

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: ONE TWO	Subject: MUSIC	Team Members: Gina and Matt		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor (Music - Knowledge/Skill - Content Description) What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessments will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
<p>Essential Learning</p> <p>I can perform to an audience to communicate my experiences and ideas.</p> <p>Achievement Standard: Students sing and play instruments to communicate their experiences and ideas. (1)</p> <p>Essential Learning</p> <p>I can explore contrasting sounds and improvise with them.</p> <p>Achievement Standard: They explore contrasting sounds and improvise with them. Students</p>	<ul style="list-style-type: none"> • I can engage my vocal muscles to sing in my head voice. (Pitch - Pitch Exploration - Music Practices) • I can make up original tunes through arioso activities. (Pitch - Arioso - Explore & Express) • I can learn and sing simple songs by myself to my class. (Pitch - Simple Songs - Music Practices) • I can move my body intentionally through movement exploration activities. (Movement - Movement Exploration - Explor & Express) • I can move expressively to classical music, songs and rhymes. (Form - Movement for Form and Expression - Explore & Express) 	<p><u>Vocabulary:</u></p> <p>Sing, voice, perform, audience</p>		Semester 1	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

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<p>match pitch when singing. They understand and respond to the beat and simple rhythm patterns. (2)</p>					
<p><u>Essential Learning</u></p> <p>I can match pitch when singing, understand and respond to the beat and simple rhythm patterns.</p> <p>Achievement Standard: They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns. (2)</p> <p><u>Essential Learning</u></p> <p>I can describe the music I listen to and discuss what I enjoy about it and why.</p> <p><u>Achievement Standard:</u> Students describe the music to which they</p>	<ul style="list-style-type: none"> • I can copy my teacher by repeating the same tune and words in Echo Songs. (Pitch - Echo Songs - Present & Perform) • I can learn, remember and sing a separate part in response to what my teacher sings. (Pitch - Call & Response Songs - Present & Perform) • I can listen to my teacher sing storybooks, appreciate and discuss its expressive qualities. (Dynamics & Expression - Song Tales - Respond & Interpret) • I can perform beat motions by myself and with my class to songs and rhymes. (Beat - Beat Motions - Present & Perform) • I can echo clap simple rhythm patterns. (Rhythm - Simple Rhythm Patterns - Music Practices) 	<p><u>Vocabulary:</u></p> <p>Beat, sing, clapping, patterns</p> <p><u>Vocabulary:</u></p> <p>High, low, listening</p>		<p>Term 3</p>	<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>

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listen, identifying what they enjoy and why. (3)					
<p>Prep Essential Learning</p> <p>I can make and perform drama, and discuss its characters and stories.</p> <p>Achievement Standard: Students make and perform drama that communicates ideas and stories. Students discuss characters and situations in drama they make, perform and view.</p>	<p>Drama Toolbox Workshop</p> <ul style="list-style-type: none"> • I can explore drama to communicate ideas and stories. • I can pretend that what is happening in the drama is real. • I can discuss what I see and experience in the drama I make. 		Term 2, Week 7	Prep, Semester 1	

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What is it that we want our students to know, understand, do and communicate KUDCO?

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Year Level: Years 1 & 2	Year: ONE TWO	Subject: MUSIC	Team Members: Gina and Matt		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor (Music - Knowledge/Skill - Content Description) What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
<p><u>Year 1 Essential Learning</u></p> <p>I can use my imagination to sing and play instruments to make up and perform music.</p> <p><u>Achievement Standard:</u> Students use imagination, their voices and instruments to improvise, compose, arrange and perform music. (4)</p>	<ul style="list-style-type: none"> ● I can identify loud/soft by listening to recorded music. (Dynamics & Expression - Loud/Soft - Respond & Interpret) <hr/> ● I can identify fast/slow by listening to recorded music. (Rhythm - Fast/Slow - Respond and Interpret) <hr/> ● I can echo sing pitch patterns sung by teacher to a neutral syllable. (Pitch - Pitch Matching - Present & Perform) <hr/> ● I can perform beat using body percussion while singing known song in tune. <ul style="list-style-type: none"> ○ (Rhythm - Beat, Beat & Rhythm - Music Practices) ○ (Timbre - Speaking & Singing Voice - Music Practices) ○ (Texture - Beat & Song - Music Practices) 	<p><u>Year 1 Vocabulary:</u></p> <p>Echo, high, low, so, mi, pattern, rhythm, ta, ti-ti, beat, body percussion, percussion, ostinato</p>	<p>Anecdotal Notes</p> <p>Term 1, Week 4</p> <hr/> <p>Term 1, Week 6</p> <hr/> <p>Term 1, Week 8</p> <hr/> <p>Term 2, Week 1 + 4</p> <hr/>	<p><u>Year 1, Semester 1</u></p>	<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>

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	<ul style="list-style-type: none"> I can identify the 4-note high/low patterns played by teacher. (Pitch - Pitch Direction, High/Low - Explore & Express) 		Term 2, Week 3		
<p><u>Year 1 Essential Learning</u></p> <p>I can explore different ways of organizing sounds to communicate ideas.</p> <p><u>Achievement Standard:</u> They explore and make decisions about ways of organizing sounds to communicate ideas. (5)</p>	<ul style="list-style-type: none"> I can perform songs and change actions on each new phrase with class. (Form - Same & Different - Respond & Interpret) <hr/> I can compose and perform high/low patterns. (Pitch - <i>so</i> & <i>mi</i> - Music Practices) <hr/> I can perform given rhythm patterns using classroom percussion, in small groups. (Timbre - Untuned Classroom Percussion - Music Practices) <hr/> I can do three rhythm dictations using <i>ta</i> & <i>ti-ti</i>, each four beats long. (Rhythm - <i>ta</i> & <i>ti-ti</i> - Explore & Express) <hr/> I can sing from memory a known song in time names (<i>ta</i> & <i>ti-ti</i>) while tapping the beat. (Rhythm - Beat & Rhythm - Explore & Express) 	<p><u>Year 1 Vocabulary:</u></p> <p>Echo, high, low, so, mi, pattern, rhythm, ta, ti-ti, beat, body percussion, percussion, ostinato</p>	<p>Anecdotal Notes</p> <p>Term 2, Week 7</p> <hr/> <p>Term 2, Week 8</p> <hr/> <p>Term 3, Week 6</p> <hr/> <p>Term 3, Week 6</p> <hr/> <p>Term 3, Week 8</p>	<u>Year 1, Semester 2</u>	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
<u>Year 2 Essential Learning</u>			Anecdotal Notes	<u>Year 2, Semester 1</u>	Individual students are supported and extended on an ongoing basis

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<p>I can demonstrate accuracy in my music.</p> <p>Achievement Standard: They achieve intended effects and demonstrate accuracy when performing and composing. (6)</p>	<ul style="list-style-type: none"> • I can perform a 4-beat ostinato using <i>ta, ti-ti</i> & <i>za</i> as an accompaniment while the class sings a known song. (Texture - Melody Unison & Melody and accompaniment - Music Practices) <hr/> • I can echo a <i>so, mi, la</i> pattern played by teacher on piano. <ul style="list-style-type: none"> ○ (Pitch - <i>so, mi, la</i> - Explore & Express) ○ (Form - Repetition & Echo - Explore & Express) <hr/> • I can compose short rhythmic compositions according to the given metre. (Rhythm - 2 & 3 metre - Music Practices) <hr/> • I can do three rhythmic dictations using <i>ta, ti-ti</i> and <i>za</i>, each up to 8 beats long. (Rhythm - <i>za</i> - Explore & Express) <hr/> • I can identify widely contrasting instruments by tone colour and describe how the sounds are made. (Timbre - Widely Contrasting Instruments - Respond & Interpret) 	<p><u>Year 2 Vocabulary:</u></p> <p>Beat, ostinato, rhythm, ta, ti-ti, za, stick notation, staff notation, high, low, mi, so, la, improvise, percussion</p>	<p>Term 1, Week 6</p> <hr/> <p>Term 1, Week 8</p> <hr/> <p>Term 2, Week 4</p> <hr/> <p>Term 2, Week 4</p> <hr/> <p>Term 2, Week 6</p>		<p>during each performing arts class, as their individual need arises.</p>
<p>Year 2 Essential Learning</p> <p>I can compare and contrast different types of music and describe their purposes.</p> <p>Achievement Standard:</p>	<ul style="list-style-type: none"> • I can perform an improvised 4-beat rhythmic ostinato on tuned percussion (drone) while the class sings a known song (<i>ta, ti-ti, za</i>). (Texture - Drone - Music Practices) 	<p><u>Year 2 Vocabulary:</u></p> <p>Beat, ostinato, rhythm, ta, ti-ti, za, stick notation, staff notation, high, low,</p>	<p>Anecdotal Notes</p> <hr/> <p>Term 3, Week 4</p>	<p><u>Year 2, Semester 2</u></p>	<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>

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<p>They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts. (7)</p>	<ul style="list-style-type: none"> • I can identify <i>p</i> (soft) and <i>f</i> (loud) in recorded examples. (Dynamics & Expression - <i>p</i> (soft) & <i>f</i> (loud) - Respond & Interpret) <hr/> • I can clap an 8-beat rhythm in canon (<i>ta, ti-ti, za, too</i>) in pairs. (Form - Round/Canon - Explore & Express) <hr/> • I can do five rhythm dictations clapped by teacher (<i>ta, ti-ti, za, too</i>) up to 6 beats long. (Rhythm - <i>too</i> (minim) - Explore & Express) <hr/> • I can rewrite melody from stick notation to staff notation (<i>mi, so, la</i>). (Pitch - <i>so, mi, la</i> using staff notation - Present & Perform) 	<p>mi, so, la, improvise, percussion</p>	<p>Term 3, Week 6</p> <hr/> <p>Term 3, Week 8</p> <hr/> <p>Term 4, Week 3</p> <hr/> <p>Term 4, Week 3</p>		
<p><u>Years 1 & 2 Essential Learning</u></p> <p>I can make and present drama, describe what happens in it and identify some elements in drama.</p> <p><u>Achievement Standard:</u> Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</p> <p>Students describe what happens in drama they</p>	<p><u>Drama Toolbox Workshop</u></p> <ul style="list-style-type: none"> • I can improvise and create roles, characters and situations. • I can learn about focus and identify the main idea of the drama I'm making. • I can explore the meaning and interpretation of the drama I'm making and evaluate what I enjoy about it and why. 		<p>Term 2, Week 7</p>	<p><u>Years 1 & 2, Semester 1</u></p>	

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make, perform and view. They identify some elements in drama and describe where and why there is drama.					
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What is it that we want our students to know, understand, do and communicate KUDCO?

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Year Level: Years 3 & 4	Year: THREE FOUR	Subject: MUSIC	Team Members: Gina		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor (Music - Knowledge/Skill - Content Description) What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessment What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
<p><u>Year 3 Essential Learning</u></p> <p>I can make up and perform songs using my voice and instruments to communicate with an audience.</p> <p><u>Achievement Standard:</u> Students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. (8)</p>	<ul style="list-style-type: none"> I can identify percussion instruments by tone colour from recordings. (Timbre - Percussion Instruments - Respond & Interpret) <hr/> I can clap an 8 beat rhythm in canon in pairs using ta, ti-ti, za, too and tika-tika. (Texture - Combining 2 or more parts - Present & Perform) <hr/> I can rewrite known song from stick notation to staff notation using d m s l. (Pitch - Treble clef on the staff - Music Practices) <hr/> I can create and notate a d m s l melody from given pitch and rhythm components. (Pitch - do in addition to mi so la - Music Practices) <hr/> 	<p><u>Guaranteed Vocabulary:</u></p> <p>Audience</p> <p><u>Year 3 Vocabulary:</u></p> <p>Melody, pitch, rhythm, question, answer, metre, ta, ti-ti, za, too, tika-tika, do, mi, so, la, stick notation, staff notation, canon, percussion instruments</p>	<p>Anecdotal Notes</p> <p>Term 1, Week 7</p> <p>_____</p> <p>Term 1, Week 8</p> <p>_____</p> <p>Term 2, Week 1</p> <p>_____</p> <p>Term 2, Week 2</p> <p>_____</p>	<p><u>Year 3, Semester 1</u></p>	<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>

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	<ul style="list-style-type: none"> I can do four rhythmic dictations (<i>ta, ti-ti, za, too, tika-tika</i>) up to 8 beats long. (Rhythm - <i>tika-tika</i> - Explore & Express) 		Term 2, Week 4		
<p>Year 3 Essential Learning</p> <p>I can notate my compositions.</p> <p>Achievement Standard: They document their composition. (9)</p>	<ul style="list-style-type: none"> I can clap an improvised rhythm “answer” in response to teacher’s rhythm “question” using <i>ta, ti-ti, za, too</i> and <i>tika-tika</i>. (Form - Call & Response - Present & Perform) <hr/> I can sing a known song individually in solfa using <i>d r m s l</i>. (Pitch - <i>re</i> in addition to <i>do, mi, so, la</i> - Music Practices) <hr/> I can identify string instruments by tone colour from recordings (Timbre - string instruments - Respond & Interpret) <hr/> I can identify whether recorded examples are in 3/4 or 4/4. (Rhythm - 2/4, 3/4, 4/4 - Explore & Express) <hr/> I can do three pitch dictations to given rhythms using <i>d r m s l</i>. (Pitch - <i>re</i> in addition to <i>do, mi, so, la</i> - Explore & Express) <hr/> 	<p><u>Year 3 Vocabulary:</u></p> <p>Melody, pitch, rhythm, question, answer, metre, <i>ta, ti-ti, za, too, tika-tika</i>, <i>do, mi, so, la</i>, stick notation, staff notation, 3/4, 4/4, tone colour, string instruments.</p>	<p>Anecdotal Notes</p> <p>Term 2, Week 6</p> <hr/> <p>Term 3, Week 6</p> <hr/> <p>Term 3, Week 7</p> <hr/> <p>Term 3, Week 8</p> <hr/> <p>Term 3, Week 8</p> <hr/>	Year 3, Semester 2	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

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	<ul style="list-style-type: none"> • I can compose my own ‘Pictures at an Exhibition’ rhythm using different metres. (Rhythm - 2/4, 3/4, 4/4 - Music Practices) 		Term 4, Week 2		
<p>Year 4 Essential Learning</p> <p>I can describe and discuss similarities and differences between different types of music.</p> <p>Achievement Standard: Students describe and discuss similarities and differences between music they listen to, compose and perform. (10)</p>	<ul style="list-style-type: none"> • I can individually perform a 4-beat ostinato while class sings a known song, using <i>ta, ti-ti, za, too</i> and <i>tika-tika</i>. (Rhythm - Ostinatos - Music Practices) <hr/> • I can identify woodwind instruments by tone colour from recordings and describe each sound as either “smooth” or “detached”. <ul style="list-style-type: none"> ○ (Dynamics & Expression - Smooth & Detached - Respond & Interpret) ○ (Timbre - Woodwind Instruments - Respond & Interpret) <hr/> • I can individually play a known song on recorder using G, A, B (Blue Star) - (Pitch - G, A, B on recorder - Music Practices) <hr/> • I can do four pentatonic pitch dictations (<i>d r m s l</i>). (Pitch - <i>do</i> Pentatonic (<i>do, re, mi, so, la</i>) - Explore & Express) <hr/> • I can compose a rhythm composition in 4/4 in Ternary form using <i>ta, ti-ti, za, too, tika-tika, dotted minim and semibreve</i>. (Form - Binary & Ternary - Music Practices) 	<p><u>Year 4 Vocabulary:</u></p> <p>Compose, rhythm, ternary form, ta, ti-ti, za, too, tika-tika, dotted minim, semibreve, ti-tika, tika-ti, do, re, mi, so, la, stick notation, staff notation, pitch, rhythm, dictation, pentatonic, tone colour, woodwind instruments, smooth, detached, dynamics, <i>pp, p, f, ff</i></p>	<p>Anecdotal Notes</p> <p>Term 1, Week 6</p> <hr/> <p>Term 1, Week 7</p> <hr/> <p>Term 1, Week 8</p> <hr/> <p>Term 2, Week 3</p> <hr/> <p>Term 2, Week 4</p>	Year 4, Semester 1	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

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<p>Year 4 Essential Learning</p> <p>I can discuss how the elements of music is used to communicate meaning in performance and composition.</p> <p>Achievement Standard: They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition. (11)</p>	<ul style="list-style-type: none"> I can individually play a known song on recorder using notes G, A, B, C, D (Green Star) (Pitch - G, A, B, C, D on recorder - Present & Perform) <hr/> I can identify related woodwind instruments by tone colour from recordings and describe each sound as either “smooth or detached”. (Timbre - Related Woodwind Instruments - Respond & Interpret) <hr/> I can individually play a known song on recorder using notes low D, E, G, A, B (Red Star). (Pitch - low D, E, G, A, B on recorder - Present & Perform) <hr/> I can do five rhythmic dictations up to 8 beats each (ta, ti-ti, za, too, tika-tika, ti-tika & tika-ti) (Rhythm - ti-tika & tika-ti - Explore & Express) <hr/> I can compose a melody using a given rhythm then notate using staff notation (d r m s l d’) (Pitch - High do - Music Practices) 	<p><u>Year 4 Vocabulary:</u></p> <p>Compose, rhythm, ternary form, ta, ti-ti, za, too, tika-tika, dotted minim, semibreve, ti-tika, tika-ti, do, re, mi, so, la, stick notation, staff notation, pitch, rhythm, dictation, pentatonic, tone colour, woodwind instruments, smooth, detached, dynamics, <i>pp</i>, <i>p</i>, <i>f</i>, <i>ff</i></p> <p><u>Guaranteed Vocabulary:</u></p> <p>Elements</p>	<p>Anecdotal Notes</p> <p>Term 2, Week 8</p> <hr/> <p>Term 3, Week 7</p> <hr/> <p>Term 3, Week 8</p> <hr/> <p>Term 4, Week 1</p> <hr/> <p>Term 4, Week 3</p>	<p>Year 4, Semester 2</p>	<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>
<p>Years 3 & 4 Essential Learning</p>	<p>Fairytale Cookbook Drama Incursion</p>		<p>Term 2, Week 10</p>	<p>Years 3 & 4, Semester 1</p>	

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<p>I can use various elements of drama to improvise and perform, discuss their purpose and how they communicate ideas to an audience.</p> <p><u>Achievement Standard:</u> Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They use performance skills to communicate ideas and create a sense of time and place in their drama.</p> <p>Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience.</p>	<ul style="list-style-type: none"> • I can communicate in drama through dramatic play, role-play, character development, movement and mime activities. • I can learn about and use the elements of drama such as focus, tension, space and time. • I can use the elements of drama, story structures and language to shape ideas in my drama. 				
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Year Level: Years 5 & 6	Year: FIVE SIX	Subject: MUSIC	Team Members: Gina		
Essential Learning What is the essential learning? Describe in student friendly vocabulary. (Derived from Victorian Curriculum Achievement Standards.)	Example-Rigor (Music - Knowledge/Skill - Content Description) What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessments will be used to measure student mastery?	When taught? This Essential Learning will be taught all year round.	Extension Skills What will we do when students have already learned this essential learning?
<p>Essential Learning</p> <p>I can explain how the elements of music are used to communicate meaning.</p> <p>Achievement Standard: Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. (14)</p> <p>Essential Learning</p> <p>I can describe how my music making is influenced by different types of music.</p> <p>Achievement Standard:</p>	<p>Year 5</p> <ul style="list-style-type: none"> I can identify brass instruments by tone colour from recordings and describe each sound as either <i>pp</i>, <i>p</i>, <i>f</i> or <i>ff</i>. (Dynamics & Expression - <i>pp</i>, <i>p</i>, <i>f</i>, <i>ff</i> (revise) - Respond & Interpret) <hr/> I can individually play a known song on recorder using notes C, D, E, F, G, A, C' (Silver Star). (Pitch - F and middle C on recorder (giving C, D, E, F, G, A, B, C', D') - Music Practices) <hr/> I can do five pitch dictations using <i>s</i>, <i>l</i>, <i>d</i> <i>r</i> <i>m</i> <i>s</i> <i>l</i> <i>d</i>'. (Pitch - low <i>so</i> & low <i>la</i> (making extended <i>do</i> pentatonic) - Explore & Express) <hr/> I can do five rhythmic dictations using <i>tam</i>, <i>ti-ti-ti</i>, <i>ta-ti</i> & <i>zam</i>. (Rhythm - <i>tam</i>, <i>ti-ti-ti</i>, <i>ta-ti</i> & <i>zam</i> in 6/8 - Explore & Express) 	<p>Year 5 Vocabulary</p> <p>Brass instruments, dynamics, <i>pp</i>, <i>p</i>, <i>f</i>, <i>ff</i>, recorder, C, D, E, F, G, A, C', D', <i>low s</i>, <i>low l</i>, <i>d</i>, <i>r</i>, <i>m</i>, <i>s</i>, <i>l</i>, <i>d</i>', rhythm, <i>tam</i>, <i>ti-ti-ti</i>, <i>ta-ti</i>, <i>zam</i>, 6/8, <i>ostinato</i></p>	<p>Anecdotal Notes</p> <p>Term 1, Week 7</p> <hr/> <p>Term 1, Week 8</p> <hr/> <p>Term 2, Week 2</p> <hr/> <p>Term 2, Week 3</p>	<p>Semester 1</p>	

*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

They describe how their music making is influenced by music from different cultures, times and locations, using music terminology. (15)	<hr/> <ul style="list-style-type: none"> • I can compose 3 ostinatos using <i>tam, ti-ti-ti, tam-ti & zam</i> to be used to accompany a known 6/8 song. (Form - Ostinato - Present & Perform) 		<hr/> <p>Term 2, Week 4</p>		
	<p><u>Year 6</u></p> <ul style="list-style-type: none"> • I can play basic guitar, ukulele, keyboard, drums and bass with my class. <hr/> <ul style="list-style-type: none"> • I can play E minor, G, C and A minor separately and in various combinations. <hr/> <ul style="list-style-type: none"> • I can play different strumming patterns on the guitar and ukulele. <hr/> <ul style="list-style-type: none"> • I can play a variety of pop and rock songs with my class. 	<p><u>Year 6 Vocabulary</u></p> <p>Guitar, ukulele, keyboard, drums, bass, chords, E minor, G, C, A minor, strumming pattern, down beat, up beat, band</p>	<p>Anecdotal Notes</p> <p>Markbooks with checklists</p>	<p><u>Semester 1</u></p>	<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>

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<p><u>Essential Learning</u></p> <p>I can use the elements of music, my voice, instruments and technologies to make up and perform music.</p> <p><u>Achievement Standard:</u> Students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. (12)</p> <p><u>Essential Learning</u></p> <p>I can sing and play different styles of music, develop my listening and technical skills and perform expressively for an audience.</p> <p><u>Achievement Standard:</u> They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences. (13)</p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> ● I can use technology to make up and perform music. (Loops Live Workshop - Term 3) <hr/> ● I can individually play a known song on recorder including new notes F sharp and B flat (Gold Star). (Pitch - F sharp & B flat on recorder (revising other notes) - Music Practices) <hr/> ● I can identify keyboard instruments by tone colour from recordings and describe each sound as either “staccato” or “legato” and <i>pp, p, f</i> or <i>ff</i>. <ul style="list-style-type: none"> ○ (Dynamics & Expression - Staccato & Legato - Respond & Interpret) ○ (Timbre - Keyboard Instruments & Electronic Sounds - Respond & Interpret) <hr/> ● I can compose and notate a melody using notes C, D, E, F, G. (Pitch - C, D, E, F, G on keyboard - Music Practices) <hr/> ● I can individually play a known song on keyboard (right hand only) using notes C, D, E, F, G (Blue Star). (Pitch - C, D, E, F, G on keyboard - Present & Perform) <hr/> ● I can do five rhythmic dictations using tam, ti-ti-ti, ta-ti, zam & tika-tika-tika. (Rhythm - tika-tika-tika - Explore & Express) 	<p><u>Year 5 Vocabulary</u></p> <p>Keyboard instruments, staccato, legato, dynamics, <i>pp, p, f, ff</i>, recorder, C, D, E, F, F sharp, G, A, B flat, C', D', <i>low s, low l, d, r, m, s, l, d'</i>, rhythm, tam, ti-ti-ti, ta-ti, zam, 6/8, ostinato, melody</p>	<p>Anecdotal Notes</p> <p>Term 3, Week 4</p> <hr/> <p>Term 2, Week 8</p> <hr/> <p>Term 3, Week 6</p> <hr/> <p>Term 3, Week 7</p> <hr/> <p>Term 3, Week 8</p> <hr/> <p>Term 4, Week 4</p>	<p><u>Semester 2</u></p>	<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>
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	<p>Year 6</p> <ul style="list-style-type: none"> • I can use technology to make up and perform music. (Loops Live Workshop - Term 3) <hr/> • I can choose a class song and play it on the guitar, ukulele, keyboard, drums and bass. <hr/> • I can form a band, choose a group song and work out how to play it together. <hr/> • I can show persistence and work together well by helping each other with our parts. 	<p><u>Guaranteed Vocabulary:</u></p> <p>Technologies</p>	<p>Anecdotal Notes Markbooks with checklists</p>		<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>
<p>Years 5 & 6 Essential Learning</p> <p>I can use the elements of drama to improvise and perform, and explain how dramatic action and meaning is communicated to an audience.</p> <p>Achievement Standard: Students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of</p>	<p>Drama Impro Workshop</p> <ul style="list-style-type: none"> • I can learn about and use the elements of drama such as situation, focus, tension, space and time. • I can explore language and ideas to create dramatic action and consider mood and atmosphere in performance. • I can develop character through voice and movement, and respond to my own and my classmates' work. 		<p>Term 2, Week 9</p>	<p>Years 5 & 6 Semester 1</p>	

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<p>devised and scripted drama for audiences.</p> <p>Students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making.</p>					
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What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Year Seven and Eight	Semester: ONE TWO	Subject: MUSIC	Team Members: Gina and Natalie		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
	-Experimenting with and transcribing pitch contour, beat patterns and rhythm sequences. -Singing and recognising intervals and melodic patterns to extend music ideas in improvisation and composition.				

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<p>Experiment with texture and timbre in sound sources using aural skills (ACAMUM092)</p>	<ul style="list-style-type: none"> -Considering viewpoints, forms and elements: For example; How have the elements of music and instruments been used in this piece? -Identifying qualities of chords in isolation and experimenting with combinations to create chord progressions -Manipulating sound quality by exploring how sounds are produced by different instruments and voice types, for example, manipulating dynamics and timbre in voice or acoustic or digital instruments -Experimenting with texture by layering sound in different ways in composition, for example, by using looping software -Using aural skills to evaluate and improve interpretation of music they read and perform. 				
<p>Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)</p>					

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<p>Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094)</p>					
<p>Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095)</p>					
<p>Perform and present a range of music, using techniques and expression appropriate</p>					

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to style (ACAMUM096)					
Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097)					
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 (ACAMUR098)					

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