

# Maraetai Beach School Integrated Inquiry 2021 The Year of the Arts



COLLABORATION

RESILIENCE

RISK TAKING

Week 1 - 6: Term 1	America's Cup Week 7 - 8: Term 1	Planning Period 1 A walk in the park Develop observation, imagination and creativity Week 9-10: Term 1 Week 1-7: Term 2	Parent Teacher Conference Sculpture Walk Week 8: Term 2	Planning Period 2 Maraetai Lorax Week 9-10: Term 2 Week 1-6: Term 3	SHOWTIME Rehearsal Week Week 7: Term 3 Show Week Week 8: Term 3	Book Week Week 9: Term 3	SLC Week 10: Term 3	Planning Period 3 'Feel the Beat' Percussion Week 1-8: Term 4	Week 9-10: Term 4
<b>Tō Tātou Ara (Our Way) Routines</b>		<p><b>CURRICULUM FOCUS:</b> Technological Practise/ Visual Art</p> <p><b>CATCH PHRASE:</b> A walk in the park</p> <p><b>BIG IDEA:</b> Let's explore the outdoors through art</p> <p><b>FUTURE FOCUS:</b> Sustainability</p> <p><b>KEY CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>Use the technology integrated inquiry cycle to create a permanent weatherproof sculpture of high quality for our school</li> <li>Plan, design, develop, trial, and evaluate a design for a sculpture</li> <li>Where possible use recycled goods to create sculpture</li> <li>Working as a team and collaborate as a class to produce a high quality sculpture to beautify our school</li> </ul> <p><b>NOTE:</b> Each class must submit a design proposal including budget to be approved before sculpture work can take place.</p>		<p><b>CURRICULUM FOCUS:</b> Performing Arts-dance/drama</p> <p><b>CATCH PHRASE:</b> Maraetai Lorax</p> <p><b>BIG IDEA:</b> If we take on challenges and work as a team we can create a masterpiece/show piece/performance for an audience</p> <p><b>FUTURE FOCUS:</b> Citizenship</p> <p><b>KEY CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>Participating in a Production requires teamwork-effort, resilience and collaboration</li> <li>Ideas can be communicated and shared through dance and drama</li> <li>When we work together: share and listen to ideas we can create a masterpiece</li> </ul>				<p><b>CURRICULUM FOCUS:</b> Sound Art (Music)</p> <p><b>CATCH PHRASE:</b> Feel the beat</p> <p><b>BIG IDEA:</b> We can hear and play a simple rhythm</p> <p><b>FUTURE FOCUS:</b> Citizenship</p> <p><b>KEY CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>Move, sing, and play with a feeling for beat.</li> <li>Use music to tell a story</li> <li>Improvise 4 beat rhythm patterns.</li> <li>Identify rhythmic patterns and use time names ta, titi, sa.</li> <li>Read, write, and create rhythms using symbols for the above time names.</li> </ul>	
		<p><b>Technology</b></p> <p><b>LEVEL 1</b></p> <ul style="list-style-type: none"> <li><b>Planning for practice</b> Outline a general plan to support the development of an outcome, identifying appropriate steps and resources.</li> <li><b>Brief development</b> Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available.</li> <li><b>Outcome development and evaluation</b> Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.</li> </ul>		<p><b>Dance AO's</b></p> <p><b>LEVEL 1</b></p> <ul style="list-style-type: none"> <li>Improvise and explore movement ideas in response to a variety of stimuli.</li> <li>Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances.</li> </ul>				<p><b>LEVEL 1</b></p> <p>Developing practical knowledge</p> <ul style="list-style-type: none"> <li>Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour.</li> </ul> <p>Developing ideas</p> <ul style="list-style-type: none"> <li>Explore ways to represent sound and musical ideas.</li> </ul>	
		<p><b>LEVEL 2</b></p> <ul style="list-style-type: none"> <li><b>Planning for practice</b> Develop a plan that identifies the key stages and the resources required to complete an outcome.</li> <li><b>Brief development</b> Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available.</li> <li><b>Outcome development and evaluation</b> Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes; select and develop an outcome. Evaluate the outcome in terms of the need or opportunity.</li> </ul> <p><i>continued next page -&gt;</i></p>		<p><b>LEVEL 2</b></p> <ul style="list-style-type: none"> <li>Use the elements of dance in purposeful ways to respond to a variety of stimuli.</li> <li>Share dance movement through informal presentation and identify the use of the elements of dance.</li> </ul>				<p><b>LEVEL 2</b></p> <p>Developing practical knowledge</p> <ul style="list-style-type: none"> <li>Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.</li> </ul> <p>Developing ideas</p> <ul style="list-style-type: none"> <li>Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.</li> <li>Explore ways to represent sound and musical ideas.</li> </ul>	
		<p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>Use the dance elements to develop and share their personal movement vocabulary.</li> <li>Select and combine dance elements in response to a variety of stimuli.</li> <li>Prepare and share dance movements individually and in pairs or groups.</li> </ul>		<p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>Use the dance elements to develop and share their personal movement vocabulary.</li> <li>Select and combine dance elements in response to a variety of stimuli.</li> <li>Prepare and share dance movements individually and in pairs or groups.</li> </ul>				<p><b>LEVEL 3</b></p> <p>Developing ideas</p> <ul style="list-style-type: none"> <li>Represent sound and musical ideas in a variety of ways.</li> </ul> <p>Developing practical knowledge</p> <ul style="list-style-type: none"> <li>Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.</li> </ul> <p><i>continued next page -&gt;</i></p>	

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<b>Tō Tātou Ara (Our Way) Routines</b>		<b>LEVEL 3</b> <ul style="list-style-type: none"> <li> <b>Planning for practice</b>                              Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.                         </li> <li> <b>Brief development</b>                              Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.                         </li> <li> <b>Outcome development and evaluation</b>                              Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.                         </li> </ul>		<b>Drama AO's</b> <p><b>LEVEL 1:</b></p> <ul style="list-style-type: none"> <li>Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.</li> <li>Contribute and develop ideas in drama, using personal experience and imagination.</li> <li>Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.</li> </ul>				<b>LEVEL 4</b> Developing ideas <ul style="list-style-type: none"> <li>Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation.</li> <li>Represent sound and musical ideas in a variety of ways.</li> </ul> Developing practical knowledge <ul style="list-style-type: none"> <li>Apply knowledge of the elements of music, structural devices, and technologies through integrating aural, practical, and theoretical skills.</li> </ul>		
		<b>LEVEL 4</b> <ul style="list-style-type: none"> <li> <b>Planning for practice</b>                              Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.                         </li> <li> <b>Brief development</b>                              Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation.                         </li> <li> <b>Outcome development and evaluation</b>                              Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity.                         </li> </ul>		<p><b>LEVEL 2:</b></p> <ul style="list-style-type: none"> <li>Identify and describe how drama serves a variety of purposes in their lives and in their communities.</li> <li>Develop and sustain ideas in drama, based on personal experience and imagination.</li> <li>Share drama through informal presentation and respond to elements of drama in their own and others' work.</li> </ul>				<p><b>LEVEL 3:</b></p> <ul style="list-style-type: none"> <li>Use techniques and relevant technologies to explore drama elements and conventions.</li> <li>Initiate and develop ideas with others to create drama.</li> <li>Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.</li> </ul>		<p><b>CELEBRATION OF LEARNING:</b>                      Create a class piece for sharing to a chosen audience</p>
		<p><b>CLASS TRIP:</b> Juniors</p> <p><b>CELEBRATION OF LEARNING:</b> Sculpture Trail</p> <p><b>Each class to produce a piece of art that has solve a problem within our school</b></p>		<p><b>LEVEL 4:</b></p> <ul style="list-style-type: none"> <li>Select and use techniques and relevant technologies to develop drama practice.</li> <li>Use conventions to structure drama.</li> <li>Initiate and refine ideas with others to plan and develop drama.</li> <li>Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.</li> </ul>				<p><b>IGNITE:</b> Playhouse theatre in school performance</p> <p><b>CELEBRATION OF LEARNING:</b> Production</p>		