

BOONDALL STATE SCHOOL MUSIC YEAR LEVEL PLAN: YEAR SIX

THE ARTS – MUSIC	40 mins/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
			Body Percussion and Beat Boxing	Percussion (Drumming)	Stings (Guitar)	Ensemble (vocal)
			<p>Students make and respond to music exploring pieces of music.</p> <p>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 • develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of percussive music • 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 	<p>Students make and respond to music, through the exploration of the djembe.</p> <p>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 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 pattern 	<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.</p> <p>Students:</p> <ul style="list-style-type: none"> • refine technical and expressive skills in singing and playing an instrument (guitar) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinatos • explain how the elements of music communicate meaning by comparing music from different social, cultural & historical contexts, including Aboriginal music & Torres Strait Islander music that feature ostinato and body percussion. 	<p>Students will perform a set piece of music to engage an audience.</p> <p>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)
			<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"> • Play music for stage and screen that encompasses different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate rhythm and expression in performances for audiences. 	<ul style="list-style-type: none"> • Students use djembe to create an ostinato in compound time 	<ul style="list-style-type: none"> • Sing and play a simple known song on the guitar with accurate pitch 	<p>**** Year 6 Graduation</p> <ul style="list-style-type: none"> • Describe how their making of music for stage and screen is influenced by music and performances from different cultures, times and places
Assessment Conventions	<p>Text – N/A</p> <p>Techniques – performance, composition</p> <p>Mode – auditory (filmed), written</p> <p>Conditions – small group performance, whole class feedback</p>	<p>Text – N/A</p> <p>Techniques – performance, composition, response (task sheet)</p> <p>Mode – auditory, written response</p> <p>Conditions - individual</p>	<p>Text – N/A</p> <p>Techniques – performance, composition</p> <p>Mode – auditory, written</p> <p>Conditions – pair performance, individual mark</p>	<p>Text – N/A</p> <p>Techniques – performance, response (oral)</p> <p>Mode – auditory</p> <p>Conditions – whole year level performance, individually marked</p>		

Aspects of Achievement Standard	<p>By the end of Year 6, 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 6, 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 6, 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 6, 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</p> <p>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>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 		<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 		<p>Cross-curriculum priorities</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)				✓	✓
<p>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.</p>					