

**Overview:** *Sports Starz* is an interactive show, guaranteed to get kids giggling, engaged and foster a genuine love of sport as they learn valuable lessons for life.

The show aims to inspire values that can lead students to an enjoyable sports experience, a positive and healthy lifelong relationship with sport, and a successful, happy, and value-driven life. Through exploring surfing, tennis and volleyball with the main characters Tiger and Coach throughout the show, students will explore the actions, interactions, and enjoyment in participating in sport to inspire them to learn more about the rules of each game, allowing them to find their own journey and learning life lessons through sport!

**Main themes/points:** teamwork and roles, exercise and physical movement abilities, mindset and resilience, sports skills and how-to learning

**Learning area and/or subject links:** Health and Physical Education, Dance, Drama and Music

Health and Physical Education	Content Covered (as aligned to aspects of the Achievement Standard)	Assessment Suggestions to contribute to a folio of work over the year
F (Prep)	<ul style="list-style-type: none"> <li>identify and describe the different emotions people experience</li> <li>recognize actions that help keep them healthy and physically active</li> </ul>	<ul style="list-style-type: none"> <li>recognise, name and describe emotions you experience in different situations, such as how Tiger felt in the performance about participating in different sports</li> <li>identify how you feel when you participated in activity in the performance and how it made you feel</li> <li>practice using strategies to support trying and success when faced with challenges through practicing the actions and song 'Go For It' and applying this when participating in class activities</li> </ul>
Years 1-2	<ul style="list-style-type: none"> <li>recognise how strengths and achievements contribute to identities</li> <li>identify how the body reacts to different physical activities</li> </ul>	<ul style="list-style-type: none"> <li>discuss what sport the Find My Sport Generator (FMSG) from the performance would choose for you and why</li> <li>identify how your body felt when participating in the Surfing dance, in comparison to the Volleyball dance. Identify what you found easy or challenging in each dance and how your body felt. Revise the dances to inform the discussion</li> </ul>
Years 3-4	<ul style="list-style-type: none"> <li>investigate how emotional responses vary and understand how to interact positively with others in different situations</li> <li>interpret health messages and discuss the influences on healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>explore a range of emotions and factors that influence and strengthen self-identity through identifying what sports you enjoy (referring to the FMSG from the performance) and how this impacts how you approach practising and participating in physical education</li> <li>experiment with a range of physical activities to discuss how the activity makes you feel including warm up, sport games, playing sport and learning, practising and performing a dance from the performance</li> </ul>

Health and Physical Education Strands and focus sub-strands	Personal,	Years 5-6	<ul style="list-style-type: none"> <li>recognise the influence of emotions on behaviours and discuss factors that influence how people interact</li> <li>describe their own and others' contributions to health and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>discuss, review and interpret health information from the performance and identify your attitude towards participating in sport activities. Consider what has influenced your attitude towards sport and share your influences with the class</li> <li>view and discuss some of songs from the performance to identify the message/s and whether this was relevant to you. Keep a journal to describe your daily health and physical activity and share this with a small group. Consider this information and create a slogan and campaign for active living for your age group</li> </ul>
	Movement and Physical Activity	F(Prep)		<ul style="list-style-type: none"> <li>perform fundamental movement skills</li> <li>describe how their body responds to movement</li> </ul>
Years 1-2			<ul style="list-style-type: none"> <li>demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges</li> <li>perform movement sequences that incorporate the elements of movement</li> </ul>	<ul style="list-style-type: none"> <li>learn, practise, and perform dances from the performance to demonstrate fundamental movement skills and range of movement sequences</li> <li>experiment with using the actions for one of the sports in the performance (or a sport studied in class) and the elements of movement, to practice and perform a sequence for your peers</li> </ul>
Years 3-4			<ul style="list-style-type: none"> <li>refine fundamental movement skills and combine movement concepts and strategies in different physical activities and to solve movement challenges.</li> <li>create and perform movement sequences using fundamental movement skills and the elements of movement</li> </ul>	<ul style="list-style-type: none"> <li>learn, practice and perform one of the dances from the performance to refine skills such as balancing, passing and jumping</li> <li>experiment with combining fundamental movement skills and using the elements of movement to extend a dance from the performance or create and perform a sequence based on a sport studied in class</li> </ul>
Years 5-6			<ul style="list-style-type: none"> <li>perform specialised movement skills and propose and combine movement concepts to achieve movement outcomes and solve movement challenges</li> <li>apply the elements of movement when composing and creating movement sequences</li> </ul>	<ul style="list-style-type: none"> <li>experiment with and extend one of the dances from the performance in small groups, by applying the elements of movement to communicate actions and movement associated with interacting and playing the sport in a team. Practise and refine the dance based on feedback and perform the dance.</li> <li>create and perform a dance in small groups, to reflect and communicate the actions of a chosen sport (as per the FMSG in the performance). Using the actions from the chosen sport and applying the elements of movement, create and perform your dance for a school sporting event</li> </ul>

Health and Physical Education Focus areas covered:

- Health benefits of physical activity (HBPA)
- Active play and minor games (APMG)
- Fundamental movement skills (FMS)
- Rhythmic and Expressive Activities (RE)

The Arts: Dance	Content Covered	Assessment Suggestions
-----------------	-----------------	------------------------

		<b>(as aligned to aspects of the Achievement Standard)</b>		
<b>The Arts Strands</b>	<b>Making</b>	F(Prep) –Year 2	<ul style="list-style-type: none"> <li>• explore fundamental movement skills, movement and dance ideas using play</li> <li>• perform dance demonstrating fundamental movement skills</li> <li>• choreograph dance to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>• choreograph a dance in small groups using fundamental movement skills, the elements of dance and movement explored in the show to structure a dance sequence to represent surfing, tennis or volleyball</li> <li>• perform a dance as taught by your teacher (or your own choreographed dance) in small groups for your peers, using technical skills (such as remembering movement and performing in time) and expressive skills (such as facial expression and focus) to represent a sport</li> </ul>
		Years 3–4	<ul style="list-style-type: none"> <li>• explore movement and dance ideas</li> <li>• choreograph dance into sequences using structure, the elements of dance and choreographic devices to communicate a story or mood</li> <li>• use control, accuracy, projection and focus to perform dance</li> </ul>	<ul style="list-style-type: none"> <li>• choreograph a dance in small groups using structure, the elements of dance and choreographic devices such as canon and mirror to communicate surfing, tennis or volleyball</li> <li>• perform your dance in your small group for your peers, using control, accuracy, projection and expressive skills (such as facial expressions and focus) to communicate a sport</li> </ul>
		Years 5–6	<ul style="list-style-type: none"> <li>• experiment with ways to use dance to communicate meaning</li> <li>• choreograph dance using structure, the elements of dance and choreographic devices to communicate meaning</li> <li>• perform dances for audiences, demonstrating technical and expressive skills</li> </ul>	<ul style="list-style-type: none"> <li>• choreograph a dance in small groups using structure, the elements of dance and choreographic devices including motif to communicate a sport of your choice</li> <li>• perform a dance choreographed by your teacher or the dance you choreographed in small groups to communicate a sport of your choice at school assembly or for a school event. Use control, accuracy, projection, dynamic contrast and expressive skills (such as facial expression and focus) to communicate your chosen sport</li> </ul>
	<b>Responding</b>	F(Prep) –Year 2	<ul style="list-style-type: none"> <li>• view and respond to dance</li> <li>• describe dance</li> <li>• describe where and why people dance</li> </ul>	<ul style="list-style-type: none"> <li>• describe how two actions or movements used in the performance represented a sport</li> <li>• describe two movements in your dance and how they represent surfing, tennis or volleyball</li> </ul>
		Years 3–4	<ul style="list-style-type: none"> <li>• view and respond to dance</li> <li>• describe and discuss similarities and differences in dance</li> <li>• identify purpose in dance</li> <li>• describe how to organize the elements of dance to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>• describe two movements that are similar in your dance to the performance you viewed</li> <li>• describe a difference in dynamics between actions used in surfing and tennis</li> <li>• describe a difference in space between movement used in surfing and tennis</li> <li>• identify the purpose of the performance (from a list provided) and describe two actions that represented tennis</li> </ul>
		Years 5–6	<ul style="list-style-type: none"> <li>• view and respond to dance</li> <li>• explain how elements, choreographic device and production elements communicate meaning</li> <li>• describe dances from different, social, historical or cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>• explain how shape, time and dynamics were used to communicate surfing in the performance</li> <li>• explain the coaches' costume and how it communicated their role</li> <li>• identify features of a social dance and explain how a section of the performance was reflective of social dance referring to, and explaining features using examples from the performance</li> </ul>

The Arts: Drama		Content Covered (as aligned to aspects of the Achievement Standard)	Assessment Suggestions	
The Arts Strands	Making	F(Prep)–Year 2	<ul style="list-style-type: none"> <li>explore role and dramatic meaning using play</li> <li>devise and present drama using the elements of role, situation and focus</li> <li>present drama that communicates an idea</li> <li>use voice, expression, movement and space to imagine and establish role and situation</li> </ul>	<ul style="list-style-type: none"> <li>devise and present drama in pairs to your peers, using the elements of drama, role and movement to explore the relationship between Coach and Tiger</li> <li>present a scene (6 lines in total) from the performance, to communicate the relationship between Coach and Tiger using the elements, of role, situation and focus to communicate the relationship</li> </ul>
		Years 3–4	<ul style="list-style-type: none"> <li>explore ideas and narrative structures through roles and situations</li> <li>use voice, body, movement and language to sustain role and relationships and devise drama with a sense of time and place</li> <li>shape and perform drama using narrative structures and tension to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>devise a scene in small groups using roles from the performance, to create dramatic action to communicate learning a new sport such as netball, running or basketball</li> <li>present your devised drama or a scripted scene from the performance to your peers, using voice, body, movement and language to communicate your role</li> </ul>
		Years 5–6	<ul style="list-style-type: none"> <li>experiment with ways to communicate meaning in drama</li> <li>use the elements of drama to shape character, voice and movement to devise and perform drama</li> </ul>	<ul style="list-style-type: none"> <li>create a new role, to introduce a sport of your choice and explain your choices. Devise and perform a short monologue for the character.</li> <li>devise a script through play-building, using the character of Tiger and create a new role/s to introduce another sport. Experiment with ways to shape action and create tension when Tiger struggles with the new sport and decide what Tiger learns from the experience to conclude the scene</li> <li>perform your devised scene for the class or a scripted scene from the performance, using basic props and costumes to communicate meaning</li> </ul>
	Responding	F(Prep)–Year 2	<ul style="list-style-type: none"> <li>view and respond to drama</li> <li>describe drama</li> <li>identify some elements of drama</li> <li>describe where and why there is drama</li> </ul>	<ul style="list-style-type: none"> <li>identify the voice and movement (from a list of options or images provided) used by the Coach in the performance to communicate their role</li> <li>draw the costume of the Coach and identify two features of the costume that communicate their role</li> <li>describe your role and situation in your devised drama prior to performing</li> </ul>
		Years 3–4	<ul style="list-style-type: none"> <li>view and respond to drama</li> <li>describe and discuss similarities and differences in drama</li> <li>describe how to organize the elements of drama to communicate ideas</li> <li>identify purpose and meaning in drama</li> </ul>	<ul style="list-style-type: none"> <li>describe two elements of role (voice, body, movement or language) that you used in your performance that the actors used in their performance</li> <li>describe a difference in voice, movement or language used between Tiger and Coach (from a list of options provided) and how this difference communicated their differences in role or their relationship</li> <li>describe choices you made with your voice, body, movement or language to communicate your role prior to performing your drama</li> </ul>
		Years 5–6	<ul style="list-style-type: none"> <li>view and respond to drama</li> <li>explain how meaning is communicated through the use of the elements of drama</li> <li>explain how drama from different contexts influences their drama making</li> </ul>	<ul style="list-style-type: none"> <li>explain how elements of drama such as voice and movement were used to introduce a new character and their purpose in the performance</li> <li>explain a character's costume in the performance and how it communicated their role</li> <li>explain three aspects of the performance you enjoyed and explain how you used an idea from the performance to devise your drama</li> </ul>

The Arts: Music		Content Covered (as aligned to aspects of the Achievement Standard)	Assessment Suggestions	
The Arts Strands	Making	F(Prep) – Year 2	<ul style="list-style-type: none"> <li>explore the elements of music through singing and playing music</li> <li>perform music using expressive and technical skills</li> <li>compose music</li> </ul>	<ul style="list-style-type: none"> <li>perform a verse and chorus from a song in the performance (as taught by your teacher) using accurate musicality, expression and actions to communicate surfing, tennis or volleyball</li> <li>compose lyrics from a known song, using the correct syllables as provided, to communicate ideas about a sport studied at school. Experiment with how to practice singing your lyrics, keeping in time and/or following the given melody</li> </ul>
		Years 3–4	<ul style="list-style-type: none"> <li>explore and develop aural skills including pitch, dynamics, melody and rhythm patterns</li> <li>perform music using expressive and technical skills</li> <li>compose music by organizing sound, silence, tempo and dynamics</li> <li>explore music created for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>perform a song from the performance (as taught by your teacher) in your small group for your peers, using musicality, dynamics and expressive skills (such as facial expression and focus) to communicate a sport</li> <li>compose and perform or record a soundscape of 32 counts (or 8 bars minimum) in small groups, using a given rhythmic pattern, and experimenting with sound, silence, tempo and volume to communicate the emotions, actions and atmosphere appropriate for a sport as studied in class</li> </ul>
		Years 5–6	<ul style="list-style-type: none"> <li>experiment with ways to use music to communicate meaning</li> <li>perform music for audiences, demonstrating technical skills such as dynamics, pitch and rhythm, and expressive skills</li> <li>compose music by organizing rhythm, pitch, form and tempo to communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>perform a song from the performance (as taught by your teacher) in small groups, using musicality, dynamics, pitch, rhythm and expressive skills to communicate a sport</li> <li>compose music from a poem you have written in class as part of an English assessment, to express ideas about a chosen sport. Organize rhythm, pitch, form and tempo to communicate the emotion and mood of the poem and record your work on an available device</li> </ul>
	Responding	F(Prep) –Year 2	<ul style="list-style-type: none"> <li>view and respond to music</li> <li>describe music</li> <li>describe where and why people make music</li> </ul>	<ul style="list-style-type: none"> <li>describe what song you liked in the performance and why you liked it</li> <li>listen to or view a song from the performance and identify the tempo and dynamics used. Describe how the music makes you feel and why</li> <li>discuss why music was used in the performance</li> </ul>
		Years 3–4	<ul style="list-style-type: none"> <li>view and respond to music</li> <li>describe and discuss similarities and differences in music</li> <li>identify purpose in music</li> <li>describe how to organize the elements of music to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>describe how the tempo, dynamics and lyrics communicated surfing in the performance</li> <li>listen to two contrasting songs in the performance or another sport song such as 'Get Your Head In The Game' from High School Music to describe (with options provided) differences and similarities in the music.</li> <li>listen to and read the lyrics of one of the songs in the performance identify the purpose of the song (from a list provided) and describe how either the tempo, dynamics or lyrics are used to communicate this purpose</li> </ul>
		Years 5–6	<ul style="list-style-type: none"> <li>view and respond to music</li> <li>explain how elements of music can be used to communicate meaning</li> <li>describe music from different social, historical or cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>explain how three elements of music were used in a song in the performance to communicate meaning</li> <li>explain the choices you made in your own composition to communicate ideas about your chosen sport</li> <li>listen to and describe features of music written for sporting events such as the Olympics of the FIFA world cup soccer and how they communicate purpose and meaning</li> </ul>

