

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-pitched percussion, engagement with singing moving and playing activities

Year 1/2 – Skills and Knowledge –

Beat/rhythm keeping beat
 Performance skills
 Exploring instruments
 Communicating ideas about what they hear
 Visually represent sound rhythm and pitch

Assessment - Year 1/2

AC 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

Term Dates:

Choir: Hikone Welcome – 26 July
 Adelaide Town Hall - 28 July
 VIP Day - August 10
 Rehearsal-Woodville TH - 24 August
 AEC – 14 September
 Performance -14 September AEC
 Mini Concerts – various dates TBC

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

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 Reference to UOI through each team.

Key Concepts:

Form, Function, connection, Reflection

How we Express Ourselves

Central Idea

Performance enables us to extend and express our understanding of the role of music, dance and drama in telling stories

- Performing arts provide the opportunity to tell a story
- Characters in a musical have distinctive personality traits
- Performance requires a set of specific skills

Concepts FORM, FUNCTION, CONNECTION, REFLECTION

General Capabilities Literacy, Numeracy, Critical & Creative Thinking

Year 3 – Skills and Knowledge

Pitch matching voice and show direction of melody
Rhythm reading playing and writing graphic and formal notation
Performance and ensemble playing
Exploring tone colour/timbre

Year 3 Assessment – Recognise and notate time signatures $\frac{3}{4}$
 $\frac{4}{4}$

AC 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 Literacy, Numeracy, Critical & Creative Thinking

Year 4/5 Skills and Knowledge– will be rehearsing singing, dancing and performance skills to present their musical called Shakespeare Rocks!

- **Music**
- Develop technical and expressive skills in singing with an understanding of rhythm pitch and form
- Rehearse and perform music including arranging ideas and making decisions about how to engage the audience
- **DRAMA**
- Develop skills and techniques of voice and movement to create a character, mood and atmosphere
- Rehearse and perform devised and scripted drama that develops narrative
- **DANCE**

How We Express Ourselves

Central Idea

The relationship between artist, musical artworks and their audience is developed through appreciating, interpreting, critiquing, evaluating and acknowledging different cultures and viewpoints to inform future artworks.

Making

Lines of Inquiry: 1. How we respond to music

2. The purpose of making music

3. The culture of music through genre, style, form and era/time

Responding

Lines of Inquiry:

1. What is beat, rhythm, pitch, melody, dynamics, tempo, tone colour and texture

2. The way music is notated

3. Composing and arranging a recording and/or performance

4. Musical skills specific to style and performance

- Perform dance using expressive skills to communicate choreographer's ideas

General Capabilities Literacy, Numeracy, Critical & Creative Thinking

Year 6/7 Skills and knowledge

Pictures at an Exhibition

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
- 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

Assessment –

Demonstrate an understanding of the use of elements to compose

Compose music to represent a piece of visual art using technology

General Capabilities Literacy, Numeracy, Critical & Creative Thinking