



**WORKING TOWARD ACHIEVEMENT OF STANDARDS**

<p><b>Level 5 and 6 - Explore and Express Ideas</b> Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects</p> <p>Experimenting with elements of music by improvising patterns, phrases and melodies and exploring a range of concepts, ideas and feelings</p> <p>Identifying and describing features of rhythm, melody and structure that create effects in their improvisations</p> <p>Exploring options for interpreting dynamics and articulations in music they sing and play</p> <p>Using graphic and conventional notation and technology to record music ideas</p> <p><a href="#">(VCAMUE029)</a></p>	<p><b>Level 5 and 6 – Music Practices</b> Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing</p> <p>Practising interpreting and applying more extended or complex rhythm patterns and overlaying patterns</p> <p>Making choices about how to interpret graphic and conventional forms of notation</p> <p>Exploring rhythm, pitch, texture and expressive elements, for example, dynamics, tone colour or articulation to create contrast, repetition and balance in improvisations, arrangements and compositions</p> <p>Using technology to monitor progress in learning and rehearsing music they have composed, for example, using a mobile device to record a work or using a checklist to evaluate how well the music is achieving intended effects</p> <p>Using listening responses to guide development of compositions and performances, for example, what evidence supports your decisions about the way dynamics should be used in this performance?, how can dynamics be indicated in this score?</p> <p><a href="#">(VCAMUM030)</a></p>	<p><b>Level 5 and 6 – Present and Perform</b> Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience</p> <p>Considering the layout and sound quality of performance spaces when planning live performances</p> <p>Exploring and applying different performance styles, and drawing on music from other locations, cultures and times as sources of ideas, for example, using relevant protocols for representing community or cultural stories such as songs or stories from the local Koorie community in performance</p> <p>Using appropriate breath control, phrasing and interpretation in a range of contexts</p> <p>Applying the tone colours of instruments and sounds from different times, places and cultures, for example, the djembe or angklung</p> <p>Describing intentions for a performance, for example, what do the performers intend audiences to experience and understand from the music? How will performers manipulate elements of music to create these effects?</p> <p><a href="#">(VCAMUP031)</a></p>
<p><b>Level 5 and 6 – Respond and Interpret</b> Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples</p> <p>Reviewing one’s own music, outlining their use of performance techniques and discussing the purpose of using specific presentation and production elements</p> <p>Providing and responding to feedback to refine performances and compositions</p> <p>Talking and writing about music from other places and times and how cultural understandings shape responses to music; for example, listening to examples of contemporary music that uses Aboriginal instruments such as the didgeridoo or clap sticks and asking ‘how does this music draw on music traditions or styles from other times, cultures or locations?’</p> <p>Identifying the features of music from other contexts, for example, investigate traditional and contemporary music from Asia, considering traditions, customs and conventions</p> <p><a href="#">(VCAMUR032)</a></p>	<p><b>Level 5 and 6 – Music Description</b></p> <p>In Levels 5 and 6, Music involves students continuing to listen to, improvise, compose, arrange and perform music, independently and collaboratively with their peers, teachers and communities.</p> <p>Students explore more complex aspects of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose. They sing and play independent parts against contrasting parts, and recognise instrumental, vocal and digitally generated sounds. They present and perform their music for a variety of audiences shaping their work to communicate ideas and feelings and engage listeners.</p> <p>Students continue to learn about music from a range of cultures, times and locations, both in their community and beyond. As they listen to, compose and perform music, students explore social and cultural contexts of music considering how different types of music develop, and how composers and performers communicate ideas and concepts through music.</p> <p>Students extend their ability to use their voices, instruments and equipment, safely and appropriately, individually and in groups. Their understanding of the roles of artists and audiences builds as students engage with more diverse performances.</p>	<p><b>Level 5 and 6 – Achievement standard</b></p> <p>By the end of Level 6, students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. 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.</p> <p>Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. They describe how their music making is influenced by music from different cultures, times and locations, using music terminology.</p>

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

<p><b>Critical and Creative Thinking</b> 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><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>• Choir – Canterbury Carols &amp; Aged Care Residential Visits</li> </ul>
<p><b>Performance Outcome/Product of Learning:</b> Students will create a ... about a .... This will show evidence of:</p> <ul style="list-style-type: none"> <li>• Students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music.</li> <li>• Students will sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences.</li> <li>• Students will be able to explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform.</li> <li>• Students will describe how their music making is influenced by music from different cultures, times and locations, using music terminology.</li> </ul>		<p><b>Vocabulary expectations</b> 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>Practising interpreting and applying more extended or complex rhythm patterns and overlaying patterns (<a href="#">VCAMUM030</a>)</p> <p>Identifying and describing features of rhythm, melody and structure that create effects in their improvisations (<a href="#">VCAMUE029</a>)</p> <p>Exploring rhythm, pitch, texture and expressive elements, for example, dynamics, tone colour or articulation to create contrast, repetition and balance in improvisations, arrangements and compositions (<a href="#">VCAMUM030</a>)</p>	<p>Applying the tone colours of instruments and sounds from different times, places and cultures, for example, the djembe or angklung (<a href="#">VCAMUP031</a>)</p> <p>Identifying and describing features of rhythm, melody and structure that create effects in their improvisations (<a href="#">VCAMUE029</a>)</p> <p>Exploring rhythm, pitch, texture and expressive elements, for example, dynamics, tone colour or articulation to create contrast, repetition and balance in improvisations, arrangements and compositions (<a href="#">VCAMUM030</a>)</p>	<p>Exploring options for interpreting dynamics and articulations in music they sing and play (<a href="#">VCAMUE029</a>)</p> <p>Using appropriate breath control, phrasing and interpretation in a range of contexts (<a href="#">VCAMUP031</a>)</p>	
2	<p><b>Composition</b></p> <p>Using technology to monitor progress in learning and rehearsing music they have composed, for example, using a mobile device to record a work or using a checklist to evaluate how well the music is achieving intended effects (<a href="#">VCAMUM030</a>)</p> <p>Identifying and describing features of rhythm, melody and structure that create effects in their improvisations (<a href="#">VCAMUE029</a>)</p> <p>Providing and responding to feedback to refine performances and compositions (<a href="#">VCAMUR032</a>)</p> <p>Exploring rhythm, pitch, texture and expressive elements, for example, dynamics, tone colour or articulation to create contrast, repetition and balance in improvisations, arrangements and compositions (<a href="#">VCAMUM030</a>)</p>	<p><b>Elements</b></p> <p>Exploring rhythm, pitch, texture and expressive elements, for example, dynamics, tone colour or articulation to create contrast, repetition and balance in improvisations, arrangements and compositions (<a href="#">VCAMUM030</a>)</p>	<p><b>Notation</b></p> <p>Making choices about how to interpret graphic and conventional forms of notation (<a href="#">VCAMUM030</a>)</p> <p>Using graphic and conventional notation and technology to record music ideas (<a href="#">VCAMUE029</a>)</p>	
3	<p><b>Cultural Music</b></p> <p>Applying the tone colours of instruments and sounds from different times, places and cultures, for example, the djembe or angklung (<a href="#">VCAMUP031</a>)</p> <p>Exploring and applying different performance styles, and drawing on music from other locations, cultures and times as sources of ideas, for example, using relevant protocols for representing community or cultural stories such as songs or stories from the local Koorie community in performance (<a href="#">VCAMUP031</a>)</p> <p>Talking and writing about music from other places and times and how cultural understandings shape responses to music; for example, listening to examples of contemporary music that uses Aboriginal instruments such as the didgeridoo or clap sticks and asking 'how does this music draw on music traditions or styles from other times, cultures or locations?' (<a href="#">VCAMUR032</a>)</p>	<p><b>Elements</b></p> <p>Exploring rhythm, pitch, texture and expressive elements, for example, dynamics, tone colour or articulation to create contrast, repetition and balance in improvisations, arrangements and compositions (<a href="#">VCAMUM030</a>)</p>	<p><b>Research</b></p> <p>Identifying the features of music from other contexts, for example, investigate traditional and contemporary music from Asia, considering traditions, customs and conventions (<a href="#">VCAMUR032</a>)</p>	
4	<p><b>Listening &amp; Reflection/Response to Music</b></p> <p>Using listening responses to guide development of compositions and performances, for example, what evidence supports your decisions about the way dynamics should be used in this performance?, how can dynamics be indicated in this score? (<a href="#">VCAMUM030</a>)</p> <p>Talking and writing about music from other places and times and how cultural understandings shape responses to music; for example, listening to examples of contemporary music that uses Aboriginal instruments such as the didgeridoo or clap sticks and asking 'how does this music draw on music traditions or styles from other times, cultures or locations?' (<a href="#">VCAMUR032</a>)</p> <p>Reviewing one's own music, outlining their use of performance techniques and discussing the purpose of using specific presentation and production elements (<a href="#">VCAMUR032</a>)</p>	<p><b>Technology</b></p> <p>Using graphic and conventional notation and technology to record music ideas (<a href="#">VCAMUE029</a>)</p> <p>Experimenting with elements of music by improvising patterns, phrases and melodies and exploring a range of concepts, ideas and feelings (<a href="#">VCAMUE029</a>)</p> <p>Using technology to monitor progress in learning and rehearsing music they have composed, for example, using a mobile device to record a work or using a checklist to evaluate how well the music is achieving intended effects (<a href="#">VCAMUM030</a>)</p>	<p><b>Performance &amp; Dancing/Movement</b></p> <p>Considering the layout and sound quality of performance spaces when planning live performances (<a href="#">VCAMUP031</a>)</p> <p>Describing intentions for a performance, for example, what do the performers intend audiences to experience and understand from the music? How will performers manipulate elements of music to create these effects? (<a href="#">VCAMUP031</a>)</p> <p>Providing and responding to feedback to refine performances and compositions (<a href="#">VCAMUR032</a>)</p> <p>Reviewing one's own music, outlining their use of performance techniques and discussing the purpose of using specific presentation and production elements (<a href="#">VCAMUR032</a>)</p>	
<b>Ongoing Comments/Reflections</b>				