

BOONDALL STATE SCHOOL MUSIC YEAR LEVEL PLAN: YEAR FIVE

THE ARTS – MUSIC	40mins/week	Band Description	<p>In Years 5 and 6, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity. As they make and respond to the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe. Students extend their understanding of safety in the arts. In Years 5 and 6, their understanding of the roles of artists and audiences builds on previous bands. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.</p> <p>In Music, students:</p> <ul style="list-style-type: none"> • further their understanding of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music • extend their understanding and use of aural skills as they sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds • explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose • explore meaning and interpretation, forms and elements of music as they make and respond to music. 			
		Unit Description	Unit 1	Unit 2	Unit 3	Unit 4
			Ensemble (Percussion)	Percussion (Xylophone)	Percussion (Drumming)	Ensemble (Vocal)
		Unit Description	<p>Students make and respond to music by collaboratively engaging in a whole class percussion ensemble. Students:</p> <ul style="list-style-type: none"> • explore dynamics and expression, using aural skills to identify and perform rhythmic patterns a range of pieces of music • develop technical and expressive skills in playing instruments with understanding of rhythm and form in a dynamic group setting • rehearse and perform a piece of music various Orff percussion instruments focusing on part work • explain how the elements of music communicate meaning by comparing music from a variety sources • develop aural skills by exploring, imitating and recognising elements of music including dynamics and rhythm patterns in celebratory and commemorative songs 	<p>Students make and respond to music, through the rhythmic change of a known piece. Students:</p> <ul style="list-style-type: none"> • explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music • develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music • rehearse and perform music • explain how the elements of music communicate meaning by reviewing personal and others' performances • develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs 	<p>Students make and respond to music by exploring the concept of ostinato – a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. Students:</p> <ul style="list-style-type: none"> • consolidate dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion • consolidate technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinatos • rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion • explain how the elements of music communicate meaning by comparing music from different social, cultural & historical contexts 	<p>Students will perform a set piece of music to engage an audience. Students:</p> <ul style="list-style-type: none"> • respond how the elements of music are used to communicate meaning in the music performed • describe how their music making is influenced by music and performances • using aural and expressive skills to review and refine whole class performances, through feedback for a polished performance • perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm)
		Assessment	<ul style="list-style-type: none"> • Play various percussion instruments in a whole class performance demonstrating aural, technical and expressive skills by playing rhythm and expression in performances for self-reflection. 	<ul style="list-style-type: none"> • Explain how the elements of music are used to communicate meaning when they listen to, compose and perform music • Use compound rhythms and exploring a range of form symbols and terminology to compose and perform music 	<ul style="list-style-type: none"> • Compose and play an extended ostinato in pairs 	<ul style="list-style-type: none"> • Collaborate with a group to compose and perform a vocal ensemble with accurate pitch and rhythms and expression • Describe how a composition is influenced by music from different times and places
		Assessment Conventions	<p>Text – N/A Techniques – performance, composition Mode – auditory (filmed), written Conditions – whole group performance, individual mark</p>	<p>Text – N/A Techniques – performance, responding Mode – auditory, written Conditions – individual, group feedback</p>	<p>Text – N/A Techniques – performance Mode – auditory Conditions – pair performance, pair mark</p>	<p>Text – N/A Techniques – performance Mode – auditory Conditions – whole group performance, individual mark</p>
<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>						

Aspects of Achievement Standard	<p>By the end of Year 5, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p> <p>Taught Assessed</p>	<p>By the end of Year 5, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p> <p>Taught Assessed</p>	<p>By the end of Year 5, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p> <p>Taught Assessed</p>	<p>By the end of Year 5, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p> <p>Taught Assessed</p>	
	All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the Arts - Music.				
	Moderation	<p>Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>			
	General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>
Key	<p><i>General capabilities</i></p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 		<p><i>Personal and Social Capability</i></p> <ul style="list-style-type: none"> Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 		<p><i>Cross-curriculum priorities</i></p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability
Content descriptions for Years 5 & 6	Review for balance and coverage of Content Descriptions and Concepts in each unit				
Years 5 and 6 Content Descriptions					
Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088)		Unit 1	Unit 2	Unit 3	Unit 4
Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089)		✓	✓	✓	✓
Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)		✓	✓	✓	✓
Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)		✓		✓	✓
Content Descriptions in each Arts subject focus on similar concepts and skills that across the bands, present a developmental sequence of knowledge, understanding and skills. The concepts for Music are derived from the Content Descriptions and Achievement Standards, and are supported by The Arts viewpoints of contexts, knowledge, evaluations and judgments.					