

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

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Year Level: Years 3 & 4	Semester: ONE	Subject: MUSIC	Team Members: Alison Briskey		
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?
Year 3 Essential Learning I can improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences.	<ul style="list-style-type: none"> I can identify percussion instruments by tone colour from recordings. (Timbre - Percussion Instruments - Respond & Interpret) I can identify letter names on the treble clef staff. (Pitch - Treble clef on the staff - Music Practices) 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) 	<u>Year 3 Vocabulary:</u> Melody, pitch, rhythm, question, answer, metre, ta, ti-ti, za, too, tika-tika, do, mi, so, la, stick notation, staff notation, canon, percussion instruments	Anecdotal Notes	Year 3, Term 1	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
Year 3 Essential Learning I can document my compositions and discuss similarities and differences between the music I listen to, compose and perform.	<ul style="list-style-type: none"> I can rewrite a known song from stick notation to staff notation using d m s l. (Pitch - Treble clef on the staff - Music Practices) 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) 	<u>Year 3 Vocabulary:</u> Melody, pitch, rhythm, question, answer, metre, ta, ti-ti, za, too, tika-tika, do, mi, so, la, stick notation, staff notation, canon, percussion instruments	Anecdotal Notes	Year 3, Term 2	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.

	<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) 				
<p>Year 4 Essential Learning</p> <p>I can improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences.</p>	<ul style="list-style-type: none"> • I can individually perform a 4-beat ostinato while the class sings a known song, using <i>ta, ti-ti, za, too</i> and <i>tika-tika</i>. (Rhythm - Ostinatos - Music Practices) • 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) 	<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>	Anecdotal Notes	Year 4, Term 1	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
	<ul style="list-style-type: none"> • I can play a known song on recorder using G, A, B - Hot Cross Buns, Gently Sleep, Merrily We Roll Along (Pitch - G, A, B on recorder - Music Practices) 				
<p>Year 4 Essential Learning</p> <p>I can document my compositions and discuss similarities and differences between the music I listen to, compose and perform.</p>	<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) • 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, 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>	Anecdotal Notes	Year 4, Term 2	Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises.
	<ul style="list-style-type: none"> • I can play a known song on recorder using D, E, G, A, B, C', D' It's Raining, Old Macdonald Had a Farm, Oh When the Saints Go Marching In (Pitch - G, A, B on recorder - Music Practices) 				