

2022 Scope & Sequence

Faculty: CAPAL

Subject: CAPA

Year: 8

T E R M 1	1	2	3	4	5	6	7	8	9	10	11
	<p>Professional Development Day:</p>	<p>Project/Essential Question: <i>What are videos for change?</i></p> <p>Topic/Unit: Videos for Change</p> <p>In this unit, students will be introduced to the social issues surrounding young people. Videos for Change focuses the creativity of young people on making one-minute videos for social impact. Students develop their voice, confidence, and plug into a global network with ongoing opportunities. Videos for Change provides the tools to guide students through the end-to-end process of creating short (one-minute), shareable, social action videos on issues they care about.</p> <p>Timing: 10 Weeks; 15 lessons</p> <p>Outcomes: Dance (4.2.2), Drama (4.1.4), Music (4.4), Visual Arts (4.5)</p> <p>Skills: Making: drama that explores a range of imagined and created situations in a collaborative drama and theatre environment</p> <p>Performing: devised and scripted drama and movement using a variety of performance techniques using dramatic and theatrical conventions to engage an audience.</p> <p>Appreciating: reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.</p> <p>FoN: Time sequences, proportion.</p> <p>FoW: Cohesion - Theme Position; Connectives; Authority - SST</p> <p>FoR: Visualising; Predicting; Questioning; Making Connections</p> <p>4C's: Collaboration, Communication, Creativity, Critical thinking.</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Empathy, Teamwork</p> <p>Assessment dates and weightings: Assessment Task 1 - Term 1 -Week 11 - 40%</p>									<p>Assessment Task 1:</p> <p>Videos for Change 40%</p> <p>Dance (4.2.2), Drama (4.1.4), Music (4.4), Visual Arts (4.5)</p>

T E R M 2	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: <i>How can we use the elements of drama to enhance real-life experiences?</i></p> <p>Topic/Unit: Roles, characters, action!</p> <p>In this unit students explore characters, roles, situations and actions through a range of activities. Students participate in scenarios where role-taking is used to expand and enhance students' participation in real-life experiences. They develop their individual skills and participate as part of a group to develop and perform a narrative and explore dramatic forms and theatre conventions.</p> <p>Timing: 6 Weeks; 9 lessons</p> <p>Outcomes: Drama (4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3)</p> <p>Skills: <i>Making:</i> knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.</p> <p><i>Performing:</i> knowledge, understanding and skills, individually and collaboratively, through performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience.</p> <p><i>Appreciating:</i> knowledge, understanding and skills, individually and collaboratively, through appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.</p> <p>FoN: Comparing Units - Proportion; Geometric Properties - Identify shapes, objects and patterns.</p> <p>FoW: Cohesion - Theme Position; Connectives; Authority - SST; Precision; Packed Noun Groups</p> <p>FoR: Predicting; Visualising; Monitoring; Making Connections</p> <p>4C's: Collaboration, Communication, Creativity, Critical thinking.</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Teamwork</p> <p>Assessment dates and weightings: Assessment Task 2- Term 2 - Week 7 - 30%</p>						<p>Assessment Task 2:</p> <p>Devised drama performance + Logbook 30%</p> <p>Drama: 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3</p>	<p><i>Roles, characters, action! Cont.</i></p>		

T E R M 3	1	2	3	4	5	6	7	8	9	10	
	<p>Project/Essential Question: How can technology be used to create music?</p> <p>Topic/Unit: Beats and Bytes</p> <p>In this unit, students will explore how to create their own compositions using technology. They will explore and experiment with loops and layers of sound, and how technology is used to create and manipulate sounds.</p> <p>Timing: 10 Weeks; 15 lessons</p> <p>Outcomes: MUSIC (4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12)</p> <p>Skills: Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving.</p> <p>FoN: Patterns, time, non traditional notation, symbols, fractions.</p> <p>FoW: Making Connections/Connection Stems; Cohesive- Text connectives/conjunctions; Precision- Expanded Noun Groups; Subject Specific Language</p> <p>FoR: Predicting; Visualising; Monitoring; Making Connections</p> <p>4C's: Collaboration, Communication, Creativity, Critical thinking.</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Teamwork</p> <p>Assessment dates and weightings: Assessment Task 3- Term 3 - Week 7 - 30%</p>						<p>Assessment 3: Music Composition + Reflections 30%</p> <p>Music: 4.4, 4.5, 4.6, 4.11, 4.12</p>	Beats Bytes Cont.			

T E R M 4	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: What role can I play in the production of a musical?</p> <p>Topic/Unit: Make A Scene Make a Musical</p> <p>This unit is designed to give students an insight into the preparation, design and implementation of a Musical School Performance. Students will explore each CAPAL area to choose a passion as a focus for their project and contribution to the Musical performance.</p> <p>Timing: 10 Weeks; 15 lessons</p> <p>Outcomes: DANCE (4.1.3, 4.2.2), DRAMA (4.1.3, 4.2.2, 4.2.3), MUSIC (4.1, 4.2, 4.3, 4.7), VISUAL ARTS (4.1, 4.5, 4.6)</p> <p>Skills: This unit is designed to introduce students to new information and build on prior knowledge and understanding where they will perform and/or contribute to the Back to the 80's musical. This hands-on learning experience aims to engage students of all levels, interests, and abilities where they respond to the theatrical presentation of material in a variety of contexts. Students will build classroom camaraderie putting on a show that builds teamwork, cooperation, and mutual support. Students feel good about themselves, each other, and learning where they integrate the Arts in a variety of formats.</p> <p>FoN: Students use mathematical ideas and techniques in judging proportions, sizes, measurements and spatial relationships (set design).</p> <p>FoW: Making Connections/Connection Stems; Cohesive- Text connectives/conjunctions; Precision- Expanded Noun Groups; Subject Specific Language</p> <p>FoR: Predicting; Visualising; Monitoring; Making Connections</p> <p>4C's: Collaboration, Communication, Creativity, Critical thinking.</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Teamwork</p> <p>Assessment dates and weightings: N/A</p>									