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** 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?
I can perform to an audience to communicate my experiences and ideas. **Achievement Standard:** Students sing and play instruments to communicate their experiences and ideas. (1)	● I can express myself through singing. ● I can perform in front of an audience. ● I can learn and perform songs and basic actions for the Junior School Concert.	Vocabulary: Sing, voice, perform, audience		Terms 3 & 4 (Concert)	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
I can explore contrasting sounds and improvise with them. **Achievement Standard:** They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand	● I can copy my teacher. ● I can echo sing high and low sounds sung by my teacher. ● I can use my voice to imitate the sounds around me.	Vocabulary: High, low, voice		Term 1	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

*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.

and respond to the beat and simple rhythm patterns. (2)					
I can match pitch when singing, understand and respond to the beat and simple rhythm patterns. **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)	• I can match pitch when echo singing with my teacher. • I can perform a steady beat in different ways. • I can echo different clapping patterns with my teacher.	Vocabulary: Beat, sing, clapping, patterns		Term 4	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
I can describe the music I listen to and discuss what I enjoy about it and why. **Achievement Standard:** Students describe the music to which they listen, identifying what they enjoy and why. (3)	• I can identify high sounds and low sounds in music. • I can describe how the music I'm listening to makes me feel. • (Incursion: *The Magic Flute* by Opera Australia)	Vocabulary: High, low, listening		Term 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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What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Years 1 & 2	**Semester:** ONE TWO	**Subject:** MUSIC	**Team Members:** Gina and Matt		
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?
I can use my imagination to sing and play instruments to make up and perform music. **Achievement Standard:** Students use imagination, their voices and instruments to improvise, compose, arrange and perform music. (4)	● I can use my imagination to interpret different sounds with my voice. ● I can express myself using percussion instruments. ● I can learn and perform songs and basic actions for the Junior School Concert.	Year 1 Vocabulary: Echo, high, low, pattern Year 2 Vocabulary: Stick notation, staff notation, mi, so, la	Anecdotal Notes Markbooks with checklists	Terms 3 and 4	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
I can explore different ways of organizing sounds to communicate ideas. **Achievement Standard:** They explore and make decisions about ways of	● I can echo sing pitch patterns sung by the teacher. ● I can do rhythmic dictations using the rhythms I have learnt. ● I can sing a known song in time names (ta & ti-ti) from memory.	Year 1 Vocabulary: High, low, beat, ta, ti-ti, rhythm, so, mi Year 2 Vocabulary: High, low, beat, ta, ti-ti, too, rhythm, so, mi, la	Anecdotal Notes Markbooks with checklists	Term 4	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

*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.

organizing sounds to communicate ideas. (5)					
I can demonstrate accuracy in my music. **Achievement Standard:** They achieve intended effects and demonstrate accuracy when performing and composing. (6)	● I can pat the beat accurately while singing a known song in tune. ● I can perform different rhythm patterns using body percussion and percussion instruments.	<u>Year 1 Vocabulary:</u> Beat, body percussion, ostinato, rhythm, percussion <u>Year 2 Vocabulary:</u> Beat, ostinato, rhythm, ta, ti-ti, za, improvise, percussion	Anecdotal Notes Markbooks with checklists	Term 1	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
I can compare and contrast different types of music and describe what they are for. **Achievement Standard:** 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)	● I can identify loud/soft and fast/slow in music. ● I can describe the purpose of the music I'm learning about. ● (Incursion: *The Magic Flute* by Opera Australia)	<u>Year 1 Vocabulary:</u> Beat, body percussion, ostinato, rhythm, percussion <u>Year 2 Vocabulary:</u> Beat, ostinato, rhythm, ta, ti-ti, za, improvise, percussion	Anecdotal Notes Markbooks with checklists	Term 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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*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.

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Years 3 & 4	**Semester:** ONE TWO	**Subject:** MUSIC	**Team Members:** Gina		
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?
I can make up and perform songs using my voice and instruments to communicate with an audience. **Achievement Standard:** Students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. (8)	• I can use the rhythm I have learnt to create a short rhythmic composition. • I can sing a known song in solfa (*do re mi so la*) • I can perform songs on a given instrument, e.g. percussion instruments, recorders, etc. • I can learn and perform songs and dances for the Senior School Concert.	Year 3 Vocabulary: Beat, rhythm, canon, ta, ti-ti, za, too, tika-tika, do, re, mi, so, la Year 4 Vocabulary: Beat, rhythm, ostinato, ta, ti-ti, za, too, tika-tika, ternary, composition	Anecdotal Notes Markbooks with checklists	Terms 3 & 4	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
I can notate my compositions. **Achievement Standard:** They document their composition. (9)	• I can read stick and staff notation. • I can create and notate a rhythmic composition using *ta, ti-ti, za* and *tika-tika*. • I can improvise a melody using the solfa *do, mi, so, la*.	Year 3 Vocabulary: Melody, pitch, rhythm, question, answer, metre, ta, ti-ti, za, too, tika-tika, do, mi, so, la	Anecdotal Notes Markbooks with checklists	Term 1	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

*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.

		Year 4 Vocabulary: Compose, rhythm, ternary form, ta, ti-ti, za, too, tika-tika, dotted minim, semibreve			
I can describe and discuss similarities and differences between music I listen to, compose and perform. Achievement Standard: Students describe and discuss similarities and differences between music they listen to, compose and perform. (10)	• I can identify the rhythmic and melodic elements of the music I learn in class. • I can identify and articulate how different types of music make me feel. • (Incursion: *The Magic Flute* by Opera Australia)	Year 3 Vocabulary: Stick notation, staff notation, pitch, rhythm, dictation, do, mi, so, la, ta, ti-ti, za, too, tika-tika, 3/4, 4/4 Year 4 Vocabulary: Stick notation, staff notation, pitch, rhythm, dictation, pentatonic, do, re, mi, so, la, ta, ti-ti, za, too, tika-tika, ti-tika, tika-ti	Anecdotal Notes Markbooks with checklists	Term 2	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
I can discuss how the elements of music is used to communicate meaning in performance and composition. Achievement Standard:	• I can identify the elements of music. • I can compose using the elements of music. • I can provide and respond to feedback on my performances and compositions.	Year 3 Vocabulary: Tone colour, percussion instruments, string instruments. Year 4 Vocabulary:	Anecdotal Notes Markbooks with checklists	Term 4	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

*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 discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition. (11) | | | Tone colour, woodwind instruments, smooth, detached, dynamics, *pp*, *p*, *f*, *ff* | | | |

What is it that we want our students to know, understand, do and communicate KUDCO?						
Year Level: Years 5 & 6	**Semester:** ONE TWO		**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** 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?** This Essential Learning will be taught all year round.	**Extension Skills** What will we do when students have already learned this essential learning?
I can use the elements of music, my voice, instruments and technologies to make up and perform music. **Achievement Standard:** Students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. (12)	• I can use the elements of music to inform my compositions and performances. • I can use technologies such as GarageBand on the MacBook or iPad to present my compositions. • I can learn and perform songs and dances for the Senior School Concert.		Vocabulary: Compose, melody, notes, ostinato, tam, ti-ti-ti, ta-te, zam, 6/8	Anecdotal Notes Markbooks with checklists	Term 3 & 4	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

*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.

I can sing and play different styles of music, develop my listening and technical skills and perform expressively for an audience. **Achievement Standard:** 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)	• I can sing with and in front of my peers. • I can play known songs on the recorder/keyboard. • I can read and interpret graphic and staff notation. • I can explore the elements of music to make my performances more interesting.	Vocabulary: Recorder, keyboard, letter names, sharp, flat	Anecdotal Notes Markbooks with checklists	Term 1	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

*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.

I can explain how the elements of music are used to communicate meaning in the music I listen to, compose and perform. **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)	• **I can identify the elements of music in different types of music.** • **I can review my own music.** • **I can provide and respond to feedback to refine my performances and compositions.** • **I can identify the features of music from other contexts.**	Vocabulary Solfa, pitch, dictation, do, re, mi, so, la, rhythm, tam, ti-ti-ti, ta-ti, zam	Anecdotal Notes Markbooks with checklists	Term 4	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
I can use music terminology to describe how my music making is influenced by music from different cultures, times and locations. **Achievement Standard:** They describe how their music making is influenced by music from different cultures, times and locations, using music terminology. (15)	• I can identify the elements of music in the songs that I listen to. • I can explore and use features of music that I listen to and apply them in my own music. • I can describe the intentions for a performance, e.g. what do the composers/performers intend audiences to experience and understand from the music? • (Incursion: *The Magic Flute* by Opera Australia)	Vocabulary Brass, keyboard, instruments, tone colour, dynamics, staccato, legato, *pp, p, f, ff*.	Anecdotal Notes Markbooks with checklists	Term 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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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?
Experiment with texture and timbre in sound sources using aural skills (ACAMUM092)	-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. -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				

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	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.				
Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)					
Practise and rehearse a variety of music, including Australian music to develop technical and					

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expressive skills (ACAMUM094)				
Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095)				
Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096)				
Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097)				

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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)				