

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 Monika		
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><b><u>Essential Learnings</u></b></p> <p><b>I can sing and play instruments to communicate my experiences and ideas.</b></p> <p><b>I can explore contrasting sounds and improvise with them. I can match pitch when singing, understand and respond to the beat and simple rhythm patterns.</b></p>	<ul style="list-style-type: none"> <li>● <b>I can engage my vocal muscles to sing in my head voice.</b> (Pitch - Pitch Exploration - Music Practices)</li> <li>● <b>I can make up original tunes through arioso activities.</b> (Pitch - Arioso - Explore &amp; Express)</li> <li>● <b>I can learn and sing simple songs by myself to my class.</b> (Pitch - Simple Songs - Music Practices)</li> <li>● <b>I can move my body intentionally through movement exploration activities.</b> (Movement - Movement Exploration - Explore &amp; Express)</li> <li>● <b>I can move expressively to classical music, songs and rhymes.</b> (Form - Movement for Form and Expression - Explore &amp; Express)</li> </ul>	<p><u>Vocabulary:</u></p> <p>Sing, voice, perform, audience</p>	Anecdotal Notes	<u>Prep. Semester 1</u>	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

\*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

**What is it that we want our students to know, understand, do and communicate KUDCO?**

What is it that we want our students to know, understand, do and communicate KUDCO?					
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><b><u>Year 1 Essential Learning</u></b></p> <p><b>I can use my imagination, voice and instruments to improvise, compose, arrange and perform music.</b></p>	<ul style="list-style-type: none"> <li>● <b>I can identify loud/soft by listening to recorded music.</b> (Dynamics &amp; Expression - Loud/Soft - Respond &amp; Interpret)</li> <hr/> <li>● <b>I can identify fast/slow by listening to recorded music.</b> (Rhythm - Fast/Slow - Respond and Interpret)</li> <hr/> <li>● <b>I can echo sing pitch patterns sung by teacher to a neutral syllable.</b> (Pitch - Pitch Matching - Present &amp; Perform)</li> <hr/> <li>● <b>I can perform beat using body percussion while singing known song in tune.</b> <ul style="list-style-type: none"> <li>○ (Rhythm - Beat, Beat &amp; Rhythm - Music Practices)</li> <li>○ (Timbre - Speaking &amp; Singing Voice - Music Practices)</li> <li>○ (Texture - Beat &amp; Song - Music Practices)</li> </ul> </li> </ul>	<p><u>Year 1 Vocabulary:</u></p> <p>Echo, high, low, so, mi, pattern, rhythm, ta, ti-ti, beat, body percussion, percussion, ostinato</p>	Anecdotal Notes	<u>Year 1, 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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	<ul style="list-style-type: none"> <li>• <b>I can identify the 4-note high/low patterns played by teacher.</b> (Pitch - Pitch Direction, High/Low - Explore &amp; Express)</li> </ul>				
<p><b><u>Year 2 Essential Learning</u></b></p> <p><b>I can achieve intended effects and demonstrate accuracy when performing and composing.</b></p>	<ul style="list-style-type: none"> <li>• <b>I can perform a 4-beat ostinato using <i>ta, ti-ti</i> &amp; <i>za</i> as an accompaniment while the class sings a known song.</b> (Texture - Melody Unison &amp; Melody and accompaniment - Music Practices)</li> <hr/> <li>• <b>I can echo a <i>so, mi, la</i> pattern played by teacher on piano.</b> <ul style="list-style-type: none"> <li>○ (Pitch - <i>so, mi, la</i> - Explore &amp; Express)</li> <li>○ (Form - Repetition &amp; Echo - Explore &amp; Express)</li> </ul> </li> <hr/> <li>• <b>I can compose short rhythmic compositions according to the given metre.</b> (Rhythm - 2 &amp; 3 metre - Music Practices)</li> <hr/> <li>• <b>I can do three rhythmic dictations using <i>ta, ti-ti</i> and <i>za</i>, each up to 8 beats long.</b> (Rhythm - <i>za</i> - Explore &amp; Express)</li> <hr/> <li>• <b>I can identify widely contrasting instruments by tone colour and describe how the sounds are made.</b> (Timbre - Widely Contrasting Instruments - Respond &amp; Interpret)</li> </ul>	<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>	Anecdotal Notes	<b><u>Year 2, Semester 1</u></b>	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><b><u>Year 3 Essential Learning</u></b></p> <p><b>I can improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences.</b></p>	<ul style="list-style-type: none"> <li><b>I can identify percussion instruments by tone colour from recordings.</b> (Timbre - Percussion Instruments - Respond &amp; Interpret)</li> <hr/> <li><b>I can clap an 8 beat rhythm in canon in pairs using <i>ta, ti-ti, za, too</i> and <i>tika-tika</i>.</b> (Texture - Combining 2 or more parts - Present &amp; Perform)</li> <hr/> <li><b>I can rewrite known song from stick notation to staff notation using <i>d m s l</i>.</b> (Pitch - Treble clef on the staff - Music Practices)</li> <hr/> <li><b>I can create and notate a <i>d m s l</i> melody from given pitch and rhythm components.</b> (Pitch - <i>do</i> in addition to <i>mi so la</i> - Music Practices)</li> <hr/> </ul>	<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>	Anecdotal Notes	<b><u>Year 3, Semester 1</u></b>	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

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	<ul style="list-style-type: none"> <li>• <b>I can do four rhythmic dictations (<i>ta, ti-ti, za, too, tika-tika</i>) up to 8 beats long.</b> (Rhythm - <i>tika-tika</i> - Explore &amp; Express)</li> </ul>				
<p><b><u>Year 4 Essential Learning</u></b></p> <p><b>I can describe and discuss similarities and differences between music I listen to, compose and perform.</b></p>	<ul style="list-style-type: none"> <li>• <b>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>.</b> (Rhythm - Ostinatos - Music Practices)</li> <hr/> <li>• <b>I can identify woodwind instruments by tone colour from recordings and describe each sound as either “smooth” or “detached”.</b> <ul style="list-style-type: none"> <li>○ (Dynamics &amp; Expression - Smooth &amp; Detached - Respond &amp; Interpret)</li> <li>○ (Timbre - Woodwind Instruments - Respond &amp; Interpret)</li> </ul> </li> <hr/> <li>• <b>I can play a known song on recorder using G, A, B (Blue Star)</b> - (Pitch - G, A, B on recorder - Music Practices)</li> <hr/> <li>• <b>I can do four pentatonic pitch dictations (<i>d r m s l</i>).</b> (Pitch - <i>do</i> Pentatonic (<i>do, re, mi, so, la</i>) - Explore &amp; Express)</li> <hr/> <li>• <b>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.</b> (Form - Binary &amp; Ternary - Music Practices)</li> </ul>	<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>	Anecdotal Notes	<b><u>Year 4, Semester 1</u></b>	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

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<b>Year Level:</b> Years 5 & 6	<b>Semester:</b> ONE	<b>Subject:</b> MUSIC	<b>Team Members:</b> Gina & Monika		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary. (Derived from Victorian Curriculum Achievement Standards.)	<b>Example-Rigor</b> (Music - Knowledge/Skill - Content Description) What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessments will be used to measure student mastery?	<b>When taught?</b> This Essential Learning will be taught all year round.	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
<p><b><u>Year 5 Essential Learning</u></b></p> <p><b>I can explain how the elements of music are used to communicate ideas and purpose in the music I listen to, compose, and perform.</b></p>	<p><b><u>Recorder</u></b></p> <ul style="list-style-type: none"> <li>• I can consolidate and put into practise the correct technique of playing the recorder.</li> <li>• I can learn new notes and fingering. (E, Low D, F, Low C, F#, Bb)</li> <li>• I can sing the songs I learn in rhythm names and letter names while showing the fingering on the recorder.</li> <li>• I can learn and play new songs while keeping a steady beat with my class.</li> <li>• I can identify the elements of music in the songs that I play and discuss their meaning and purpose.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p>Recorder, fingering, technique, letter names, beat, rhythm</p>	Anecdotal Notes	<b><u>Year 5, Semester 1</u></b>	

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<p><b><u>Year 6 Essential Learning</u></b></p> <p>I can 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><b><u>Ukulele</u></b></p> <ul style="list-style-type: none"> <li>• I can learn the correct technique of playing the ukulele.</li> <li>• I can play the chords Am, F, C and G and transition smoothly between them.</li> <li>• I can play along to recordings of pop songs.</li> <li>• I can play in time to the music with my class.</li> </ul> <p><b><u>Band Instruments</u></b></p> <ul style="list-style-type: none"> <li>• I can play basic guitar, ukulele, keyboard, drums and bass with my class.</li> <li>• I can play E minor, G, C and A minor separately and in various combinations.</li> <li>• I can play different strumming patterns on the guitar and ukulele.</li> <li>• I can play a variety of pop and rock songs with my class.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p>Ukulele, neck, tuning pegs, chords, A minor, F, C, G, beat, strings, frets, finger numbers</p>	<p>Anecdotal Notes</p>	<p><b><u>Year 6, Semester 1</u></b></p>	
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