

PREP

It's All About Me (Term 1)

Students respond to and perform music by engaging with and learning a range of short songs about people, animals, objects and events in the students' lives. Students move to and perform the beat of music and they use singing voices that match the pitch of the teacher's singing voice. Students play and respond to instruments that produce sound through hitting and shaking and they respond to and identify high/low, loud/soft and fast/slow music.

YEAR 1

Music In Our New World (Term 1 & 2)

Using the words of non-fiction stories and songs about the world around them for inspiration, students compose a body percussion accompaniment to the beat of a known song, incorporating forte (loud) and piano (soft) dynamics. Students perform music by singing their chosen musical story and performing the body percussion accompaniment that they created. Students respond to music by using the correct terminology to discuss their performances and by discussing where and why people make music.

Music Term 1 2019

YEAR 2

Musical Stories (Term 1 & 2)

Students compose, perform and respond to music that tells a story. Students create a soundscape to tell the story of a song learnt in class that demonstrates their knowledge of high and low pitch, forte (loud) and piano (soft) dynamics and fast/slow tempos and rhythms. Students perform music by playing instruments to perform their soundscapes and by singing a song that tells a story, staying in time, in-tune and with appropriate dynamics/instrumentation. Using the correct terminology, students also talk about music they listen to, make and perform and, about where and why people make music.

YEAR 3

Music Battles (Term 1 & 2)

Students perform, compose and respond to music with a combat/battle theme. Students play music by learning how to play the recorder via the 'Recorder Karate' program, learning how to read treble clef notes B, A and G along with known and new rhythms. Students also develop their ability to read and play rhythms via the 'Rhythm (Star) Wars' activities before creating and performing a two-part rhythmic accompaniment for a given song. Students respond to music by describing and discussing music listened to, composed and performed.

YEAR 4

Songs of Australia (Term 1 & 2)

Students compose, perform and respond to music through the exploration of a range of traditional Australian folk songs. Students create a short song about an Australian place or person, setting the rhythms to the words correctly before adding in appropriate expressive elements. Students perform music by singing and playing their compositions and by singing an Australian folk song for their peers. Students also describe and discuss music that they have listened to, composed and performed.

YEAR 5

Exploring Rhythmic Patterns and Descriptive Sounds (Term 1)

Students perform and respond to music, exploring a range of newly learnt simple and compound time rhythms and, the timbre of different solo instruments. Students respond to music they listen to, read and perform, identifying solo instruments along with a selection of rhythmic and melodic patterns. Students perform music, singing partner songs with others ensuring they stay in time and in-tune and, with expression. Students also sing a song and perform a rhythmic/melodic ostinato accompaniment for their peers.

YEAR 6

Rhythmic Riot (Term 1 & 2)

Students compose, perform and respond to music that features a range of new, syncopated rhythms. Students perform music for their peers, singing two songs from different cultures whilst also performing a rhythmic accompaniment, singing in-tune and with appropriate expression. Students also use rhythm, pitch and expressive symbols/terms to compose a piece of music for three instruments in Rondo Form. Students also explain how the musical elements can be manipulated to convey meaning in music they hear, compose and perform.