



WORKING TOWARD ACHIEVEMENT OF STANDARDS

<p>Level 3 and 4 - Explore and Express Ideas Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments</p> <p>Varying the use of the elements of music to create different effects, for example, singing with gradual dynamic and tempo changes or altering the expressive shape of repeating phrases</p> <p>Exploring and varying instrumental timbres in isolation and combination, for example, playing softer or louder, or changing the playing technique on an instrument</p> <p>Identifying and explaining features in music using terminology and a range of notation</p> <p>Using imagination to explore concepts, for example, lightness and weight, considering the effective use of the elements</p> <p>Using movement to demonstrate an understanding of musical form, for example, changing actions as the music changes or devising a movement sequence to show different sections in a song or instrumental piece.</p> <p>(VCAMUE025)</p>	<p>Level 3 and 4 – Music Practices Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms</p> <p>Practising singing and playing a range of music from different cultures, including cultures within their local community</p> <p>Experimenting with ways of singing and playing expressively, such as learning and practising a song with different dynamics and tempo or adding introductions, accompaniment patterns or movement</p> <p>Exploring given rhythm and pitch patterns, structures or timbres to improvise and create music and record the resulting compositions, for example, manually or with technology, using a combination of graphic and conventional notation</p> <p>Practising reading traditional and invented notation in music as they rehearse and perform</p> <p>Researching information to guide decisions about how the music should be performed, for example, why was this music written, who were the original performers, how can performers communicate the composer’s ideas?</p> <p>(VCAMUM026)</p>	<p>Level 3 and 4 – Present and Perform Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience</p> <p>Rehearsing and performing music using a range of techniques including technologies to enhance mood</p> <p>Planning and rehearsing their music for a live or virtual performance, for example, deciding where the performers will stand, how they will begin and end, practising following cues from the music and other members of the group</p> <p>Refining their compositions and performances based on peer and teacher evaluations and with a focus on specific music technique and elements</p> <p>Developing and refining techniques on a range of conventional and unconventional melodic and non-melodic percussion instruments, voice, and digital instruments to create and vary tone colour and expression</p> <p>(VCAMUP027)</p>
<p>Level 3 and 4 – Respond and Interpret Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for, including the music of Aboriginal and Torres Strait Islander peoples, using music terminology</p> <p>Discussing the planning, developing or refining of aspects of music they are composing or preparing to perform and how their music has been influenced by music they have listened to or previously performed</p> <p>Evaluating compositions, performances and creative processes, for example, ‘how successfully did the group collaborate to communicate the intended ideas in the composition?’</p> <p>Comparing the expectations and requirements of performers and audience in different cultural and social settings and apply this learning in their own performances, for example, viewing a performance at a Tanderrum and talking with a representative from the local Koorie community about how the performance space is organised and using ideas from this conversation to plan how the performance space will be organised for their next performance</p> <p>Comparing music in their community to music of other cultures, times and locations, for example, ‘what clues in the music tell us where it was made, who made it and why? Do you use similar ideas in your music?’</p> <p>(VCAMUR028)</p>	<p>Level 3 and 4 – Music Description</p> <p>In Levels 3 and 4, learning in Music involves students making and responding to music independently and collaboratively with their peers and teachers.</p> <p>Students extend their understanding of the elements of music and their ability to interact with other musicians as they develop their music knowledge and skills. They listen for and perform independent rhythms over an underlying beat and recognise differences between notes moving by step and by leap.</p> <p>Through listening, composing and performing students learn about music from a range of cultures, times and locations, both in their community and in other locations. As they make and respond to music, students investigate the social and cultural contexts of it and the different purposes for music making in communities. They make personal evaluations of their own and others’ music.</p> <p>Students use their voices, instruments and equipment, safely and appropriately, individually and in interaction with others. As artists they develop confidence in placing their voice and maintaining a part. As part of an audience they focus their attention on the performance and consider why and how audiences respond.</p>	<p>Level 3 and 4 – Achievement standard</p> <p>By the end of Level 4, students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. They document their compositions.</p> <p>Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.</p>

Links to Capability & Digital Technologies Content Descriptors

<p>Critical and Creative Thinking 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 Chrome Music Lab</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 • • Choir – Canterbury Carols & Aged Care Residential Visits
<p>Performance Outcome/Product of Learning:</p> <ul style="list-style-type: none"> • Students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. • Students document their compositions. • Students describe and discuss similarities and differences between music they listen to, compose and perform. • Students will discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition. 		<p>Vocabulary expectations Pitch, Tempo, Fast, Slow, Elements, Loud, Soft, Quiet, Tone, Colour Composition. Evaluate, communicate, expression, instruments, instrumental, Beat, Rhythm, Body Percussion – click, clap, slap, stomp, Patterns, Rest, Za, Ta, Ti-ti, Staff, Lines, spaces, Treble Clef, Note names. SQUILT – Super Quiet Un-Interrupted Listening Time Performance, Audience, Reflection, emotion.</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>Exploring given rhythm and pitch patterns, structures or timbres to improvise and create music and record the resulting compositions, for example, manually or with technology, using a combination of graphic and conventional notation (VCAMUM026)</p>	<p>Exploring and varying instrumental timbres in isolation and combination, for example, playing softer or louder, or changing the playing technique on an instrument (VCAMUE025)</p> <p>Developing and refining techniques on a range of conventional and unconventional melodic and non-melodic percussion instruments, voice, and digital instruments to create and vary tone colour and expression (VCAMUP027)</p>	<p>Experimenting with ways of singing and playing expressively, such as learning and practising a song with different dynamics and tempo or adding introductions, accompaniment patterns or movement (VCAMUM026)</p> <p>Varying the use of the elements of music to create different effects, for example, singing with gradual dynamic and tempo changes or altering the expressive shape of repeating phrases (VCAMUE025)</p> <p>Developing and refining techniques on a range of conventional and unconventional melodic and non-melodic percussion instruments, voice, and digital instruments to create and vary tone colour and expression (VCAMUP027)</p>	
2	<p>Composition</p> <p>Refining their compositions and performances based on peer and teacher evaluations and with a focus on specific music technique and elements (VCAMUP027)</p> <p>Exploring given rhythm and pitch patterns, structures or timbres to improvise and create music and record the resulting compositions, for example, manually or with technology, using a combination of graphic and conventional notation (VCAMUM026)</p>	<p>Elements – Long, Short, Loud & Soft</p> <p>Using imagination to explore concepts, for example, lightness and weight, considering the effective use of the elements (VCAMUE025)</p> <p>Exploring and varying instrumental timbres in isolation and combination, for example, playing softer or louder, or changing the playing technique on an instrument (VCAMUE025)</p>	<p>Notation</p> <p>Practising reading traditional and invented notation in music as they rehearse and perform (VCAMUM026)</p> <p>Identifying and explaining features in music using terminology and a range of notation (VCAMUE025)</p>	
3	<p>Cultural Music</p> <p>Practising singing and playing a range of music from different cultures, including cultures within their local community (VCAMUM026)</p> <p>Comparing the expectations and requirements of performers and audience in different cultural and social settings and apply this learning in their own performances, for example, viewing a performance at a Tanderrum and talking with a representative from the local Koorie community about how the performance space is organised and using ideas from this conversation to plan how the performance space will be organised for their next performance (VCAMUR028)</p> <p>Comparing music in their community to music of other cultures, times and locations, for example, ‘what clues in the music tell us where it was made, who made it and why? Do you use similar ideas in your music?’ (VCAMUR028)</p>	<p>Elements - Pitch (High & Low) & Tempo (Fast/Slow)</p> <p>Experimenting with ways of singing and playing expressively, such as learning and practising a song with different dynamics and tempo or adding introductions, accompaniment patterns or movement (VCAMUM026)</p>	<p>Research</p> <p>Researching information to guide decisions about how the music should be performed, for example, why was this music written, who were the original performers, how can performers communicate the composer’s ideas? (VCAMUM026)</p>	
4	<p>Listening & Reflection/Response to Music</p> <p>Discussing the planning, developing or refining of aspects of music they are composing or preparing to perform and how their music has been influenced by music they have listened to or previously performed (VCAMUR028)</p> <p>Evaluating compositions, performances and creative processes, for example, ‘how successfully did the group collaborate to communicate the intended ideas in the composition?’ (VCAMUR028)</p>	<p>Composition</p> <p>Exploring given rhythm and pitch patterns, structures or timbres to improvise and create music and record the resulting compositions, for example, manually or with technology, using a combination of graphic and conventional notation (VCAMUM026)</p> <p>Discussing the planning, developing or refining of aspects of music they are composing or preparing to perform and how their music has been influenced by music they have listened to or previously performed (VCAMUR028)</p> <p>Discussing the planning, developing or refining of aspects of music they are composing or preparing to perform and how their music has been influenced by music they have listened to or previously performed (VCAMUR028)</p>	<p>Performance & Dancing/Movement</p> <p>Using movement to demonstrate an understanding of musical form, for example, changing actions as the music changes or devising a movement sequence to show different sections in a song or instrumental piece. (VCAMUE025)</p> <p>Planning and rehearsing their music for a live or virtual performance, for example, deciding where the performers will stand, how they will begin and end, practising following cues from the music and other members of the group (VCAMUP027)</p> <p>Rehearsing and performing music using a range of techniques including technologies to enhance mood (VCAMUP027)</p> <p>Discussing the planning, developing or refining of aspects of music they are composing or preparing to perform and how their music has been influenced by music they have listened to or previously performed (VCAMUR028)</p>	
Ongoing Comments/Reflections				