

BOONDALL STATE SCHOOL MUSIC YEAR LEVEL PLAN: YEAR ONE

THE ARTS – MUSIC	40mins/week	Band Description	<p>In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world. In the Foundation Year, students undertake The Arts appropriate for their level of development. They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making. As they experience the arts, 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 artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why. Students learn about safe practices in the arts through making and responding safely in the different arts subjects. They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom.</p> <p>In Music, students:</p> <ul style="list-style-type: none"> • become aware of rhythm, pitch, dynamics and expression, form and structure, timbre and texture • explore sounds as they learn to listen to and make music • learn to discriminate between sounds and silence, and loud and soft sounds • learn to move and perform with beat and tempo • learn to listen as performers and as audience. 			
		Unit Description	Unit 1	Unit 2	Unit 3	Unit 4
			Exploration	Building On	Consolidating	Let's sing and play - ensemble
			<p>Students explore rhymes, songs, instruments (e.g. maracas, shakers, bells), media, games as stimulus for music making and responding.</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes • sing and play instruments (e.g. maracas, shakers, bells) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places • create compositions and perform music to communicate ideas to an audience. 	<p>Students build on their musical skills through rhymes, songs, percussion instruments (maracas, shakers, bells) games as a stimulus for music making and responding.</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (e.g. maracas, shakers, bells) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places • create compositions and perform music to communicate ideas to an audience • respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Students consolidate their musical skills through rhymes, songs, instruments (e.g. djembe and marimba) media, and games as a stimulus for music making and responding.</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes • sing and play instruments (e.g. marimba and djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places • create compositions and perform music to communicate ideas to an audience • respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Students will perform a set piece of music to engage an audience.</p> <p>Students will:</p> <ul style="list-style-type: none"> • respond to how the elements of music are used to communicate meaning in the music performed • respond to how their music making is influenced by music and performances • use 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)
			<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>			
		Assessment	<ul style="list-style-type: none"> • Sing a known song while keeping a beat 	<ul style="list-style-type: none"> • Demonstrate aural skills by singing in tune while playing self-composed rhythms 	<ul style="list-style-type: none"> • Singing in tune • Playing ostinatos on percussion 	<ul style="list-style-type: none"> • Compose simple rhythms • Demonstrate aural skills by staying in tune and keeping in time when they sing and play together in a large group ensemble
		Assessment Conventions	<p>Text – N/A Techniques – performance Mode – auditory, spoken (check list) Conditions – individual</p>	<p>Text – N/A Techniques – performance, composition Mode – auditory, written Conditions – individual, feedback given to each student</p>	<p>Text – N/A Techniques – performance Mode – auditory (check list) Conditions – individual</p>	<p>Text – N/A Techniques – performance, composition Mode – auditory (filmed), written Conditions – group performed but individually marked</p>
		Aspect of Achievement Standard	<p>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural</p>	<p>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They</p>	<p>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They</p>	<p>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They</p>

		skills by staying in tune and keeping in time when they sing and play. Taught Assessed	demonstrate aural skills by staying in tune and keeping in time when they sing and play. Taught Assessed	demonstrate aural skills by staying in tune and keeping in time when they sing and play. Taught Assessed	demonstrate aural skills by staying in tune and keeping in time when they sing and play. Taught Assessed		
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	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.					
General capabilities and cross-curriculum priorities		Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 		
Key		<i>General capabilities</i> Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking		<i>Cross-curriculum priorities</i> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability			
Content descriptions for Years Prep to 2 MUSIC	Review for balance and coverage of Content Descriptions and Concepts in each unit	Years Prep to 2 Content Descriptions MUSIC		Unit 1	Unit 2	Unit 3	Unit 4
		Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)		✓	✓	✓	✓
		Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)		✓	✓	✓	✓
		Create compositions and perform music to communicate ideas to an audience (ACAMUM082)		✓	✓	✓	✓
		Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)			✓	✓	✓
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.							