

CURRICULUM LINKS

FOUNDATION TO YEAR 2

YEAR 3 TO YEAR 4

YEAR 5 TO YEAR 6

YEAR 7 TO YEAR 8



CURRICULUM LINKS

for foundation to year 2

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

ELABORATIONS AND ACTIVITIES

- imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping and call and response singing
- using voices and body percussion to experiment with the elements of music to identify same and different, for example, sound and silence, fast and slow, long and short, high and low, loud and soft, happy and sad

Pieces: Criss Cross, Fast Forward

Pop Play Alongs: Brave

- recording music ideas using technologies and graphic notation

Worksheets: My Percussion Play-Along, Composing with Rock-Paper-Scissors, Composing with Dice

Sing and play instruments to improvise, practice a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community

ELABORATIONS AND ACTIVITIES

- practising and performing music, reading from notation (invented and learnt symbols)
- practising techniques for singing songs and playing classroom instruments
- singing and playing music to explore the expressive possibilities of their voices and instruments
- practising and performing music using accessible technologies

Pieces: Highs and Lows, Criss Cross, Pen Pals, Fast Forward, The Right Way

Pop Play Alongs: We Know The Way, Brave, Counting Stars, Haven't Met You Yet, Friend Like Me

- considering viewpoints – meanings and interpretations: For example – What did this music make you think about and why?

Performance Videos: Buckets, Body Percussion, Cajóns, Bottlephone, Thongophone, Stick Tricks, Ti Rakau

CURRICULUM LINKS

for foundation to year 2 (cont.)

Create compositions and perform music to communicate ideas to an audience

ELABORATIONS AND ACTIVITIES

- choosing and combining sounds to create compositions, for example, combining pitch and rhythm patterns
- Considering viewpoints – forms and elements: For example – What sounds or musical phrases are in my composition? What instruments were used in the music and how was their sound different? How was their sound made?
- improvising patterns of body movement, such as clapping or stamping, and creating accompaniments to familiar music
- recording music using notation and technologies so others can read the notation and listen to the recording

Worksheets: My Percussion Play-Along, Composing with Rock-Paper-Scissors, Composing with Dice

Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples

ELABORATIONS AND ACTIVITIES

- identifying the roles of an active performer and a reflective listener
- sharing constructive observations about music from a range of cultures as a performer and audience member

Kaboom School Show

Worksheets: Kaboom School Show Reflection

- describing shapes, patterns, form or mood of pieces of music using their own words and learnt music terminology
- listening to and talking about music and musical instruments from different contexts and cultures

Performance Videos: Buckets, Body Percussion, Cajons, Bottlephone, Thongophone, Stick Tricks, Ti Rakau

CURRICULUM LINKS

for year 3 to year 4

Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns

ELABORATIONS AND ACTIVITIES

- exploring and varying instrumental timbres in isolation and combination, for example, playing softer or louder, faster or slower, repeating phrases
- identifying and explaining features in music using terminology and a range of notation

Pieces: Side Effects, Hang Ten, Pendulum, Fast Forward, Turn It Up

Pop Play Alongs: Believer, Supercali, Counting Stars, Hall Of Fame, Life Is A Highway, Friend Like Me, Happy

- Considering viewpoints – forms and elements: For example – How did the music change? How many different sections are there in the music?

Performance Videos: Buckets, Body Percussion, Cajóns, Bottlephone, Thongophone, Stick Tricks, Ti Rakau

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

ELABORATIONS AND ACTIVITIES

- practising singing and playing a range of music from different cultures, including various cultures within their local community
- Considering viewpoints – meanings and interpretations: For example – Why was this music written?

Performance Video: Ti Rakau

Play Along Video: Ti Rakau - Beginner

- rehearsing and performing music in unison and with accompaniment patterns
- experimenting with ways of singing and playing expressively, such as learning and practising a song with different dynamics and tempo
- practising reading traditional and invented notation in music as they rehearse and perform
- rehearsing and performing music using a range of technologies

Pieces: Side Effects, Hang Ten, Pendulum, Fast Forward, Turn It Up, Ti Rakau - Beginner

Pop Play Alongs: Believer, Supercali, Counting Stars, Hall Of Fame, Life Is A Highway, Friend Like Me, Happy

CURRICULUM LINKS

for year 3 to year 4 (cont.)

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

ELABORATIONS AND ACTIVITIES

- experimenting with ways of using voices and instruments, combining sounds, silence, tempo and volume to create and perform music
- exploring given rhythm and pitch patterns, structures or timbres to improvise and create music
- improvising and trialling ideas to create compositions for specific audiences and purposes

Worksheet: My Pop Song Play-Along

- using notation to represent sound and record ideas, such as inventing a graphic score to represent sounds of the environment

Worksheets: My Pop Song Play-Along, Composing with Dice, Composing with Rock-Paper-Scissors

- Considering viewpoints – evaluations: For example – How did the music make you feel and why?

Performance Videos: Buckets, Body Percussion, Cajóns, Bottlephone, Thongophone, Stick Tricks, Ti Rakau

Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples

ELABORATIONS AND ACTIVITIES

- identifying meaning and describing purposes in music from different social, cultural or historical contexts

Performance Video: Ti Rakau

- comparing the expectations and requirements of performers and audiences in different cultural settings
- Considering viewpoints – evaluations: For example – How did the music make you feel and why?

Kaboom School Show

Worksheets: Kaboom School Show Reflection

CURRICULUM LINKS

for year 5 to year 6

Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns

ELABORATIONS AND ACTIVITIES

- experimenting with elements of music by improvising patterns, phrases and melodies
- identifying and describing features of rhythm, melody and structure that create effects in their improvisations
- manipulating the timbre of a range of instruments and voices to create and vary mood or atmosphere

Worksheet: My Pop Song Play-Along

- interpreting dynamics and expression in a range of notated music by singing, playing and improvising

Pieces: Side Effects, Full Tilt, Hang Ten, Step Aside, Pendulum, The Write Stuff, Sleight Of Hand, Pass It On

Pop Play Alongs: Believer, High Hopes, Supercali, Sing, Hall Of Fame, Unwritten, Life Is A Highway, Lights, Happy, Feel It Still

Considering viewpoints – meanings and interpretations: For example – How does the composer indicate dynamics in this piece? How does the performer show emotion in this piece?

Performance Videos: Buckets, Body Percussion, Cajóns, Bottlephone, Thongophone, Stick Tricks, Ti Rakau

Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community

ELABORATIONS AND ACTIVITIES

- rehearsing a range of unison and part music individually and in ensemble to develop contrast in music they sing and play
- practising their singing and playing to explore and develop technical skills in solo and ensemble music, for example, practising to accurately interpret rhythm and pitch
- composing, rehearsing and performing songs and instrumental pieces using scores in a range of forms

Pieces: Side Effects, Full Tilt, Hang Ten, Step Aside, Pendulum, The Write Stuff, Sleight Of Hand, Pass It On, Ti Rakau - Beginner, Ti Rakau - Advanced

Pop Play Alongs: Believer, High Hopes, Supercali, Sing, Hall Of Fame, Unwritten, Life Is A Highway, Lights, Happy, Feel It Still

Worksheet: My Pop Song Play-Along

CURRICULUM LINKS

for year 5 to year 6 (cont.)

Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience

ELABORATIONS AND ACTIVITIES

- organising, developing and refining ideas by experimenting with structure
- exploring rhythm, pitch and dynamics and expression to create contrast, repetition and balance to develop compositions for performance
- presenting performances using internet-based technologies, including social media

Worksheet: My Pop Song Play-Along, Composing with Dice, Composing with Rock-Paper-Scissors

Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music

ELABORATIONS AND ACTIVITIES

- discussing personal preferences for music from a range of contexts and cultures, using music terminology
- participating in and responding to music from a variety of contexts and cultures as both audience members and performers
- Considering viewpoints – evaluations: For example – What do you like about this music and why?
- identifying and comparing how the elements of music are used and combined in different music styles from different cultures

Performance Videos: Buckets, Body Percussion, Cajóns, Bottlephone, Thongophone, Stick Tricks, Ti Rakau

Kaboom School Show

Worksheets: Kaboom School Show Reflection

- providing and responding to feedback to refine performances and compositions

Pieces: Side Effects, Full Tilt, Hang Ten, Step Aside, Pendulum, The Write Stuff, Sleight Of Hand, Pass It On, Ti Rakau - Beginner, Ti Rakau - Advanced

Pop Play Alongs: Believer, High Hopes, Supercali, Sing, Hall Of Fame, Unwritten, Life Is A Highway, Lights, Happy, Feel It Still

Worksheet: My Pop Song Play-Along

- Considering viewpoints – societies and cultures: For example – How do different cultures use music? Why is this piece of music important in this culture?

Performance Video: Ti Rakau

CURRICULUM LINKS

for year 7 to year 8

Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills

ELABORATIONS AND ACTIVITIES

- Considering viewpoints – societies, cultures and histories: For example – What is the social context of this piece and for whom would it be performed? What is the cultural context of this piece and what does it signify? What instruments and other features of the music indicate it is from a particular time and place?

Performance Video: Ti Rakau

Pieces: Ti Rakau - Beginner, Ti Rakau - Advanced

- rehearsing a range of music in solo and ensemble activities for performance to a variety of audiences
- improvising, practising and rehearsing a range of music expressively and with attention to technique
- practising interpretation of notation in a range of known and unknown repertoire

Pieces: Full Tilt, Step Aside, The Write Stuff, Stable Table, Pass It On

Pop Play-Alongs: High Hopes, Sing, Unwritten, Lights, Feel It Still

Structure compositions by combining and manipulating the elements of music using notation

ELABORATIONS AND ACTIVITIES

- combining and manipulating the elements of music to imitate a range of styles, using appropriate notation
- selecting, combining and manipulating sounds using technologies to create, develop and record music ideas

Worksheet: My Pop Song Play-Along, Composing with Dice, Composing with Rock-Paper-Scissors

CURRICULUM LINKS

for year 7 to year 8 (cont.)

Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples

ELABORATIONS AND ACTIVITIES

- identifying roles and responsibilities in music-making activities and contexts as both performer and audience member
- identifying personal preferences in the music they listen to and the reasons for them
- making judgements about music as audience members and articulating the reasons for them
- discussing different opinions and perspectives about music and strategies to improve and inform music making

Performance Videos: Buckets, Body Percussion, Cajóns, Bottlephone, Thongophone, Stick Tricks, Ti Rakau

Kaboom School Show

Worksheets: Kaboom School Show Reflection