



WORKING TOWARD ACHIEVEMENT OF STANDARDS

<p>Level 1 and 2 - Explore and Express Ideas Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion</p> <p>Improvising short pitch and rhythm patterns using voice and instruments</p> <p>Using voice and body percussion to experiment with the elements of music and create contrasting musical ideas, for example, noise and silence, faster and slower, longer and shorter, higher and lower, louder and softer, happy and sad</p> <p>Recording music ideas using technologies and graphic notation</p> <p>Exploring contrasting tone colours on the same instrument, for example, scraping and hitting a drum, using hands and different beaters</p> <p>Using listening as a starting point for exploration, for example, discussing how other performers use loud and soft or identifying ideas that could be used in compositions</p> <p>(VCAMUE021)</p>	<p>Level 1 and 2 – Music Practices Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community</p> <p>Practising and performing music, learnt aurally and through reading from invented and learnt symbols</p> <p>Singing and playing music to explore the expressive possibilities of their voices and instruments, for example in music games</p> <p>Using responses to music to inform interpretations, for example, how is the mood of this music communicated? What instruments were used and how was their sound different?</p> <p>Using movement and body percussion to create accompaniments for songs, chants and rhymes</p> <p>Learning songs that were created in or are about the local area, for example, learning a song taught by a member of the local Koorie community</p> <p>(VCAMUM022)</p>	<p>Level 1 and 2 – Present and Perform Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience</p> <p>Working collaboratively to make choices about dynamics to perform a variety of music such as songs and rounds using their natural voice</p> <p>Following cues when performing songs and short instrumental pieces they have learnt</p> <p>Experimenting with contrasting tempos and sudden and gradual changes of dynamics to achieve particular effects in performance</p> <p>Accurately playing and singing rhythmic and melodic phrases and patterns using their voices, tuned and untuned instruments</p> <p>Clapping the repeating pattern in a piece, identifying which instruments played the melody and the accompaniment</p> <p>(VCAMUP023)</p>
<p>Level 1 and 2 – Respond and Interpret Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander peoples</p> <p>Describing shapes and patterns in music they have composed or performed, for example, clapping a repeating rhythmic pattern in a song</p> <p>Focussing attention on other musical parts when composing or performing in a group, for example, what instruments play the melody? The accompaniment? Is the texture thick or thin in the opening/middle/end section of your composition?</p> <p>When listening, describe how the different use of elements of music creates moods, effects or contrast</p> <p>Identifying where they might see and hear music in their lives and community and discussing their experiences, for example, sharing experiences of taking part in music performances or attending a Harmony Day concert featuring performances by a Koorie rock band and performers representing other cultural groups in the local area and asking questions such as why is music an important part of many celebrations or why did I feel like singing and dancing with the performers?</p> <p>(VCAMUR024)</p>	<p>Level 1 and 2 – Music Description</p> <p>In Levels 1 and 2, students listen to and experiment with a range of sounds. They develop skills in imagining and creating and performing music which explores their ideas about the world. Students share their music with peers. They present music for school events and experience diverse music as members of an audience.</p> <p>Students select and make choices about their use of the elements of music as they improvise, compose and perform. They build on their ability to discriminate between different qualities of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they listen to and make music. They develop the range and expressiveness of their vocal and instrumental technique and continue learning to use their voice and other instruments appropriately and safely.</p> <p>Students become aware of the different reasons for the use of music in a range of contexts. They develop their understanding of the varying features of music from different cultures, times and locations and how it can be used for different purposes. They talk about why they have preferences for particular music.</p>	<p>Level 1 and 2 – Achievement standard</p> <p>By the end of Level 2 students use imagination, their voices and instruments to improvise, compose, arrange and perform music. They explore and make decisions about ways of organising sounds to communicate ideas. They achieve intended effects and demonstrate accuracy when performing and composing.</p> <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.</p>

Links to Capability & Digital Technologies Content Descriptors

<p>Critical and Creative Thinking</p> <p>Distinguish between main and peripheral ideas in own and others information and points of view. Investigate why and when the consequences of a point of view should be considered. Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies. 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. Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses.</p>	<p>Digital Technologies</p>
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<p>Purpose:</p> <p>Structure/Organisation:</p> <p>Language Features:</p>	<p>Teaching & Learning Approaches – non-negotiables</p> <ul style="list-style-type: none"> • Listening and following instructions • Using equipment appropriately • Use of ongoing assessment and data to target teach • Use of ongoing feedback • Visible learning intentions and success criteria • Differentiated expected outcomes 	<p>Special Events/Dates:</p> <ul style="list-style-type: none"> • Music is Fun - Incursion • Night on the Green – Whole School Concert •
<p>Performance Outcome/Product of Learning:</p> <ul style="list-style-type: none"> • Students will use imagination, their voices and instruments to improvise, compose, arrange and perform music. • Students will explore and make decisions about ways of organising sounds to communicate ideas. • Students will achieve intended effects and demonstrate accuracy when performing and composing. • Students will be able to 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. 		<p>Vocabulary expectations</p> <p>Beat, Rhythm, Stop & Go. Loud, Soft, Fast, Slow, High, Low, Quiet, Silence Ta, Ti-ti, Za, Singing, Playing, Long, Short, 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>Improvising short pitch and rhythm patterns using voice and instruments (VCAMUE021)</p> <p>Clapping the repeating pattern in a piece, identifying which instruments played the melody and the accompaniment (VCAMUP023)</p>	<p>Improvising short pitch and rhythm patterns using voice and instruments (VCAMUE021)</p> <p>Exploring contrasting tone colours on the same instrument, for example, scraping and hitting a drum, using hands and different beaters (VCAMUE021)</p>	<p>Singing and playing music to explore the expressive possibilities of their voices and instruments, for example in music games (VCAMUM022)</p> <p>Accurately playing and singing rhythmic and melodic phrases and patterns using their voices, tuned and untuned instruments (VCAMUP023)</p> <p>Following cues when performing songs and short instrumental pieces they have learnt (VCAMUP023)</p>	Hear it, Write it – Rhythm Assessment
2	<p>Using listening as a starting point for exploration, for example, discussing how other performers use loud and soft or identifying ideas that could be used in compositions (VCAMUE021)</p> <p>Experimenting with contrasting tempos and sudden and gradual changes of dynamics to achieve particular effects in performance (VCAMUP023)</p>	<p>Using voice and body percussion to experiment with the elements of music and create contrasting musical ideas, for example, noise and silence, faster and slower, longer and shorter, higher and lower, louder and softer, happy and sad (VCAMUE021)</p>	<p>Recording music ideas using technologies and graphic notation (VCAMUE021)</p> <p>Practising and performing music, learnt aurally and through reading from invented and learnt symbols (VCAMUM022)</p>	<p>Loud/Soft Assessment sheet</p> <p>Long/Short Sound Assessment sheet</p>
3	<p>Learning songs that were created in or are about the local area, for example, learning a song taught by a member of the local Koorie community (VCAMUM022)</p>	<p>Using voice and body percussion to experiment with the elements of music and create contrasting musical ideas, for example, noise and silence, faster and slower, longer and shorter, higher and lower, louder and softer, happy and sad (VCAMUE021)</p> <p>Experimenting with contrasting tempos and sudden and gradual changes of dynamics to achieve particular effects in performance (VCAMUP023)</p>	<p>Using movement and body percussion to create accompaniments for songs, chants and rhymes (VCAMUM022)</p> <p>Working collaboratively to make choices about dynamics to perform a variety of music such as songs and rounds using their natural voice (VCAMUP023)</p>	<p>High & Low assessment sheet</p> <p>Fast/Slow Assessment sheet</p>
4	<p>Using listening as a starting point for exploration, for example, discussing how other performers use loud and soft or identifying ideas that could be used in compositions (VCAMUE021)</p> <p>Using responses to music to inform interpretations, for example, how is the mood of this music communicated? What instruments were used and how was their sound different? (VCAMUM022)</p> <p>When listening, describe how the different use of elements of music creates moods, effects or contrast (VCAMUR024)</p> <p>Identifying where they might see and hear music in their lives and community and discussing their experiences, for example, sharing experiences of taking part in music performances or attending a Harmony Day concert featuring performances by a Koorie rock band and performers representing other cultural groups in the local area and asking questions such as why is music an important part of many celebrations or why did I feel like singing and dancing with the performers? (VCAMUR024)</p>	<p>Describing shapes and patterns in music they have composed or performed, for example, clapping a repeating rhythmic pattern in a song (VCAMUR024)</p> <p>Focussing attention on other musical parts when composing or performing in a group, for example, what instruments play the melody? The accompaniment? Is the texture thick or thin in the opening/middle/end section of your composition? (VCAMUR024)</p>	<p>Practising and performing music, learnt aurally and through reading from invented and learnt symbols (VCAMUM022)</p> <p>Using movement and body percussion to create accompaniments for songs, chants and rhymes (VCAMUM022)</p>	Squilt listening sheets
Ongoing Comments/Reflections				