

Runcorn Heights State School Classroom Newsletter



Runcorn Heights
State School

Class: The ARTs Years 1-6

Term: Term 1 & 2

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Please make sure students are on time to school.

The first bell rings at 8.25am for students to move to class. Lessons begin at 8.30am.

We look forward to welcoming you to school every day!

Before School Morning Routines

From 8am

- Year 1-6 students in the Hall
- Prep students and their families under Q Block

Important Information and Dates

The ARTS at Runcorn Heights State School

The ARTs program consists of 5 areas of study – Drama/Music/Dance/Visual Arts and Media Arts.

RUNCHIE ARTS will be taught for one hour each week with a specialist Prep ARTS teacher and Senior ARTS teacher Years 1-6, to engage, inspire and enrich, every student. Designed to excite student's imagination and encourage them to reach their creative and expressive potential, RUNCHIE ARTS is created to challenge, provoke responses and develop the knowledge of self, communities, world cultures and histories.

Curriculum focus

In 2026, Senior Arts students will take part in a combined learning program, studying 2 to 3 Arts subjects each semester as part of one unit. In both Terms 1 and 2, students will explore Dance, Drama, and Media Arts (Making).

In Term 1 we will focus on building skills, growing an understanding of key concepts, and exploring different types of drama and dance elements through a variety of hands-on activities. Then in Term 2, students will have the chance to demonstrate what they've learned through individual and/or small group performances.

Dates:

Arts Curriculum Information

In The Arts, learning is organised around two connected areas: **Making** and **Responding**.

Making focuses on students creating and performing artworks. Children use their imagination, ideas, and skills to explore different art forms, experiment with materials and techniques, and share their ideas in creative ways, both independently and with others.

Responding involves students viewing, listening to, and talking about artworks. They learn to reflect on their own work and the work of others, share their thoughts and feelings, and understand that artworks can be interpreted in different ways by different people.

Together, making and responding help students build creativity, confidence, and an appreciation of the arts.



Curriculum Focus

What we will be working on in class this term

Year Level	Content	Assessment
<p>Year 1 & 2</p>	<p>Animal Antics Students in Years 1 and 2 will explore the elements of Dance and Drama through playful, imaginative, and practical learning experiences. They will use movement, role, situation, and expressive skills to create and perform short dance and drama sequences that communicate ideas, feelings, and emotions. Through the Making strand of Media Arts, students will experiment with capturing and sharing their performances using simple digital tools and techniques, developing an understanding of how media can be used to represent movement and stories for an audience.</p>	<p>Students will be assessed on their collaborative skills, and individually for elements of this unit. Students will choreograph and perform a short dance or movement sequence to an excerpt from ‘The Carnival of the Animals’ Suite by Camille Saint-Saëns. Movements will depict an animal’s daily life or event sequence using the ‘first / then / finally’ procedure. Working with a partner, students will then photograph three movements during the performance using the ARTs iPads. Students will select their 3 best sequenced images (‘first/then/finally’) and create an A4 poster, including a title and labels for each action.</p>
<p>Year 3 & 4</p>	<p>Quit Clowning Around! Students in Years 3–4 will explore the elements of Dance and Drama through the study of basic clowning techniques, Melodrama and slapstick as performance arts. They will use body control, facial expression, gesture, timing, and exaggerated movement to create and perform short dance and drama sequences that communicate character, mood, and comedic intent. Students will develop skills in prop use, situation, character, and movement dynamics to engage an audience and convey ideas through physical storytelling. Students will plan, capture, and share their performances using digital tools, making informed choices about framing, timing, and presentation to enhance the communication of action and narrative for an audience.</p>	<p>Students will script, perform and film, an individual or partnered 2-minute full body movement sequence inspired by clowning/slapstick and or Melodrama skills with the option of using a maximum of one prop. Circus and carnival instrumental pieces will be used for this assessment and supplied by the teacher. Working individually or in small groups students will then film their scripted performances and enhance the footage with applications and filters before submitting their final piece for assessment. *Year 5 students in the Year 4/5 multiage classes will be assessed against the Year 5 achievement standard, with differentiated learning experiences providing opportunities to meet the relevant assessment criteria through extended depth of study aligned to the Australian Curriculum.</p>
<p>Year 5 & 6</p>	<p>...And now with Feeling. Students in Years 5–6 will explore storytelling through dance and physical drama as a performance art. They will use the elements of Dance and Drama—including movement dynamics, space, character, mood, tension—to plan, create, rehearse, and perform structured dance and drama works</p>	<p>Students will script, choreograph, perform and film an individual or small group 2–3-minute physical theatre dance interpretation of an excerpt from the classical music piece “In the Hall of the Mountain King-Peer Gynt” by Edvard Griegg. Using iPads, students will video and enhance their recordings using the</p>

that communicate narrative, theme, and meaning to an audience. Students will design and produce digital representations of their performances. They will make informed choices about media elements such as camera angles, framing, sound, and sequencing to capture movement and narrative effectively, developing an understanding of how media technologies shape meaning and audience engagement.

filters and capabilities found on a specifically chosen App.

