

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: TWO	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>Drama Essential Learning</p> <p>I can make and perform drama that communicates ideas and stories.</p> <p>I can discuss characters and situations in drama I make, perform and view.</p>	<ul style="list-style-type: none"> I can learn and perform songs and basic actions for the Junior School Concert. I can explore drama to communicate ideas and stories. I can pretend that what is happening in the drama is real. I can discuss what I see and experience in the drama I make. 		Anecdotal Notes	Term 3	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
<p>Music Essential Learning</p> <p>I can describe the music to which I listen, identifying what I enjoy and why.</p>	<ul style="list-style-type: none"> I can match pitch with my teacher when singing simple songs. (Pitch - Echo Songs - Present & Perform) I can perform beat motions by myself and with my class to songs and rhymes. (Beat - Beat Motions - Present & Perform) I can move expressively to classical music, songs and rhymes. (Form - 	<p><u>Vocabulary:</u></p> <p>Beat, sing, clapping, patterns</p> <p><u>Vocabulary:</u></p>	Anecdotal Notes	Term 4	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

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	<p>Movement for Form and Expression - Explore & Express)</p> <ul style="list-style-type: none"> • I can listen to my teacher sing storybooks, appreciate and discuss its expressive qualities. (Dynamics & Expression - Song Tales - Respond & Interpret) • I can learn and perform songs and basic actions for the Junior School Concert. (Junior School Concert - Present & Perform) 	High, low, listening			
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Year Level: Years 1 & 2	Semester: TWO	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>Years 1 Drama Essential Learning</p> <p>I can make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</p>	<ul style="list-style-type: none"> I can learn and perform songs and basic actions for the Junior School Concert. I can improvise and create roles, characters and situations. I can learn about focus and identify the main idea of the drama I'm making. I can explore the meaning and interpretation of the drama I'm making and evaluate what I enjoy about it and why. 		Anecdotal Notes	<u>Term 3</u>	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
<p>Year 1 Music Essential Learning</p> <p>I can explore and make decisions about ways of organising sounds to communicate ideas.</p>	<ul style="list-style-type: none"> I can perform songs and change actions on each new phrase with class. (Form - Same & Different - Respond & Interpret) <hr/> I can compose and perform high/low patterns. (Pitch - <i>so</i> & <i>mi</i> - Music Practices) <hr/> I can perform given rhythm patterns using classroom percussion, in small groups. (Timbre - Untuned Classroom Percussion - 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>	Anecdotal Notes	<u>Term 4</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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	<hr/> <ul style="list-style-type: none"> • I can do three rhythm dictations using <i>ta</i> & <i>ti-ti</i>, each four beats long. (Rhythm - <i>ta</i> & <i>ti-ti</i> - Explore & Express) <hr/> <ul style="list-style-type: none"> • I can sing from memory a known song in time names (<i>ta</i> & <i>ti-ti</i>) while tapping the beat. (Rhythm - Beat & Rhythm - Explore & Express) 				
<p>Years 2 Drama Essential Learning</p> <p>I can describe what happens in drama I make, perform and view.</p> <p>I can identify some elements in drama and describe where and why there is drama.</p>	<ul style="list-style-type: none"> • I can learn and perform songs and basic actions for the Junior School Concert. • I can explore possibilities for role and situation when participating in whole group teacher-led process drama and role-play. • I can communicate verbally and non-verbally to explore and show role and situation. • I can follow cues and use voice and movement to link action, ideas and stories in my drama. • I can explore the meaning and interpretation of the drama I'm making and evaluate what I enjoy about it and why. 		Anecdotal Notes	<u>Term 3</u>	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
<p>Year 2 Essential Learning</p> <p>I can 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</p>	<ul style="list-style-type: none"> • I can perform an improvised 4-beat rhythmic ostinato on tuned percussion (drone) while the class sings a known song (<i>ta, ti-ti, za</i>). (Texture - Drone - Music Practices) <hr/> <ul style="list-style-type: none"> • I can identify <i>p</i> (soft) and <i>f</i> (loud) in recorded examples. (Dynamics & Expression - <i>p</i> (soft) & <i>f</i> (loud) - Respond & Interpret) 	<p><u>Year 2 Vocabulary:</u></p> <p>Beat, ostinato, rhythm, ta, ti-ti, za, stick notation, staff notation, high, low,</p>	Anecdotal Notes	<u>Term 4</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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<p>different social and cultural contexts.</p>	<ul style="list-style-type: none"> ● I can clap an 8-beat rhythm in canon (<i>ta, ti-ti, za, too</i>) in pairs. (Form - Round/Canon - Explore & Express) <hr/> ● I can do five rhythm dictations clapped by teacher (<i>ta, ti-ti, za, too</i>) up to 6 beats long. (Rhythm - <i>too</i> (minim) - Explore & Express) <hr/> ● I can rewrite melody from stick notation to staff notation (<i>mi, so, la</i>). (Pitch - <i>so, mi, la</i> using staff notation - Present & Perform) 	<p>mi, so, la, improvise, percussion</p>			
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Year Level: Years 3 & 4	Semester: TWO	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>Years 3 Drama Essential Learning</p> <p>I can use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama.</p> <p>I can use performance skills to communicate ideas and create a sense of time and place in my drama.</p>	<ul style="list-style-type: none"> ● I can rehearse and perform to an audience. <ul style="list-style-type: none"> ○ I can learn the dance choreography and put it into practice. ○ I can work in groups to prepare for the Senior School Concert. ○ I can perform songs and dances to an audience. ● I can communicate in drama through dramatic play, role-play, character development, movement and mime activities. ● I can learn about and use the elements of drama such as focus, tension, space and time. ● I can use the elements of drama, story structures and language to shape ideas in my drama. 		Anecdotal Notes	<u>Term 3</u>	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
<p>Year 3 Music Essential Learning</p> <p>I can document my compositions.</p>	<ul style="list-style-type: none"> ● I can clap an improvised rhythm “answer” in response to the teacher's rhythm 	<u>Year 3 Vocabulary:</u>	Anecdotal Notes	<u>Term 4</u>	Individual students are supported and extended on an ongoing basis

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	<p>“question” using <i>ta, ti-ti, za, too</i> and <i>tika-tika</i>. (Form - Call & Response - Present & Perform)</p> <hr/> <ul style="list-style-type: none"> ● I can sing a known song individually in solfa using <i>d r m s l</i>. (Pitch - <i>re</i> in addition to <i>do, mi, so, la</i> - Music Practices) <hr/> <ul style="list-style-type: none"> ● I can identify whether recorded examples are in 3/4 or 4/4. (Rhythm - 2/4, 3/4, 4/4 - Explore & Express) <hr/> <ul style="list-style-type: none"> ● I can do three pitch dictations to given rhythms using <i>d r m s l</i>. (Pitch - <i>re</i> in addition to <i>do, mi, so, la</i> - Explore & Express) <hr/> <ul style="list-style-type: none"> ● I can compose my own ‘Pictures at an Exhibition’ rhythm using different metres. (Rhythm - 2/4, 3/4, 4/4 - Music Practices) 	<p>Melody, pitch, rhythm, question, answer, metre, <i>ta, ti-ti, za, too, tika-tika, do, mi, so, la</i>, stick notation, staff notation, 3/4, 4/4, tone colour, string instruments.</p>			<p>during each performing arts class, as their individual need arises.</p>
<p>Years 4 Drama Essential Learning</p> <p>I can describe and discuss similarities and differences between drama I make, perform and view.</p> <p>I can discuss how the elements of drama are organised to shape</p>	<ul style="list-style-type: none"> ● I can rehearse and perform to an audience. <ul style="list-style-type: none"> ○ I can learn the dance choreography and put it into practice. ○ I can work in groups to prepare for the Senior School Concert. ○ I can perform songs and dances to an audience. ● I can communicate in drama through dramatic play, role-play, character development, movement and mime 		<p>Anecdotal Notes</p>	<p><u>Term 3</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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<p>drama and communicate ideas to an audience.</p>	<p>activities.</p> <ul style="list-style-type: none"> • I can learn about and use the elements of drama such as focus, tension, space and time. • I can use the elements of drama, story structures and language to shape ideas in my drama. 				
<p><u>Year 4 Music Essential Learning</u></p> <p>I can discuss how I use the elements of music to communicate ideas and intentions in performance and composition.</p>	<ul style="list-style-type: none"> • I can individually play a known song on recorder using notes G, A, B, C, D (Green Star) (Pitch - G, A, B, C, D on recorder - Present & Perform) <hr/> • I can identify related woodwind instruments by tone colour from recordings and describe each sound as either “smooth or detached”. (Timbre - Related Woodwind Instruments - Respond & Interpret) <hr/> • I can individually play a known song on recorder using notes low D, E, G, A, B (Red Star). (Pitch - low D, E, G, A, B on recorder - Present & Perform) <hr/> • I can do five rhythmic dictations up to 8 beats each (<i>ta, ti-ti, za, too, tika-tika, ti-tika & tika-ti</i>) (Rhythm - ti-tika & tika-ti - Explore & Express) <hr/> • I can compose a melody using a given rhythm then notate using staff notation (<i>d r m s l d'</i>) (Pitch - High <i>do</i> - Music Practices) 	<p><u>Year 4 Vocabulary:</u></p> <p>Compose, rhythm, ternary form, ta, ti-ti, za, too, tika-tika, dotted minim, semibreve, ti-tika, tika-ti, do, re, mi, so, la, stick notation, staff notation, pitch, rhythm, dictation, pentatonic, tone colour, woodwind instruments, smooth, detached, dynamics, <i>pp, p, f, ff</i></p> <p><u>Guaranteed Vocabulary:</u></p> <p>Elements</p>	<p>Anecdotal Notes</p>	<p><u>Term 4</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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Year Level: Years 5 & 6	Semester: TWO	Subject: MUSIC	Team Members: Gina & Caitlin		
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>Years 5 Drama</u> <u>Essential Learning</u></p> <p>I can use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences.</p>	<ul style="list-style-type: none"> ● I can rehearse and perform to an audience. <ul style="list-style-type: none"> ○ I can learn the dance choreography and put it into practice. ○ I can work in groups to prepare for the Senior School Concert. ○ I can perform songs and dances to an audience. ● I can learn about and use the elements of drama such as situation, focus, tension, space and time. ● I can explore language and ideas to create dramatic action and consider mood and atmosphere in performance. ● I can develop character through voice and movement, and respond to my own and my classmates' work. 			<u>Term 3</u>	

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<p><u>Year 5 Music Essential Learning</u></p> <p>I can describe how my music making is influenced by music from different cultures, times and locations, using music terminology.</p>	<p>Year 5</p> <ul style="list-style-type: none"> I can individually play a known song on recorder including new notes F sharp and B flat (Gold Star). (Pitch - F sharp & B flat on recorder (revising other notes) - Music Practices) <hr/> I can compose and notate a melody using notes C, D, E, F, G. (Pitch - C, D, E, F, G on keyboard - Music Practices) <hr/> I can individually play a known song on keyboard (right hand only) using notes C, D, E, F, G (Blue Star). (Pitch - C, D, E, F, G on keyboard - Present & Perform) <hr/> I can do five rhythmic dictations using tam, ti-ti-ti, ta-ti, zam & tika-tika-tika. (Rhythm - tika-tika-tika - Explore & Express) 	<p><u>Year 5 Vocabulary</u></p> <p>Keyboard instruments, staccato, legato, dynamics, <i>pp</i>, <i>p</i>, <i>f</i>, <i>ff</i>, recorder, C, D, E, F, F sharp, G, A, B flat, 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, melody</p>	<p>Anecdotal Notes</p>	<p><u>Term 4</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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<p><u>Years 6 Drama Essential Learning</u></p> <p>I can explain how dramatic action and meaning is communicated in drama I make, perform and view.</p> <p>I can explain how drama from different cultures, times and places influences my own drama making.</p>	<ul style="list-style-type: none"> ● I can rehearse and perform to an audience. <ul style="list-style-type: none"> ○ I can learn the dance choreography and put it into practice. ○ I can work in groups to prepare for the Senior School Concert. ○ I can perform songs and dances to an audience. ● I can learn about and use the elements of drama such as situation, focus, tension, space and time. ● I can explore physical, fictional and emotional spaces to create characters and situations and imagined feelings. ● I can discuss drama from other places and times and how cultural understandings shape meanings in drama. 			<p><u>Term 3</u></p>	
<p><u>Year 6 Music Essential Learning</u></p> <p>I can use the elements of music, my voices, instruments and technologies to improvise, arrange, compose and perform music.</p>	<p><u>Year 6</u></p> <ul style="list-style-type: none"> ● I can rehearse and perform songs and dances to an audience. <hr/> ● I can choose a class song and play it on the guitar, ukulele, keyboard, drums and bass. <hr/> ● I can play a variety of pop and rock songs with my class. <hr/> ● I can show persistence and work together well by helping each other with our parts. 	<p><u>Guaranteed Vocabulary:</u></p> <p>Technologies</p>	<p>Anecdotal Notes</p> <p>Markbooks with checklists</p>	<p>Term 4</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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