

Fisk Street Primary School Curriculum

The Arts

Music

2013

Overview: Music R–7

In music, students will use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They will learn the elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality). They will apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources (natural and manufactured objects including stones, household objects and so on) and information and communication technology. They will imagine and respond to their own and others' music by developing specialised listening skills as composers, performers and audience members. They will learn forms of notation to record and communicate music and musical ideas.

Students will come to understand and engage with the multiple and culturally diverse practices of music, learning about Australian and international music —locally, nationally, and globally. Students will research traditions and contexts of music and music practices, and develop the skills and techniques to critique their own and others' music practices. Learning in music is most effective when composing, performing, and listening are interconnected.

Music learning will be continuous, as students will develop and revisit skills, techniques, knowledge and understanding with increasing depth and complexity. They will develop an understanding of music as an aural art form and explore connections between music and other Arts subjects.

Overview: Music

Years R–2	Years 3–5	Years 6–7
<p>Students will learn about and participate in the different roles of composer, performer and audience member. They will explore and experiment with voice, instruments and sound to create their own music. They will sing, play instruments and found sound sources, and move to a range of music. They will develop a repertoire of chants, songs, rhythms, rhymes and melodies. They will invent and explore ways of recording musical thinking through symbols. Students will begin to use music terminology. They will listen and respond to a range of musical works and develop their aural skills. They will learn to respond and comment on their own music making and that of others.</p>	<p>Students will use their developing aural skills and musical terminology in composing, performing and responding to their own and others’ performances. They will build on their knowledge, as they use and select elements of music to structure simple musical compositions, which they will record using invented and conventional notations. They will sing, play instruments and move to music, demonstrating an understanding of musical concepts. They will use a range of technologies to record and communicate their musical ideas, and access those of others. Through performing, listening and composing, students will identify the use of musical elements in performances and share opinions about the ways these create meaning and musical effect in their own and others’ music.</p>	<p>Students will use their developing understanding of music concepts and elements to arrange, compose, improvise and perform music. They will use a range of technologies to plan, organise and record their musical ideas and access those of others. Students’ musical practices will be underpinned by a developing use of music notation, aural skills and music terminology. Their music making as arrangers, composers, and improvisers will demonstrate an increased awareness of a range of musical styles and genres. They will perform an increasingly diverse musical repertoire of songs and instrumental compositions. In responding, students will identify key features in music that they perform and listen to, and make some informed judgments about musical preferences.</p>

REPORTING TO PARENTS

<p>By the end of Junior Primary students will:</p> <ul style="list-style-type: none"> • Learn about and participate in the role of composer, performer and audience member • Explore and experiment with voice, instruments and sound • create their own music • Sing, play instruments and find sound sources • Move to a range of music • Develop a repertoire of chants, songs, rhythms and melodies • Invent and explore ways of recording musical thinking through symbols • Use music terminology • Listen and respond to a range of musical works • Develop their aural skills • Learn to respond and comment on own music making and that of others. 	<p>By the end of Middle Primary students will:</p> <ul style="list-style-type: none"> • Use developing aural skills and musical terminology in composing, performing and responding to own and others’ performances • Build on musical knowledge • Use and select elements of music to structure simple musical compositions • Record musical compositions using invented and conventional notations • Sing, play instruments and move to music • Demonstrate an understanding of musical concepts • Use a range of technologies to record and communicate musical ideas • Identify use of musical elements in performances through performing, listening and composing • Share opinions about the ways musical elements create meaning and effect in own and others’ music 	<p>By the end of Upper Primary students will:</p> <ul style="list-style-type: none"> • Use their developing understanding of music concepts and elements • Arrange, compose, improvise and perform music • Use a range of technologies to plan, organise and record musical ideas • Develop use of music notation, aural skills and music terminology • Demonstrate an increased awareness of a range of musical styles and genres • Perform diverse musical repertoire of songs and instrumental compositions • Identify key features in music that they perform and listen to • Make some informed judgements about musical preferences
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Term Planner:

Week	Lesson Focus	Resources	Assessment
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3			
4			
5			
6			
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