

# Reception to year 6

## The Arts

### Music

September 2022

## Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0



Government  
of South Australia

Department for Education

# The Arts – Music: Reception to year 6

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# Context statement

In Music, students listen to, compose, rehearse, refine, appreciate, respond to, and perform music from a range of genres, styles, traditions, cultures, and contexts. Students create, shape, and share sounds in time and space, and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding, and skills about music and musicians. Students consider music from the viewpoint of the composer, the performer, and the audience. They make informed critical judgements about their own music choices, music they interpret, and the music they listen to. Students develop their musical literacy as they explore where, how, and why music takes place, and the elements, materials, skills, and processes involved in creating, developing, interpreting, and performing musical ideas.

Teachers are advised to use their professional judgement when selecting a range of music and musicians on which to focus the delivery of this curriculum. Choices should reflect accessibility and student needs and interests. Where examples are given, these are suggestions and are by no means exhaustive or mandated. The use of local music and musicians is strongly encouraged.

The **Achievement standards** have the verbs in bold text, are aligned with the content descriptions, and must be considered when designing assessment activities, collecting evidence of student learning, and when assessing student work.

The document is organised in the 4 interrelated strands of The Arts:

- **Exploring and responding**
- **Developing practices and skills**
- **Creating and making**
- **Presenting and performing.**

Each strand has 1 or more content descriptions, followed by dot pointed content clarifiers which describe the explicit learning required.

The strands and content descriptions should be combined when planning teaching and learning; they are not designed to be addressed as isolated activities.

**Making and responding**, and **viewpoints** are key considerations embedded in The Arts curriculum. They are intrinsically connected and should be integrated when designing teaching and learning experiences:

- As students make music, they actively respond to their own developing musical art works and the musical art works of others.
- As students respond to music, they draw on the knowledge, understanding, and skills acquired through their experiences in making musical artwork.
- Students learn from music works they experience, and they are an audience for their own music works.
- Students consider music from multiple viewpoints, as artists and as audiences.

**The elements of music are fundamental to all learning in this subject: duration/time (including beat and rhythm), pitch, dynamics and expression, form and structure, timbre and texture.**

These documents have been designed to:

- provide clarity and context for teaching and learning in South Australia, in alignment with the Australian Curriculum: The Arts
- identify the discipline specific and transferable knowledge, skills, and understandings required at each year level
- enable rigour, engagement, and discipline specific skill development.

## Achievement standards

| Reception   | Years 1 to 2   | Years 3 to 4   | Years 5 to 6  |
|---|--|--|---|
| <p>By the end of reception, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> experiences, observations, ideas, and/or feelings about arts works they encounter at school, home, and/or in the community</li> <li>• <b>use</b> play, imagination, arts knowledge, processes, and/or skills to <b>create</b> and <b>share</b> arts works in different forms.</li> </ul> | <p>By the end of year 2, students:</p> <ul style="list-style-type: none"> <li>• <b>identify</b> where they experience music</li> <li>• <b>describe</b> where, why, and/or how people across cultures, communities, and/or contexts experience music</li> <li>• <b>demonstrate</b> listening skills</li> <li>• <b>use</b> the elements of music to <b>improvise</b> and/or <b>compose</b> music</li> <li>• <b>sing</b> and <b>play</b> music in informal settings.</li> </ul> | <p>By the end of year 4, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> the use of elements of music in music they <b>compose, perform, and/or experience</b></li> <li>• <b>describe</b> where, why, and/or how music is composed and/or performed across cultures, times, places, and/or other contexts</li> <li>• <b>demonstrate</b> listening skills when <b>performing</b> and <b>composing</b></li> <li>• <b>combine</b> the elements of music to <b>compose</b> music that communicates ideas</li> <li>• <b>sing</b> and <b>play</b> music they have learnt and/or composed in informal settings.</li> </ul> | <p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>explain</b> how elements of music are manipulated in music they <b>compose, perform, and/or experience</b></li> <li>• <b>describe</b> how music composed and/or performed across contexts, cultures, times, and/or places communicates ideas, perspectives, and/or meaning</li> <li>• <b>describe</b> how music is used to continue and revitalise cultures</li> <li>• <b>demonstrate</b> listening and aural skills when <b>composing</b> and <b>performing</b></li> <li>• <b>use</b> elements of music and compositional devices to <b>compose</b> music that communicates ideas, and when <b>practising</b> music for a performance</li> <li>• <b>notate, document, and/or record</b> the music they compose</li> <li>• <b>perform</b> music in formal and/or informal settings.</li> </ul> |

## Scope and sequence

| Music                    |   |   |  |  |   |   |   |
|--------------------------|---|---|--|--|---|---|---|
| Strands:                 | Reception   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
| Exploring and responding | Explore how and why The Arts are important for people and communities.  | Explore where, why, and how people across cultures, communities, and other contexts experience music.   |  | Explore where, why, and how music is composed and performed across cultures, times, places, and contexts.  |   | Explore ways that the elements of music are combined in music across cultures, times, places, and contexts.   |   |
|                          | <ul style="list-style-type: none"> <li>• <b>Describe</b> where they might experience music and why people listen to and make music.</li> <li>• <b>Discuss</b> and <b>describe</b> why music is important.</li> <li>• <b>Listen</b> to First Nations Australians talk about the importance of music, and <b>describe</b> observations about how the presenter communicates connection to People, culture, and Country/Place. For example, use resources created or co-created by First Nations Australians.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>describe</b> where and when they might experience music and why people listen to and make music in their communities.</li> <li>• <b>Identify</b> and <b>describe</b> their music preferences. For example, compile a class playlist of favourite music from different families and generations.</li> <li>• <b>Identify</b> and <b>describe</b> observations and feelings about the music they listen to and make. For example, demonstrate listening skills and identify instruments they can hear or see. Describe how the music made them feel.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>describe</b> what they enjoy about music and why, commenting on where, why, and how people make and perform music.</li> <li>• <b>Identify</b> ways to engage with music in their daily life. For example, plan to make time in their day to sing or listen to music.</li> <li>• <b>Describe</b> their thoughts about why music is made, why people make music in their communities, and how music passes on community knowledge, stories, and lessons.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>describe</b> meaning and purpose when listening to and making music. For example, listen to music used in celebrations across a range of cultures, times, places, and contexts.</li> <li>• <b>Describe</b> why musical choices are made by composers, performers, and themselves.</li> <li>• <b>Explore</b> and <b>describe</b> how the elements of music are used to communicate meaning in music they <b>compose, perform, or experience</b>.</li> <li>• With guidance, <b>sing</b> and <b>play</b> music from a range of cultures, times, places, and contexts.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>describe</b> the reasons why and how people make and perform music across a range of cultures, times, places, and contexts.</li> <li>• <b>Explore</b> and <b>describe</b> how the elements of music are combined to communicate ideas, mood, and meaning.</li> <li>• <b>Experience</b> a music performance, then <b>discuss</b> and <b>share</b> reflections on the performance. <b>Describe</b> how the elements of music were used.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>describe</b> the meaning of the music they <b>compose, perform, or experience</b> across a range of cultures, times, places, and contexts.</li> <li>• <b>Combine</b> the elements of music to <b>create</b> new moods and atmospheres when playing or singing music from across cultures, times, places, and contexts.</li> <li>• <b>Experience</b> and <b>describe</b> personal preferences for music from a range of cultures, times, places, and contexts, <b>using</b> correct music terminology.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Describe</b> how the elements of music are <b>combined</b> to communicate meaning in the music they <b>compose, perform, or experience</b> across a range of cultures, times, places, and contexts.</li> <li>• <b>Experience</b> live or recorded music performances to <b>describe</b>: <ul style="list-style-type: none"> <li>◦ the elements of music</li> <li>◦ a range of music styles</li> <li>◦ performance techniques that might contribute to their own music making</li> <li>◦ meaning in music across a range of cultures, times, places, and contexts</li> <li>◦ how music is used to communicate cultural information.</li> </ul> </li> </ul> |

| Strands:                        | Reception   | Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6  |
|---------------------------------|---|---|---|---|---|--|---|
|                                 |   | Explore examples of music composed and performed by First Nations Australians.  |   | Explore how First Nations Australians use music to communicate their connection to and responsibility for Country/Place.  |   | Explore ways First Nations Australians use music to continue and revitalise culture.   |   |
|                                 |   | <ul style="list-style-type: none"> <li>• <b>Listen</b> to music composed or performed by First Nations Australians. <b>Consider</b> and <b>describe</b> how the music could be used in a school event. For example, sing a song by a First Nations Australian composer at a school assembly.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Listen</b> to a range of live or recorded music composed or performed by First Nations Australians, then <b>explore</b> and <b>describe</b>:                             <ul style="list-style-type: none"> <li>◦ the purpose of the music</li> <li>◦ how the elements of music communicate meaning</li> <li>◦ how the music is similar or different to other music they listen to</li> <li>◦ the cultural protocols observed.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Listen</b> to a range of songs composed or performed by First Nations Australians to communicate connection to and responsibility for Country/Place. <b>Describe</b> how the meaning was communicated.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Describe</b> how the elements of music are used in music composed and performed by First Nations Australians to communicate connection to and responsibility for Country/Place.</li> <li>• <b>Learn</b> from First Nations Australians about the protocols performers and audiences observe when performing or experiencing music that communicates connection to, and responsibility for Country/Place, such as music used during a Welcome to Country.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Experience</b> and <b>describe</b> a range of music styles and instruments that First Nations Australian composers or performers use in their work.</li> <li>• <b>Experience</b> and <b>describe</b> how First Nations Australian composers and performers share knowledge about their culture as part of a performance. For example, sharing the inspiration for their song or instrumental work or acknowledging Country/Place at the beginning of their performance.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Investigate</b> how First Nations Australians use music to continue and revitalise knowledge and culture. For example, explore the use of First Nations languages in contemporary songs.</li> </ul> |
| Developing practices and skills | Use play, imagination, Arts knowledge, processes, and skills to discover possibilities and develop ideas.   | Develop listening skills and skills for singing and playing instruments.  |   | Develop listening skills and skills for manipulating elements of music when singing and playing instruments.  |   | Develop listening and aural skills and skills for manipulating elements of music to achieve expressive effects when composing, singing, and playing instruments.   |   |
|                                 | <ul style="list-style-type: none"> <li>• With support, <b>use</b> their speaking and singing voices.</li> <li>• With support, <b>use</b> and <b>create</b> a range of songs, chants, and rhymes.</li> </ul> | <ul style="list-style-type: none"> <li>• With guidance, <b>improvise</b> with their speaking and singing voices to create a range of effects. For example, sliding, blending, varying</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Use</b> and <b>explore</b> the elements of music when singing, playing instruments, and moving to music.</li> <li>• <b>Demonstrate</b> listening skills required to sing</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Combine</b> the elements of music to vary the mood created by music they <b>compose</b>, <b>sing</b>, and <b>play</b>.</li> <li>• <b>Listen</b> for and <b>identify</b> the features in music</li> </ul>          | <ul style="list-style-type: none"> <li>• <b>Sing</b> and <b>play</b> songs and rhythmic patterns and <b>combine</b> the elements of music to create different effects. For example, sing soft or loud, fast</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Develop</b> vocal and instrumental skills by focusing on specific elements of music. For example, <b>improvise</b> short rhythmic patterns and <b>explain</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Develop</b> vocal and instrumental skills by focusing on specific elements of music. For example, <b>improvise</b> short melodic phrases and <b>explain</b> how they</li> </ul>                     |

| Strands:                   | Reception  | Year 1  | Year 2  | Year 3   | Year 4  | Year 5  | Year 6   |
|----------------------------|--|---|---|--|---|---|--|
|                            | <ul style="list-style-type: none"> <li>• With support, <b>practise</b> hearing, feeling, and keeping a beat.</li> <li>• With support, <b>use</b> musical games to develop understanding of the elements of music. For example, play ‘Doggy, doggy, where’s your bone?’ to explore and describe beat, rhythm, pitch, and timbre.</li> <li>• With support, <b>develop</b> and <b>use</b> safe music practices. For example, be aware of self and others in the music space, sing instead of shout, and get a drink after singing.</li> </ul> | <p>dynamics, or creating a mood.</p> <ul style="list-style-type: none"> <li>• With guidance, whilst keeping a beat, <b>sing</b> songs for purposes such as greeting, or to teach content or concepts from other learning areas.</li> <li>• With guidance, <b>use</b> techniques to <b>sing</b> songs and <b>play</b> classroom instruments. For example, echo a simple clapped rhythm.</li> <li>• With support, <b>use</b> graphic notation, signs, and symbols, to <b>compose</b> and <b>play</b> soundscapes to accompany a class picture book.</li> <li>• With guidance, <b>identify</b> and <b>develop</b> safe music practices. For example, demonstrate respect to other people and instruments.</li> </ul> | <p>in tune and play in time.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> developing techniques to <b>sing</b> songs and <b>play</b> musical instruments, including call and response songs.</li> <li>• <b>Use</b> the elements of music and <b>improvise</b> ways to <b>create</b> sounds using a range of sound sources. For example, use vocalisation, classroom instruments, found percussion, or digital instruments.</li> <li>• <b>Use</b> safe music practices. For example, demonstrate respect to others, listen to others, use voices safely, and care for instruments.</li> </ul> | <p>using correct terminology. For example, ostinato and melody.</p> <ul style="list-style-type: none"> <li>• <b>Listen</b> to a musical recording and follow a graphic or standard score, for example, a listening map or stave notation.</li> <li>• <b>Combine</b> sounds to demonstrate how the elements of music communicate ideas to the audience. For example, combine a fast tempo with high pitches to communicate a happy mood.</li> <li>• <b>Develop</b> safe music practices. For example, warm up voices before singing.</li> </ul> | <p>or slow, repeat phrases, or extend or shorten rhythmic values.</p> <ul style="list-style-type: none"> <li>• <b>Practise</b> reading and interpreting graphic or standard notation as they <b>sing</b>, <b>play</b>, and <b>perform</b> music. For example, use tablature to practise and perform music on the ukulele.</li> <li>• <b>Use</b> singing to <b>develop</b> vocal technique. For example, use breathing, pitch awareness, word articulation, or project the voice without shouting.</li> <li>• <b>Demonstrate</b> safe music practices when singing and playing instruments.</li> </ul> | <p>how they are using them.</p> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> listening and aural skills when <b>composing</b>, <b>performing</b>, or <b>experiencing</b> music, and <b>explain</b> how the elements of music were manipulated using the correct terminology. For example, <i>piano</i> meaning soft, <i>forte</i> meaning loud.</li> <li>• <b>Explain</b> how the elements of music can create contrast and balance in music they <b>compose</b>, <b>perform</b>, or <b>experience</b>.</li> <li>• <b>Demonstrate</b> listening and aural skills by adjusting own volume to achieve a balanced sound when singing or playing in an ensemble.</li> <li>• <b>Demonstrate</b> safe music practices in the classroom and performance space.</li> </ul> | <p>are using rhythm, melody, and structure in their improvisations.</p> <ul style="list-style-type: none"> <li>• Aurally <b>identify</b> and <b>explain</b> how the elements of music are manipulated in music they compose, perform, or experience, and use correct terminology with increasing complexity. For example, <i>crescendo</i> means gradually louder.</li> <li>• <b>Manipulate</b> the elements of music when composing, singing, and playing instruments, and <b>explain</b> how they communicate a particular mood or atmosphere.</li> <li>• <b>Demonstrate</b> safe music practices in the classroom and performance space.</li> </ul> |
| <p>Creating and making</p> | <p>Create arts works that communicate ideas.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>create</b> sounds and silence</li> </ul>   | <p>Select and combine elements of music when composing and practising music for performance.</p> <ul style="list-style-type: none"> <li>• <b>Sing</b> and <b>play</b> songs, chants, and rhymes, focusing on using the</li> </ul>   | <p>Manipulate elements of music to communicate ideas, perspectives and meaning when composing and practising for performance.</p> <ul style="list-style-type: none"> <li>• <b>Sing</b> songs, chants, and rhymes and <b>make decisions</b> about how</li> </ul>   | <p>Manipulate elements of music to communicate ideas, perspectives and meaning when composing and practising for performance.</p> <ul style="list-style-type: none"> <li>• <b>Compose</b> and <b>improvise</b> music, combining the</li> </ul>   | <p>Manipulate elements of music and use compositional devices to communicate ideas, perspectives, and meaning when composing and practising music for performance, and notate, document, and record the music they compose.</p> <ul style="list-style-type: none"> <li>• <b>Compose</b> a short melody focusing on an element of music. For</li> </ul>  | <p>Manipulate elements of music and use compositional devices to communicate ideas, perspectives, and meaning when composing and practising music for performance, and notate, document, and record the music they compose.</p> <ul style="list-style-type: none"> <li>• <b>Collaborate</b> to <b>compose</b>, <b>practise</b>, and <b>perform</b></li> </ul>   | <p>Manipulate elements of music and use compositional devices to communicate ideas, perspectives, and meaning when composing and practising music for performance, and notate, document, and record the music they compose.</p> <ul style="list-style-type: none"> <li>• <b>Compose</b> a song or instrumental piece that explores a theme</li> </ul>  |

| Strands: | Reception   | Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
|----------|---|--|--|---|---|---|---|
|          | <p>using their voice and body percussion.</p> <ul style="list-style-type: none"> <li>• <b>Create</b> movements to match lyrics of a song and maintain a steady beat.</li> <li>• <b>Explore</b> and <b>use</b> the elements of music to <b>create</b> a short musical response to a favourite book.</li> </ul> | <p>elements of music to express feelings and communicate meaning.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> body percussion to accompany songs. For example, clap or stamp on the beat.</li> <li>• <b>Use</b> graphic notation, signs, and symbols to notate short rhythmic patterns they <b>compose</b>.</li> </ul> | <p>the elements of music could be manipulated to create expressive effects in music they <b>improvise</b> and <b>compose</b>.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> voices and body percussion to <b>compose</b> ostinatos to accompany songs that feature contrasting examples of the elements of music. For example, fast or slow, loud or soft, high or low, long or short.</li> <li>• <b>Compose</b> and <b>notate music</b> with graphic notation. For example, <b>compose</b>, notate, and <b>play</b> a 4 to 8 beat rhythmic ostinato to accompany a song.</li> <li>• <b>Use</b> available digital technologies to <b>record</b> class performances. <b>Review</b> and <b>describe</b> the elements of music they hear and how they improve the performance.</li> </ul> | <p>elements of music to communicate ideas. For example, play loud, fast rhythms with maracas to represent joy.</p> <ul style="list-style-type: none"> <li>• <b>Sing</b> or <b>play</b> songs or instrumental music.</li> <li>• <b>Combine</b> the elements of music to <b>compose</b> music that evokes a particular mood or communicates ideas.</li> <li>• <b>Use</b> available digital technologies to <b>compose</b> music that tells a story. For example, to accompany a book or short animation.</li> <li>• <b>Compose</b> ostinatos or accompaniments for songs, chants, or rhymes. For example, use chair percussion to accompany a class chant.</li> </ul> | <p>example, compose and notate a melodic ostinato using notes of the pentatonic scale.</p> <ul style="list-style-type: none"> <li>• <b>Compose</b> phrases of music on an instrument to <b>practise</b> familiar notes and rhythm patterns or to extend the range of notes they can play.</li> <li>• <b>Experiment</b> with <b>combining</b> voices, instruments, and the elements of music to communicate ideas and meaning.</li> <li>• <b>Compose</b> short songs or instrumental compositions for a specific audience. For example, use music to tell a story at a school assembly.</li> <li>• <b>Manipulate</b> the elements of music to <b>compose</b> music using a range of digital technologies to record musical ideas.</li> <li>• <b>Listen</b> to music and describe what they can hear, with reference to the elements of music.</li> </ul> | <p>compositions using compositional devices. For example, compose a class song in binary or ternary form, demonstrating contrast or repetition.</p> <ul style="list-style-type: none"> <li>• <b>Explain</b> the reasons for <b>using</b> particular elements of music and compositional devices and how their musical composition communicates their ideas.</li> <li>• <b>Compose</b> and <b>notate</b> or <b>document</b> musical ideas using graphic notation, standard notation, or digital technologies.</li> <li>• <b>Record</b> their performance and <b>explain</b> how they <b>used</b> the elements of music to communicate intended meaning.</li> </ul> | <p>or issue. For example, a theme from a class text. <b>Notate</b>, <b>document</b>, or <b>record</b> their composition.</p> <ul style="list-style-type: none"> <li>• <b>Explain</b> how they <b>use</b> compositional devices and the elements of music in their own composition.</li> <li>• <b>Compose</b> a song or instrumental piece for a particular purpose, such as a Harmony Day school assembly. <b>Rehearse</b> and <b>perform</b>, manipulating the elements of music to add meaning.</li> <li>• <b>Demonstrate</b> and <b>explain</b> how manipulating and combining the elements of music communicates a musical idea to the audience.</li> <li>• <b>Compose</b> and <b>record</b> musical ideas using standard notation, elements of music, and digital technologies.</li> </ul> |

| Strands:                         | Reception   | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|----------------------------------|---|--|--|--|--|--|--|
| <b>Presenting and performing</b> | <b>Share their arts works with audiences.</b>   | <b>Sing and play music in informal settings.</b>   |  | <b>Sing and play music they have learnt and composed in informal settings.</b>   |  | <b>Perform music in a range of forms they have learnt and composed in informal or formal settings.</b>   |  |
|                                  | <ul style="list-style-type: none"> <li>• With support, <b>use, create, practise,</b> and <b>share</b> songs, chants, or rhymes.</li> <li>• With support, <b>develop</b> and <b>practise</b> performance etiquette. For example, be quiet before the performance and bow when they receive applause.</li> <li>• With support, <b>develop</b> and <b>practise</b> appropriate audience etiquette. For example, attentive listening.</li> <li>• With support, <b>respond</b> to the music they have presented or viewed by answering questions such as, ‘What was this music about?’ or, ‘What did you enjoy about making this music?’.</li> </ul> | <ul style="list-style-type: none"> <li>• With guidance, <b>sing, play,</b> and practise songs, chants, or rhymes with a focus on safely using singing or speaking voices.</li> <li>• With guidance, <b>develop</b> and <b>practise</b> performance etiquette. For example, how to sit or stand in the performance space, and listening to count-ins.</li> <li>• With guidance, <b>practise</b> audience etiquette. For example, focussed listening, and clapping at the end of the performance.</li> <li>• With guidance, <b>contribute</b> to post-performance discussions by sharing opinions about the parts of the performance they most enjoyed.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Sing</b> and <b>play</b> increasingly complex music for an audience of peers, teachers, and families.</li> <li>• <b>Develop</b> performance etiquette. For example, maintain focus throughout the performance.</li> <li>• <b>Demonstrate</b> audience etiquette. For example, learn to react appropriately according to the context.</li> <li>• <b>Contribute</b> to post-performance discussions by asking the performers questions about the performance.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Sing, play, rehearse,</b> and <b>perform</b> music they have learnt in unison, 2 parts, and with accompaniment.</li> <li>• <b>Demonstrate</b> performance etiquette. For example, use appropriate offstage and onstage behaviours.</li> <li>• <b>Share</b> with peers the title and composer of the music they will perform and the intended purpose, using some musical terminology.</li> <li>• <b>Respond</b> to and <b>respect</b> others as performers and audience members.</li> <li>• <b>Seek</b> and <b>provide</b> peer feedback to improve the performance of self and others.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Sing, play, rehearse</b> and <b>perform</b> music they have learnt and composed in unison, 2 parts, and with accompaniment.</li> <li>• <b>Listen</b> to, <b>maintain,</b> and <b>balance</b> their part when performing with others.</li> <li>• <b>Demonstrate</b> performance etiquette. For example, introduce performances and describe how they used the elements of music in their composition and performance.</li> <li>• <b>Record, listen</b> to, and <b>reflect</b> on what went well and what could be improved, during rehearsal and post-performance.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Rehearse</b> and <b>perform</b> a range of music as a soloist and ensemble member and <b>demonstrate</b> skills to communicate intended meaning to the audience.</li> <li>• <b>Demonstrate</b> listening and aural skills during performances. For example, improve diction, intonation, or balance across an ensemble.</li> <li>• <b>Use</b> the rehearsal process to refine their work and performances.</li> <li>• <b>Use</b> digital technologies to share music.</li> <li>• <b>Experience</b> and <b>respond</b> to music performances across a range of cultures, times, places, and contexts as respectful audience members and performers.</li> <li>• <b>Seek, provide,</b> and <b>respond</b> to feedback to improve the performance of self and others.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Rehearse</b> and <b>perform</b> a range of solo and ensemble music, focusing on the elements of music to <b>communicate</b> intended meaning.</li> <li>• <b>Demonstrate</b> listening and aural skills during performances. For example, improve tone quality, articulation, instrumental technique, or balance across an ensemble.</li> <li>• <b>Present</b> performances via an appropriate digital platform.</li> <li>• <b>Pose</b> questions to the audience and discerningly <b>respond</b> to their feedback to refine performances and compositions.</li> </ul> |

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