

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

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"> • Describe where they might experience music and why people listen to and make music. • Discuss and describe why music is important. • Listen to First Nations Australians talk about the importance of music, and describe 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. 	<ul style="list-style-type: none"> • Explore and describe where and when they might experience music and why people listen to and make music in their communities. • Identify and describe their music preferences. For example, compile a class playlist of favourite music from different families and generations. • Identify and describe 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. 	<ul style="list-style-type: none"> • Explore and describe what they enjoy about music and why, commenting on where, why, and how people make and perform music. • Identify ways to engage with music in their daily life. For example, plan to make time in their day to sing or listen to music. • Describe their thoughts about why music is made, why people make music in their communities, and how music passes on community knowledge, stories, and lessons. 	<ul style="list-style-type: none"> • Explore and describe 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. • Describe why musical choices are made by composers, performers, and themselves. • Explore and describe how the elements of music are used to communicate meaning in music they compose, perform, or experience. • With guidance, sing and play music from a range of cultures, times, places, and contexts. 	<ul style="list-style-type: none"> • Explore and describe the reasons why and how people make and perform music across a range of cultures, times, places, and contexts. • Explore and describe how the elements of music are combined to communicate ideas, mood, and meaning. • Experience a music performance, then discuss and share reflections on the performance. Describe how the elements of music were used. 	<ul style="list-style-type: none"> • Explore and describe the meaning of the music they compose, perform, or experience across a range of cultures, times, places, and contexts. • Combine the elements of music to create new moods and atmospheres when playing or singing music from across cultures, times, places, and contexts. • Experience and describe personal preferences for music from a range of cultures, times, places, and contexts, using correct music terminology. 	<ul style="list-style-type: none"> • Describe how the elements of music are combined to communicate meaning in the music they compose, perform, or experience across a range of cultures, times, places, and contexts. • Experience live or recorded music performances to describe: <ul style="list-style-type: none"> ◦ the elements of music ◦ a range of music styles ◦ performance techniques that might contribute to their own music making ◦ meaning in music across a range of cultures, times, places, and contexts ◦ how music is used to communicate cultural information.

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"> • Listen to music composed or performed by First Nations Australians. Consider and describe 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. 	<ul style="list-style-type: none"> • Listen to a range of live or recorded music composed or performed by First Nations Australians, then explore and describe: <ul style="list-style-type: none"> ◦ the purpose of the music ◦ how the elements of music communicate meaning ◦ how the music is similar or different to other music they listen to ◦ the cultural protocols observed. 	<ul style="list-style-type: none"> • Listen to a range of songs composed or performed by First Nations Australians to communicate connection to and responsibility for Country/Place. Describe how the meaning was communicated. 	<ul style="list-style-type: none"> • Describe 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. • Learn 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. 	<ul style="list-style-type: none"> • Experience and describe a range of music styles and instruments that First Nations Australian composers or performers use in their work. • Experience and describe 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. 	<ul style="list-style-type: none"> • Investigate 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.
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"> • With support, use their speaking and singing voices. • With support, use and create a range of songs, chants, and rhymes. 	<ul style="list-style-type: none"> • With guidance, improvise with their speaking and singing voices to create a range of effects. For example, sliding, blending, varying 	<ul style="list-style-type: none"> • Use and explore the elements of music when singing, playing instruments, and moving to music. • Demonstrate listening skills required to sing 	<ul style="list-style-type: none"> • Combine the elements of music to vary the mood created by music they compose, sing, and play. • Listen for and identify the features in music 	<ul style="list-style-type: none"> • Sing and play songs and rhythmic patterns and combine the elements of music to create different effects. For example, sing soft or loud, fast 	<ul style="list-style-type: none"> • Develop vocal and instrumental skills by focusing on specific elements of music. For example, improvise short rhythmic patterns and explain 	<ul style="list-style-type: none"> • Develop vocal and instrumental skills by focusing on specific elements of music. For example, improvise short melodic phrases and explain how they

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

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

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

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