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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | VAS3.1  VAS3.2  VAS3.3  VAS3.4 | 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 | MUS3.1  MUS3.2  MUS3.3  MUS3.4 | Vocal Ease MORE (Module 1) – ‘Rubbish rap’ | Get familiar  Spice it up  Make it up  Time 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 | DRA3.1  DRA3.2  DRA3.3  DRA3.4 | 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 familiar  Spice it up  Make it up  Time 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. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS3.1  VAS3.2  VAS3.3  VAS3.4 | 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 | MUS3.1  MUS3.2  MUS3.3  MUS3.4 | 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" \l "/id/5f4e445caf064f19872438f3)' | Get familiar  Spice it up  Make it up  Time to reflect | Students will:   * become familiar with a song * explore the structure of a song * develop skills to keep a beat. |
| Dance | DAS3.1  DAS3.2  DAS3.3 | 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’ or digital video. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS3.1  VAS3.2  VAS3.3  VAS3.4 | 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 | MUS3.1  MUS3.2  MUS3.3  MUS3.4 | Vocal Ease MORE (Module 2) – ‘Dance all day’ | Get familiar  Spice it up  Make it up  Time 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 | DRA3.1  DRA3.2  DRA3.3  DRA3.4 | 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 familiar  Spice it up  Make it up  Time to reflect | Students will:   * explore ways to integrate drama and literacy * explore quality children’s’ literature in the context of drama. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artform | Syllabus outcomes | Unit or chapter | Learning experiences | Learning overview |
| Visual arts | VAS3.1  VAS3.2  VAS3.3  VAS3.4 | Art Ease – Events | Get familiar  Spice it up  Make it up  Time 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 | MUS3.1  MUS3.2  MUS3.3  MUS3.4 | 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 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 | DAS3.1  DAS3.2  DAS3.3 | Move Ease – ‘Dance through time’ | Get familiar  Spice it up  Make it up  Notate it  Time 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 | VAS3.1  VAS3.2  VAS3.3  VAS3.4 | 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 | MUS3.1  MUS3.2  MUS3.3  MUS3.4 | 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:   * participate in part singing and engage in learning about the environment * learn that music can relate to the real-world contexts. |
| Drama | DRA3.1  DRA3.2  DRA3.3  DRA3.4 | 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 | VAS3.1  VAS3.2  VAS3.3  VAS3.4 | 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 | MUS3.1  MUS3.2  MUS3.3  MUS3.4 | Vocal Ease MORE (Module 2) – ‘The delights of Greece’ | Get familiar  Spice it up  Make it up  Time 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 | DAS3.1  DAS3.2  DAS3.3 | 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 | VAS3.1  VAS3.2  VAS3.3  VAS3.4 | 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 | MUS3.1  MUS3.2  MUS3.3  MUS3.4 | 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 | DRA3.1  DRA3.2  DRA3.3  DRA3.4 | Act Ease – Puppetry and mask | Get familiar  Spice it up  Make it up  Time 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.** |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Artforms | Syllabus outcomes | Unit | Learning experiences | Learning overview |
| Visual art | VAS3.1  VAS3.2  VAS3.3  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 | MUS3.1  MUS3.2  MUS3.3  MUS3.4 | 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 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 | DAS3.1  DAS3.2  DAS3.3 | 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.