

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

| Year Level:<br>Years 1 & 2   | Semester: ONE  | Subject:<br>MUSIC  | Team Members: Alison Briskey,<br>Chris Kane, Laura Keays  |   |   |
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| Essential Learning<br>What is the essential learning?<br>Describe in student friendly<br>vocabulary.   | Example-Rigor<br>(Music - Knowledge/Skill - Content Description)<br>What does proficient student work look like? Provide an example and/or description.  | Prior Skills<br>Needed<br>What prior knowledge,<br>skills and/or vocabulary<br>are needed for a student<br>to master this essential<br>learning? | Common<br>Assessme<br>nts<br>What<br>assessment/s<br>will be used to<br>measure student<br>mastery? | When<br>taught<br>?<br>When will<br>this<br>essential<br>learning be<br>taught? | Extension<br>Skills<br>What will we do<br>when students have<br>already learned this<br>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> <li>• <b>I can identify fast/slow by listening to recorded music.</b> (Rhythm - Fast/Slow - Respond and Interpret)</li> <li>• <b>I can echo sing pitch patterns sung by teacher to a neutral syllable.</b> (Pitch - Pitch Matching - Present &amp; Perform)</li> </ul>   | <p><u>Year 1 Vocabulary:</u></p> <p>Echo, high, low, so, mi, pattern, rhythm, ta, ti-ti, beat, body percussion, ostinato</p>                     | <p>Anecdotal Notes</p>  | <p><u>Year 1, Term 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> |
| <p><b><u>Year 1 Essential Learning</u></b></p> <p><b>I can explore and make decisions about ways of organising sounds to communicate ideas.</b></p>            | <ul style="list-style-type: none"> <li>• <b>I can echo sing pitch patterns sung by teacher to a neutral syllable.</b> (Pitch - Pitch Matching - Present &amp; Perform)</li> <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, ostinato</p>                     | <p>Anecdotal Notes</p>  | <p><u>Year 1, Term 2</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"> <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 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 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> <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> </ul>      | <p><u>Year 2 Vocabulary:</u></p> <p>Beat, ostinato, rhythm, <i>ta, ti-ti, za</i>, stick notation, staff notation, high, low, <i>mi, so, la</i>, improvise, percussion</p> | Anecdotal Notes | <u>Year 2, Term 1</u> | Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises. |
| <p><b><u>Year 2 Essential Learning</u></b></p> <p><b>I can explore and make decisions about ways of organising sounds to communicate ideas.</b></p>            | <ul style="list-style-type: none"> <li>• <b>I can compose short rhythmic compositions according to the given metre.</b> (Rhythm - 2 &amp; 3 metre - Music Practices)</li> <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> <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, <i>ta, ti-ti, za</i>, stick notation, staff notation, high, low, <i>mi, so, la</i>, improvise, percussion</p> | Anecdotal Notes | <u>Year 2, Term 2</u> | Individual students are supported and extended on an ongoing basis during each performing arts class, as their individual need arises. |