3.1DRA3.2DRA3.3DRA3.4 | Act Ease – Mime and movement | Get familiarSpice it upMake it upTime to reflect  | Students will:* learn to communicate through gestures and actions, without the use of speaking
* participate in learning experiences that range from the demonstration of simple actions without words to the theatrical type of mime demonstrated by artists such as Marcel Marceau.
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### Term 2 – even year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS3.1VAS3.2VAS3.3VAS3.4 | Art Ease – Objects | Get familiarSpice it upMake it upTime to reflect | Students will:* investigate the art of objects and develop their knowledge on art making
* develop skills and ideas on how to give objects meaning through art.
 |
| Music  | MUS3.1MUS3.2MUS3.3MUS3.4 | Vocal Ease MORE (Module 2) – ‘The delights of Greece’ | Get familiarSpice it upMake it upTime to reflect  | Students will:* become familiar with Greek music through listening
* explore the uneven tempo of Greek music and listen for unfamiliar instruments. Students describe different types of voices.
 |
| Dance | DAS3.1DAS3.2DAS3.3 | Move Ease – ‘Elements of Gamelan’ | Get familiarSpice it upMake it upNotate itTime to reflect  | **Students will:*** **investigate the elements of dance movement dynamics**
* **perform a sequence devised from the cultural context of Acehnese dance with a variety of movement qualities**
* **engage in dance appreciation by reflecting on their learning experiences with critical and creative thinking**
* **give feedback about the performances they view.**
 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS3.1VAS3.2VAS3.3VAS3.4 | Art Ease – Places and spaces | Get familiar Spice it up Make it up Time to reflect  | Students will:* move from local to global experiences in visual arts
* examine the world of visual arts as both an artist and an audience through their world and a variety of artworks.
 |
| Music | MUS3.1MUS3.2MUS3.3MUS3.4 | Vocal Ease MORE (Module 2) – Bob the farmer’s dog | Get familiarSpice it upMake it upTime to reflect  | Students will:* describe characteristics of Australian bush music
* learn to sing and dance to an Australian bush song
* invent body percussion, create, teach and perform an ostinato or two, and write a poem or verse.
 |
| Drama | DRA3.1DRA3.2DRA3.3DRA3.4 | Act Ease – Puppetry and mask | Get familiarSpice it upMake it upTime to reflect  | **Students will:*** **watch how a puppet might move**
* **make and experiment with moving a puppet, and use a character voice with a puppet**
* **create a moment where the puppets meet**
* **investigate styles of shadow puppetry, experiment with making shadows with the human body, and make and use shadow puppets.**
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## Term 4 – even year – content overview using the Ease series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artforms | Syllabus outcomes | Unit | Learning experiences | Learning overview |
| Visual art | VAS3.1VAS3.2VAS3.3VAS3.4 | Art Ease – Events | Get familiar Spice it up Make it up Time to reflect  | **Students will:*** **record, represent and respond to these events in a variety of ways exploring their feelings and creating symbols related to these events**
* **use street art and public artworks amongst more traditional art forms to share their experiences, social values, political and cultural beliefs with a wide range of audiences.**
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| Music | MUS3.1MUS3.2MUS3.3MUS3.4 | Vocal Ease MORE (Module 1) – [Music video](https://schoolsequella.det.nsw.edu.au/file/761ed995-daad-47ca-9805-00613f5ff953/1/vocal-ease-more-module-1%282%29.zip/index.html#/id/5f4e445caf064f19872438f5)\* | Get familiarSpice it upMake it upTime to reflect  | Students will:* engage with music through visual literacy and composing a digital story
* engage in the joint process of creating a whole class music video about one of the units they have studied throughout the year.
 |
| Dance | DAS3.1DAS3.2DAS3.3 | Move Ease – ‘Movement of life’ | Get familiarSpice it upMake it upNotate itTime to reflect  | Students will:* work independently and collaboratively in fun body action games
* explore movement using the elements of dance.
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\*‘Music video’ is adaptable to any unit and any piece. Schools have flexibility to substitute other pieces according to student interest.

[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.