



**WORKING TOWARD ACHIEVEMENT OF STANDARDS**

<p><b>Foundation Level - Explore and Express Ideas</b> Explore sound and silence and ways of using their voices, movement and instruments to express ideas</p> <p>Exploring ways of producing sound using their voices, body percussion, acoustic and electronic/digital instruments and objects individually and in groups, for example, responding to questions such as how can voices and instruments create long/short/loud/soft sounds?</p> <p>Practising matching pitch to sing in tune and experimenting with speaking and singing voice to recognise the differences</p> <p>Improvising movement to represent rhythmic patterns in songs they are learning</p> <p>Creating long/short/loud/soft sounds with their voices or instruments</p> <p>Experimenting with ways of using graphic notation to represent different qualities of sounds in music they are improvising, for example, high/low, long/short</p> <p><a href="#">(VCAMUE017)</a></p>	<p><b>Foundation Level – Music Practices</b> Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community</p> <p>Practising techniques for singing songs and playing classroom instruments, for example through music games</p> <p>Singing and playing music to explore the expressive possibilities of their voices and instruments</p> <p>Learning songs that feature patterns or familiar language, for example, working with a Koorie Elder to learn counting songs, colour songs or alphabet songs in the local Aboriginal language</p> <p>Improvising and documenting (notate) patterns and soundscapes, for example using graphic notation</p> <p>Using questions such as ‘what did this music make you think about and why’ as a starting point for making decisions about how music will be performed</p> <p><a href="#">(VCAMUM018)</a></p>	<p><b>Foundation Level – Present and Perform</b> Rehearse and perform songs and short instrumental pieces which they have learnt and composed</p> <p>Practising achieving accuracy of vocal pitch by learning how to place the voice</p> <p>Developing an understanding of the difference between beat and rhythm when singing, playing and responding to music</p> <p>Experimenting with different dynamics and tempi to make decisions about which best communicates an intended mood or feeling</p> <p>Using movement and body percussion accompaniment to enhance performance of a song</p> <p>Use questions when rehearsing to make expressive choices that will communicate intended aims, for example ‘what do you want your audience to think about as you perform?’</p> <p><a href="#">(VCAMUP019)</a></p>
<p><b>Foundation Level – Respond and Interpret</b> Respond to music, expressing what they enjoy and why</p> <p>Drawing on teacher guidance provided in response to their music-making</p> <p>Talking about how voices, instruments and movement are used in music they make and hear</p> <p>Describing how they have used different qualities of sound to represent ideas in a soundscape, for example, instrumentation, high/low, long/short, loud/soft, feel</p> <p>Sharing observations of music performances they have participated in or heard in the community, for example, identifying which instruments were used or where is this music from?, why was it made?</p> <p><a href="#">(VCAMUR020)</a></p>	<p><b>Foundation Level – Music Description</b></p> <p>In Foundation level, students explore music. They experiment with diverse sounds and discover how they can be effectively combined. They share their music with peers and experience a range of music as audiences.</p> <p>Students learn to listen and respond to music, becoming aware of the elements of beat, rhythm, pitch, dynamics and tempo as they sing, play, improvise and move to music. They learn to feel the beat, sing with pitch accuracy and to discriminate between sound and silence, loud and soft, and fast and slow. They experiment with contrasting sounds on non-melodic and melodic percussion instruments, learning to use instruments appropriately and safely.</p> <p>Students talk about their experiences of music they hear in their community, identifying what they enjoy and why.</p>	<p><b>Foundation Level – Achievement standard</b></p> <p>By the end of Foundation, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns.</p> <p>Students describe the music to which they listen, identifying what they enjoy and why.</p>

**Links to Capability & Digital Technologies Content Descriptors**

<p><b>Critical and Creative Thinking</b></p> <p>Distinguish between main and peripheral ideas in own and others information and points of view.</p> <p>Investigate why and when the consequences of a point of view should be considered.</p> <p>Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies</p> <p>Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal.</p> <p>Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses.</p>	<p><b>Digital Technologies</b></p>
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<p><b>Purpose:</b></p> <p><b>Structure/Organisation:</b></p> <p><b>Language Features:</b></p>	<p><b>Teaching &amp; Learning Approaches – non-negotiables</b></p> <ul style="list-style-type: none"> <li>• Listening and following instructions</li> <li>• Using equipment appropriately</li> <li>• Use of ongoing assessment and data to target teach</li> <li>• Use of ongoing feedback</li> <li>• Visible learning intentions and success criteria</li> <li>• Differentiated expected outcomes</li> </ul>	<p><b>Special Events/Dates:</b></p> <ul style="list-style-type: none"> <li>• Music is Fun - Incursion</li> <li>• Night on the Green – Whole School Concert</li> <li>•</li> </ul>
<p><b>Performance Outcome/Product of Learning:</b></p> <p>Students will create a .....about a ..... This will show evidence of:</p> <ul style="list-style-type: none"> <li>• Students will sing and play instruments to communicate their experiences and ideas.</li> <li>• Students will explore contrasting sounds and improvise with them.</li> <li>• Students will match pitch when singing.</li> <li>• Students will understand and respond to the beat and simple rhythm patterns.</li> <li>• Students will describe the music to which they listen, identifying what they enjoy and why.</li> </ul>		<p><b>Vocabulary expectations</b></p> <p>Beat, Rhythm, Stop &amp; Go. Loud, Soft, Fast, Slow, Quiet, Silence Ta, Ti-ti, Za, Singing, Playing, Body Percussion – Clap, Slap. Stomp, Click, tap</p>

Tune In	Target Teach	Try Out	Tune Up	Take Off	Tie Together
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Term	Learning Focus			Assessment
	Beat & Rhythm	Instruments & Producing Sound	Singing & Playing	Charts
1	<p>Developing an understanding of the difference between beat and rhythm when singing, playing and responding to music <a href="#">(VCAMUP019)</a></p> <p>Improvising movement to represent rhythmic patterns in songs they are learning <a href="#">(VCAMUE017)</a></p>	<p>Exploring ways of producing sound using their voices, body percussion, acoustic and electronic/digital instruments and objects individually and in groups, for example, responding to questions such as how can voices and instruments create long/short/loud/soft sounds? <a href="#">(VCAMUE017)</a></p> <p>Drawing on teacher guidance provided in response to their music-making <a href="#">(VCAMUR020)</a></p> <p>Singing and playing music to explore the expressive possibilities of their voices and instruments <a href="#">(VCAMUM018)</a></p>	<p>Practising techniques for singing songs and playing classroom instruments, for example through music games <a href="#">(VCAMUM018)</a></p> <p>Singing and playing music to explore the expressive possibilities of their voices and instruments <a href="#">(VCAMUM018)</a></p> <p>Talking about how voices, instruments and movement are used in music they make and hear <a href="#">(VCAMUR020)</a></p>	
2	<p>Describing how they have used different qualities of sound to represent ideas in a soundscape, for example, instrumentation, high/low, long/short, loud/soft, feel <a href="#">(VCAMUR020)</a></p> <p>Using questions such as ‘what did this music make you think about and why’ as a starting point for making decisions about how music will be performed <a href="#">(VCAMUM018)</a></p>	<p>Creating long/short/loud/soft sounds with their voices or instruments <a href="#">(VCAMUE017)</a></p> <p>Experimenting with different dynamics and tempi to make decisions about which best communicates an intended mood or feeling <a href="#">(VCAMUP019)</a></p> <p>Exploring ways of producing sound using their voices, body percussion, acoustic and electronic/digital instruments and objects individually and in groups, for example, responding to questions such as how can voices and instruments create long/short/loud/soft sounds?<a href="#">(VCAMUE017)</a></p>	<p>Improvising and documenting (notate) patterns and soundscapes, for example using graphic notation <a href="#">(VCAMUM018)</a></p> <p>Experimenting with ways of using graphic notation to represent different qualities of sounds in music they are improvising, for example, high/low, long/short <a href="#">(VCAMUE017)</a></p>	<p>Hear it, Write it Assessment</p> <p>Loud &amp; Soft Sound Assessment</p>
3	<p>Learning songs that feature patterns or familiar language, for example, working with a Koorie Elder to learn counting songs, colour songs or alphabet songs in the local Aboriginal language <a href="#">(VCAMUM018)</a></p>	<p>Practising matching pitch to sing in tune and experimenting with speaking and singing voice to recognise the differences <a href="#">(VCAMUE017)</a></p> <p>Practising achieving accuracy of vocal pitch by learning how to place the voice <a href="#">(VCAMUP019)</a></p>	<p>Practising matching pitch to sing in tune and experimenting with speaking and singing voice to recognise the differences <a href="#">(VCAMUE017)</a></p> <p>Singing and playing music to explore the expressive possibilities of their voices and instruments <a href="#">(VCAMUM018)</a></p>	
4	<p>Talking about how voices, instruments and movement are used in music they make and hear <a href="#">(VCAMUR020)</a></p> <p>Sharing observations of music performances they have participated in or heard in the community, for example, identifying which instruments were used or where is this music from?, why was it made? <a href="#">(VCAMUR020)</a></p> <p>Using questions such as ‘what did this music make you think about and why’ as a starting point for making decisions about how music will be performed <a href="#">(VCAMUM018)</a></p>	<p>Using questions such as ‘what did this music make you think about and why’ as a starting point for making decisions about how music will be performed <a href="#">(VCAMUM018)</a></p> <p>Talking about how voices, instruments and movement are used in music they make and hear <a href="#">(VCAMUR020)</a></p>	<p>Using movement and body percussion accompaniment to enhance performance of a song <a href="#">(VCAMUP019)</a></p> <p>Use questions when rehearsing to make expressive choices that will communicate intended aims, for example ‘what do you want your audience to think about as you perform?’ <a href="#">(VCAMUP019)</a></p> <p>Talking about how voices, instruments and movement are used in music they make and hear <a href="#">(VCAMUR020)</a></p>	<p>Squilt Music Analysis</p>
<b>Ongoing Comments/Reflections</b>				