

**THE ARTS - Music - Australian Curriculum**

Reception - Year 1 - Skills and Knowledge

Beat/rhythm keeping beat and recognising the difference  
 Imitation, Improvising Performance skills starting and stopping together watching the teacher/leader  
 Vocal technique - exploring voices

**Assessment** - Reception - playing technique of simple un-tuned percussion, engagement with singing moving and playing activities

**Assessment** - Year 1 - Music knowledge and skill building - keeping a steady beat, playing, writing and reading simple rhythms, correct playing technique of un-tuned percussion, engagement with singing moving and playing activities

Year 2 - Skills and Knowledge - Keeping steady beat, Rhythm reading playing and writing: Performance skills - starting and stopping together watching the leader/teacher Ensemble playing - listening to each other, working together, supporting each other

Exploring voices and improving singing sound

**Assessment** -Year 2 - keeping steady beat, playing, writing and reading simple rhythms, performance skills, correct playing technique, in-tune singing, classifying sounds and using

**ACARA F - 1**

Develop aural skills by exploring and imitating sound, pitch rhythm patterns using voice movement and body percussion

Sing and play instruments practise a repertoire of songs and chants

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

**Term Dates:**

Acquaintance Night

**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**

Units of Inquiry

**Stand Alone Units**

**How We Express Ourselves**

**Music Central Idea**

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.

**Key Concepts:**

Form, Function, Reflection

**Child Protection focus:**

**Aboriginal Cultural Studies:** refer to resource

### **Year 3 - Skills and Knowledge**

Pitch matching voice and show direction of melody

Reading and writing formal notation

Rhythm reading playing and writing graphic and formal notation

Audience and Performance skills

Ensemble playing - listening to each other, working together, supporting each other

**Year 3/4 Assessment** - demonstrates reading/writing and playing of formal notation in treble clef with simple melodic scores and to improvise with pentatonic

#### **ACARA Band 2/3**

Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces.

Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume

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

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

Extend understanding of rhythm pitch, dynamics and expression form and structure, timbre and texture in music: Reading, writing and playing formal notation: Explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose

**Assessment** - demonstrates reading/writing and playing of formal notation in treble clef and simple melodic scores. Use of tuned percussion to play written text together and to improvise with pentatonic

#### **ACARA Band 2/3**

Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces.

Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume

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

### **How We Express Ourselves**

#### **Music Central Idea**

Music is a unique language and we can make sense of music notation through learning to read and play rhythmic and melodic 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.

#### **Key Concepts:**

Form, Function, communication

#### **Stand Alone Units**

##### **How We Express Ourselves**

#### **Music Central Idea**

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

This Unit is designed as a stand alone to develop an understanding of steady beat, tempo, rhythm, melodic direction dynamics and form

#### **Key Concepts:**

Form, Function, connection

**Year 6/7 Skills and knowledge**

Explore and use the elements of music to compose and perform

Develop technical and improvisational skills through singing and playing ukelele

Rehearse and perform music they have composed by improvising,

*Assessment - compose a song about school values using verse and chorus structure, show an understanding of the use of meter, dynamics and tempo. Develop an accompaniment using ukulele then record or present composition*

ACARA Achievement standards - 3/4

Students use rhythm and pitch and form symbols and terminology to compose music.

They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch and expression in performances for audiences

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

**How We Express Ourselves**

**Music Central Idea**

Music is a unique language and we can compose music that communicates our ideas.

This Unit is designed as a parallel plan to use composition, singing and ukelele skills to develop an understanding of composition as an expressive tool.