

**THE ARTS - Music - Australian Curriculum**

Reception - Year 7 -

Skills and Knowledge  
 Beat/rhythm keeping beat  
 Performance skills  
 Exploring instruments

Communicating ideas about what they hear

**Assessment** - Reception - playing technique of simple un-tuned percussion, engagement with singing moving and playing activities  
 Recognition and response to Best of Brass repertoire

Year 1/ 2 - Skills and Knowledge -

Beat/rhythm keeping beat  
 Performance skills  
 Exploring instruments  
 Communicating ideas about what they hear  
 Visually represent sound pitch  
 Identify the role of the musician

Assessment -Year 1/2

*Representation of pitch*  
*Demonstrate understanding of performance skills*  
*Demonstrate understanding of brass instruments work*  
*Demonstrate understanding of the role of the musician*

ACARA Band F - 2

Develop aural skills by exploring and imitating sound, pitch and rhythm patterns using voice movement and body percussion  
 Sing and play instruments practise a repertoire of songs and chants  
 Create compositions and perform music to communicate ideas to an audience  
 Respond to music and consider where and why people make music

**General Capabilities** Literacy, Numeracy, Critical & Creative Thinking

**Term Dates:**

Choir 'Dream Big' excursion May 18

Junior Band weeks 4,8,9  
 Winter Concert July 5

**Essential Agreements**

*We keep our music classroom  
 safe and sensible*

**We do as we are asked**  
**We respect all property**  
**We use good manners**  
**We keep our hands and feet to ourselves**

School Values

**Caring Respect Honesty Courage**



Unit of Inquiry

**How We Express Ourselves**

**Central Idea - Terms 1-4**

**Music is a unique language and we can make sense of music notation through learning to read and play rhythmic patterns on classroom instruments.**

This Unit is designed as a parallel plan to use a variety of classroom percussion instruments to develop an understanding of steady beat, tempo, rhythm, melodic direction and dynamics. These elements underpin all learning in music

**Key Concepts:**

Form, Function, Connection, Reflection

**Term 2 Central Idea**

**Musicians work together to create and perform music**

**Inquiry Questions**

**What do musicians do?**  
**How and why do musicians create music?**  
**What makes a good performance?**

**Key Concepts**

**Form Function Connection Reflection**



**Year 3/4/5 - Skills and Knowledge**

Pitch matching voice and show direction of melody

Reading and writing notation

Rhythm reading playing and writing graphic and formal notation

Performance and ensemble playing

Knowledge of brass instruments

**Year 3/4 Assessment -**

*Written representation of pitch performance skills.*

*Demonstrate understanding of how brass instruments work*

*Demonstrate understanding of the role of the musician*

**ACARA Band 2/3**

- Develop aural skills by exploring and imitating sound, pitch and rhythm patterns using voice movement and body percussion
- Sing and play instruments practise a repertoire of songs and chants
- Create compositions and perform music to communicate ideas to an audience
- Respond to music and consider where and why people make music

**General Capabilities** Lit, Num, Critical & Creative Thinking

**Year 6/7 Skills and knowledge**

*Assessment -*

*Demonstrating an understanding of the use of elements*

*Compose a sound scape demonstrating a specific style of music*

**ACARA Band - 3/4**

- Experiment with texture and timbre in sound sources using aural skills
- Develop musical ideas and structure compositions by combining and manipulating the elements of music
- Practise and rehearse a variety of music
- Perform and present a range of music using techniques and expression appropriate to style
- Analyse composers use of elements and style when listening to and interpreting music

**General Capabilities** Lit, Num, Critical & Creative Thinking