Stage 2 term-based linked to resources

# Ease series teaching resources

The downloadable Ease series for the creative arts includes:

* Art Ease
* Vocal Ease MORE (Module 1) and Vocal Ease MORE (Module 2)
* Act Ease
* [Move Ease](https://app.education.nsw.gov.au/rap/resource/access/5cf286f4-0b11-409b-906f-742147c9ec35/1)

## Syllabus outcomes codes reference

|  |  |  |  |
| --- | --- | --- | --- |
| **Visual arts** | **Music** | **Drama** | **Dance** |
| VAS1.1 – represents the qualities of experiences and things that are interesting or beautiful\* by choosing among aspects of subject matter.  VAS2.2 – uses the forms to suggest the qualities of subject matter.  VAS2.3 – acknowledges that artists make artworks for different reasons and that various interpretations are possible.  VAS2.4 – identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques. | MUS2.1 – sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.  MUS2.2 – improvises musical phrases, organises sounds and explains reasons for choices.  MUS2.3 – uses commonly understood symbols to represent own work.  MUS2.4 – identifies the use of musical concepts and musical symbols in a range of repertoire. | DRA2.1 – takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.  DRA2.2 – builds the action of the drama by using the elements of drama, movement and voice skills.  DRA2.3 – sequences the action of the drama to create meaning for an audience.  DRA2.4 – responds to, and interprets drama experiences and performances. | DAS2.1 – performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance.  DAS2.2 – explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods.  DAS2.3 – gives personal opinions about the use of elements and meaning 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 | VAS2.1  VAS2.2  VAS2.3  VAS2.4 | Art Ease – People | Get familiar  Spice it up  Make it up  Time 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 | MUS2.1  MUS2.2  MUS2.3  MUS2.4 | Vocal Ease MORE (Module 1) – Rubbish rap | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * learn a chant * explore musical concepts through a variety of learning experiences including performing, organising sound and listening. |
| Drama | DRA2.1  DRA2.2  DRA2.3  DRA2.4 | Act Ease – Drama and literacy | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * explore ways to integrate drama and literacy, and how to explore quality children’s’ literature in drama. |

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

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| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS2.1  VAS2.2  VAS2.3  VAS2.4 | 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 | MUS2.1  MUS2.2  MUS2.3  MUS2.4 | 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:   * identify the instruments used in the song * develop skills to maintain the beat * use movement to identify the different sections of the music * play some of the instrumental parts to accompany the music. |
| Dance | DAS2.1  DAS2.2  DAS2.3 | Move Ease – Cyber dance | Get familiar  Spice it up  Make it up  Notate it  Time to reflect | Students will:   * improvise independently and learn how to design a dance collaboratively. * create a dance in the style of a ‘Just Dance’ video. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual art | VAS2.1  VAS2.2  VAS2.3  VAS2.4 | Art Ease – Places and spaces | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * move from local to global experiences * examine the world of visual arts as both an artist and an audience through their world and a variety of artworks. |
| Music | MUS2.1  MUS2.2  MUS2.3  MUS2.4 | Vocal Ease MORE (Module 1) – When the clouds are sinking low | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * investigate the structure of a song * sing together and hear the harmonies * accompany a song using ostinatos. |
| Drama | DRA2.1  DRA2.2  DRA2.3  DRA2.4 | 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:   * accept offers and yielding * devise with others using the objectives * create new stories spontaneously. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS2.1  VAS2.2  VAS2.3  VAS2.4 | Art Ease – Events | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * explore events ranging from worldwide to personal * use various artistic techniques to express their own interpretation of events. |
| Music | MUS2.1  MUS2.2  MUS2.3  MUS2.4 | 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 familiar  Spice it up  Make it up  Time to reflect | Students will:   * engage with music and 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. |
| Dance | DAS2.1  DAS2.2  DAS2.3 | Move Ease – Celebrations | Get familiar  Spice it up  Make it up  Notate it  Time to reflect | Students will:   * view and investigate a variety of traditional cultural dances to understand why people and their community's dance * watch footage of a variety of [famous international dances](https://www.insider.com/20-dance-styles-from-around-the-world?jwsource=cl) * expand their understanding of the role of dance around the world, including aspects of Turkish, African, Russian and Irish cultural dances. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS2.1  VAS2.2  VAS2.3  VAS2.4 | Art Ease – People | Get familiar  Spice it up  Make it up  Time 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 | MUS2.1  MUS2.2  MUS2.3  MUS2.4 | 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. |
| Drama | DRA2.1  DRA2.2  DRA2.3  DRA2.4 | Act Ease – Mime and movement | Get familiar  Spice it up  Make it up  Time 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. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS2.1  VAS2.2  VAS2.3  VAS2.4 | Art Ease – Objects | Get familiar  Spice it up  Make it up  Time 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 | MUS2.1  MUS2.2  MUS2.3  MUS2.4 | Vocal Ease MORE (Module 1) – Boogie woogie woogie woogie boogie | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * learn about the boogie woogie style * Sing and move to a song whilst exploring musical concepts * develop skills to keep the beat * use movement and dance to reinforce musical concepts. |
| Dance | DAS2.1 DAS2.2  DAS2.3 | Move Ease – Elements of Gamelan | Get familiar  Spice it up  Make it up  Notate it  Time 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 | VAS2.1  VAS2.2  VAS2.3  VAS2.4 | Art Ease – Places and spaces | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * move from local to global experiences * examine the world of visual arts as both an artist and an audience through their world and a variety of artworks. |
| Music | MUS2.1  MUS2.2  MUS2.3  MUS2.4 | Vocal Ease MORE (Module 2) – Bob the farmer’s dog | Get familiar  Spice it up  Make it up  Time 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 | DRA2.1  DRA2.2  DRA2.3  DRA2.4 | Act Ease – Puppetry and mask | Get familiar  Spice it up  Make it up  Time to reflect | **Students will:**   * **explore how a puppet moves** * **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.** |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artforms | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS2.1  VAS2.2  VAS2.3  VAS3.4 | 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.** |
| Music | MUS2.1  MUS2.2  MUS2.3  MUS2.4 | 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(2).zip/index.html#/id/5f4e445caf064f19872438f5)\* | Get familiar  Spice it up  Make it up  Time 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 | DAS2.1  DAS2.2  DAS2.3 | Move Ease – Movement of life | Get familiar  Spice it up  Make it up  Notate it  Time to reflect | Students will:   * work independently and collaboratively in fun body action games * explore movement using the elements of dance. |

\*‘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.