

Drum Corp Virtual Curriculum Links

NSW SYLLABUS STAGE 2	AUSTRALIAN CURRICULUM	DRUMCORP
PDHPE		
PD2-4 Performs and refines movement skills in a variety of sequences and situations	Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMPO43) CONTENT - performing fundamental movement skills to demonstrate weight transference in different physical activities	✓
PD2-5 Applies strategies to solve movement challenges	Apply innovative and creative thinking in solving movement challenges (ACPMPO49) - transferring and applying skills to solve movement challenges	✓
PD2-8 Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) -proposing changes they can make to their daily routines to reduce sedentary behaviour and increase physical activity levels	✓
PD2-9 Demonstrates self-management skills to respond to their own and others' actions	Investigate how emotional responses vary in depth and strength (ACPPS038) - describing strategies they can use to identify and manage their emotions before making a decision to act	✓
PD2-10 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations	Adopt inclusive practices when participating in physical activities (ACPMPO48) modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space	✓
PD2-11 Combines movement skills and concepts to effectively create and perform movement sequences	Practise and apply movement concepts and strategies with and without equipment (ACPMPO45) - using different equipment to create an original game or movement challenge	✓
MUSIC		
MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.	Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084) -exploring and varying instrumental timbres in isolation and combination, for example, playing softer or louder, faster or slower, repeating phrases	✓
MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices.	Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086) - experimenting with ways of using voices and instruments, combining sounds, silence, tempo and volume to create and perform music - exploring given rhythm and pitch patterns, structures or timbres to improvise and create music	✓
MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.	Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (ACAMUM085) - rehearsing and performing music in unison and with accompaniment patterns - experimenting with ways of singing and playing expressively, such as learning and practising a song with different dynamics and tempo	✓
DANCE		
DAS2.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.	Practise technical skills safely in fundamental movements (ACADAM006) practising combinations of fundamental locomotor and non-locomotor movements to a range of musical accompaniment, for example, running and sliding; bending and stretching; running, swinging, walking and stretching	✓
DAS2.2 Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods	Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007) -using expressive skills of projection and focus to communicate dance ideas to an audience (school assembly, community festival, etc.); for example, looking out and up to the ceiling and extending movements outwards to express a feeling of joy	✓
SOCIAL EMOTIONAL LEARNING		
<p><i>"Through the process of social-emotional learning (SEL) students develop self-awareness, self-control, and interpersonal skills that are important for school, work and life outcomes. Social-emotional competence helps students cope with everyday challenges and improves learning and wellbeing."</i> https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/positive-behaviour/pro-social-behaviour/social-emotional-learning</p>	General Capabilities Personal and Social Capability: <ul style="list-style-type: none"> • Self-awareness • Self-management • Social management • Social awareness 	✓
NUMERACY		
<p><i>"Music involves students engaging in duration through patterns of beat, rhythm and metre, structure and layers of sound, graduation of dynamics, and changes in pitch degrees."</i> https://numeracyskills.com.au/numeracy-k-6-in-creative-arts</p> <p>MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas</p> <p>MA2-8NA generalises properties of odd and even numbers, generates number patterns, and completes simple number sentences by calculating missing values</p>	General Capabilities Numeracy Recognise and use patterns and relationships identify and describe trends in everyday patterns	✓