

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: ONE	Subject: MUSIC	Team Members: Gina and Caitlin		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor (Music - Knowledge/Skill - Content Description) 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 assessments 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?
<p>Essential Learning</p> <p>I can perform to an audience to communicate my experiences and ideas.</p> <p>Achievement Standard: Students sing and play instruments to communicate their experiences and ideas. (1)</p> <p>Essential Learning</p> <p>I can explore contrasting sounds and improvise with them.</p> <p>Achievement Standard: They explore contrasting sounds and improvise with them. Students</p>	<ul style="list-style-type: none"> • I can engage my vocal muscles to sing in my head voice. (Pitch - Pitch Exploration - Music Practices) • I can make up original tunes through arioso activities. (Pitch - Arioso - Explore & Express) • I can learn and sing simple songs by myself to my class. (Pitch - Simple Songs - Music Practices) • I can move my body intentionally through movement exploration activities. (Movement - Movement Exploration - Explore & Express) • I can move expressively to classical music, songs and rhymes. (Form - Movement for Form and Expression - Explore & Express) 	<p><u>Vocabulary:</u></p> <p>Sing, voice, perform, audience</p>		Semester 1	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

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match pitch when singing. They understand and respond to the beat and simple rhythm patterns. (2)					
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What is it that we want our students to know, understand, do and communicate KUDCO?

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Year Level: Years 1 & 2	Semester: ONE	Subject: MUSIC	Team Members: Gina		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor (Music - Knowledge/Skill - Content Description) 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?
<p><u>Year 1 Essential Learning</u></p> <p>I can use my imagination to sing and play instruments to make up and perform music.</p> <p><u>Achievement Standard:</u> Students use imagination, their voices and instruments to improvise, compose, arrange and perform music. (4)</p>	<ul style="list-style-type: none"> ● I can identify loud/soft by listening to recorded music. (Dynamics & Expression - Loud/Soft - Respond & Interpret) <hr/> ● I can identify fast/slow by listening to recorded music. (Rhythm - Fast/Slow - Respond and Interpret) <hr/> ● I can echo sing pitch patterns sung by teacher to a neutral syllable. (Pitch - Pitch Matching - Present & Perform) <hr/> ● I can perform beat using body percussion while singing known song in tune. <ul style="list-style-type: none"> ○ (Rhythm - Beat, Beat & Rhythm - Music Practices) ○ (Timbre - Speaking & Singing Voice - Music Practices) ○ (Texture - Beat & Song - Music Practices) 	<p><u>Year 1 Vocabulary:</u></p> <p>Echo, high, low, so, mi, pattern, rhythm, ta, ti-ti, beat, body percussion, percussion, ostinato</p>	<p>Anecdotal Notes</p> <p>Term 1, Week 4</p> <hr/> <p>Term 1, Week 6</p> <hr/> <p>Term 1, Week 8</p> <hr/> <p>Term 2, Week 1 + 4</p> <hr/>	<p><u>Year 1, Semester 1</u></p>	<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>

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	<ul style="list-style-type: none"> • I can identify the 4-note high/low patterns played by teacher. (Pitch - Pitch Direction, High/Low - Explore & Express) 		Term 2, Week 3		
<p><u>Year 2 Essential Learning</u></p> <p>I can demonstrate accuracy in my music.</p> <p><u>Achievement Standard:</u> They achieve intended effects and demonstrate accuracy when performing and composing. (6)</p>	<ul style="list-style-type: none"> • I can perform a 4-beat ostinato using <i>ta, ti-ti</i> & <i>za</i> as an accompaniment while the class sings a known song. (Texture - Melody Unison & Melody and accompaniment - Music Practices) <hr/> • I can echo a <i>so, mi, la</i> pattern played by teacher on piano. <ul style="list-style-type: none"> ○ (Pitch - <i>so, mi, la</i> - Explore & Express) ○ (Form - Repetition & Echo - Explore & Express) <hr/> • I can compose short rhythmic compositions according to the given metre. (Rhythm - 2 & 3 metre - Music Practices) <hr/> • I can do three rhythmic dictations using <i>ta, ti-ti</i> and <i>za</i>, each up to 8 beats long. (Rhythm - <i>za</i> - Explore & Express) <hr/> • I can identify widely contrasting instruments by tone colour and describe how the sounds are made. (Timbre - Widely Contrasting Instruments - Respond & Interpret) 	<p><u>Year 2 Vocabulary:</u></p> <p>Beat, ostinato, rhythm, ta, ti-ti, za, stick notation, staff notation, high, low, mi, so, la, improvise, percussion</p>	<p>Anecdotal Notes</p> <p>Term 1, Week 6</p> <hr/> <p>Term 1, Week 8</p> <hr/> <p>Term 2, Week 4</p> <hr/> <p>Term 2, Week 4</p> <hr/> <p>Term 2, Week 6</p>	<u>Year 2, Semester 1</u>	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

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Year Level: Years 3 & 4	Semester: ONE	Subject: MUSIC	Team Members: Gina		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor (Music - Knowledge/Skill - Content Description) 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 Assessment 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?
<p><u>Year 3 Essential Learning</u></p> <p>I can make up and perform songs using my voice and instruments to communicate with an audience.</p> <p><u>Achievement Standard:</u> Students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. (8)</p>	<ul style="list-style-type: none"> I can identify percussion instruments by tone colour from recordings. (Timbre - Percussion Instruments - Respond & Interpret) <hr/> I can clap an 8 beat rhythm in canon in pairs using ta, ti-ti, za, too and tika-tika. (Texture - Combining 2 or more parts - Present & Perform) <hr/> I can rewrite known song from stick notation to staff notation using d m s l. (Pitch - Treble clef on the staff - Music Practices) <hr/> I can create and notate a d m s l melody from given pitch and rhythm components. (Pitch - do in addition to mi so la - Music Practices) <hr/> 	<p><u>Guaranteed Vocabulary:</u></p> <p>Audience</p> <p><u>Year 3 Vocabulary:</u></p> <p>Melody, pitch, rhythm, question, answer, metre, ta, ti-ti, za, too, tika-tika, do, mi, so, la, stick notation, staff notation, canon, percussion instruments</p>	<p>Anecdotal Notes</p> <p>Term 1, Week 7</p> <hr/> <p>Term 1, Week 8</p> <hr/> <p>Term 2, Week 1</p> <hr/> <p>Term 2, Week 2</p> <hr/>	<p><u>Year 3, Semester 1</u></p>	<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>

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	<ul style="list-style-type: none"> I can do four rhythmic dictations (<i>ta, ti-ti, za, too, tika-tika</i>) up to 8 beats long. (Rhythm - <i>tika-tika</i> - Explore & Express) 		Term 2, Week 4		
<p>Year 4 Essential Learning</p> <p>I can describe and discuss similarities and differences between different types of music.</p> <p>Achievement Standard: Students describe and discuss similarities and differences between music they listen to, compose and perform. (10)</p>	<ul style="list-style-type: none"> I can individually perform a 4-beat ostinato while class sings a known song, using <i>ta, ti-ti, za, too</i> and <i>tika-tika</i>. (Rhythm - Ostinatos - Music Practices) <hr/> <ul style="list-style-type: none"> I can identify woodwind instruments by tone colour from recordings and describe each sound as either “smooth” or “detached”. <ul style="list-style-type: none"> (Dynamics & Expression - Smooth & Detached - Respond & Interpret) (Timbre - Woodwind Instruments - Respond & Interpret) <hr/> <ul style="list-style-type: none"> I can individually play a known song on recorder using G, A, B (Blue Star) - (Pitch - G, A, B on recorder - Music Practices) <hr/> <ul style="list-style-type: none"> I can do four pentatonic pitch dictations (<i>d r m s l</i>). (Pitch - <i>do</i> Pentatonic (<i>do, re, mi, so, la</i>) - Explore & Express) <hr/> <ul style="list-style-type: none"> I can compose a rhythm composition in 4/4 in Ternary form using <i>ta, ti-ti, za, too, tika-tika</i>, dotted minim and semibreve. (Form - Binary & Ternary - Music Practices) 	<p><u>Year 4 Vocabulary:</u></p> <p>Compose, rhythm, ternary form, <i>ta, ti-ti, za, too, tika-tika</i>, dotted minim, semibreve, <i>ti-tika, tika-ti, do, re, mi, so, la</i>, stick notation, staff notation, pitch, rhythm, dictation, pentatonic, tone colour, woodwind instruments, smooth, detached, dynamics, <i>pp, p, f, ff</i></p>	<p>Anecdotal Notes</p> <p>Term 1, Week 6</p> <hr/> <p>Term 1, Week 7</p> <hr/> <p>Term 1, Week 8</p> <hr/> <p>Term 2, Week 3</p> <hr/> <p>Term 2, Week 4</p>	Year 4, Semester 1	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

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Essential Learning What is the essential learning? Describe in student friendly vocabulary. (Derived from Victorian Curriculum Achievement Standards.)	Example-Rigor (Music - Knowledge/Skill - Content Description) 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 assessments 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?
<p><u>Essential Learning</u></p> <p>I can explain how the elements of music are used to communicate meaning.</p> <p><u>Achievement Standard:</u> Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. (14)</p>	<p>Year 5</p> <ul style="list-style-type: none"> I can identify brass instruments by tone colour from recordings and describe each sound as either <i>pp</i>, <i>p</i>, <i>f</i> or <i>ff</i>. (Dynamics & Expression - <i>pp</i>, <i>p</i>, <i>f</i>, <i>ff</i> (revise) - Respond & Interpret) <hr/> I can individually play a known song on recorder using notes C, D, E, F, G, A, C' (Silver Star). (Pitch - F and middle C on recorder (giving C, D, E, F, G, A, B, C', D') - Music Practices) <hr/> I can do five pitch dictations using <i>s, l, d r m s l d'</i>. (Pitch - low <i>so</i> & low <i>la</i> (making extended <i>do</i> pentatonic) - Explore & Express) <hr/> I can do five rhythmic dictations using <i>tam, ti-ti-ti, ta-ti & zam.</i> (Rhythm - tam, 	<p><u>Year 5 Vocabulary</u></p> <p>Brass instruments, dynamics, <i>pp</i>, <i>p</i>, <i>f</i>, <i>ff</i>, recorder, C, D, E, F, G, A, C', D', <i>low s</i>, <i>low l</i>, <i>d</i>, <i>r</i>, <i>m</i>, <i>s</i>, <i>l</i>, <i>d'</i>, rhythm, tam, ti-ti-ti, ta-ti, zam, 6/8, ostinato</p>	<p>Anecdotal Notes</p> <p>Term 1, Week 7</p> <hr/> <p>Term 1, Week 8</p> <hr/> <p>Term 2, Week 2</p> <hr/> <p>Term 2, Week 3</p>	<p><u>Semester 1</u></p>	

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	<p>ti-ti-ti, ta-ti & zam in 6/8 - Explore & Express)</p> <hr/> <ul style="list-style-type: none"> • I can compose 3 ostinatos using <i>tam, ti-ti-ti, tam-ti & zam</i> to be used to accompany a known 6/8 song. (Form - Ostinato - Present & Perform) 		<hr/> <p>Term 2, Week 4</p>		
<p><u>Essential Learning</u></p> <p>I can sing and play different styles of music, develop my listening and technical skills and perform expressively for an audience.</p> <p><u>Achievement Standard:</u> 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)</p>	<p><u>Year 6</u></p> <ul style="list-style-type: none"> • I can play basic guitar, ukulele, keyboard, drums and bass with my class. <hr/> <ul style="list-style-type: none"> • I can play E minor, G, C and A minor separately and in various combinations. <hr/> <ul style="list-style-type: none"> • I can play different strumming patterns on the guitar and ukulele. <hr/> <ul style="list-style-type: none"> • I can play a variety of pop and rock songs with my class. 	<p><u>Year 6 Vocabulary</u></p> <p>Guitar, ukulele, keyboard, drums, bass, chords, E minor, G, C, A minor, strumming pattern, down beat, up beat, band</p>	<p>Anecdotal Notes Markbooks with checklists</p>	<p><u>Semester 1</u></p>	<p>Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.</p>

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