

BOONDALL STATE SCHOOL MUSIC YEAR LEVEL PLAN: YEAR THREE

THE ARTS – MUSIC	40mins/week	Band Description	<p>In Years 3 and 4, learning in The Arts builds on the experience of the previous band. It involves students making and responding to artworks independently and collaboratively with their classmates and teachers. 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, elements and forms, and social and cultural contexts of the arts. They make personal evaluations of their own and others' artworks, making connections between their own artistic intentions and those of other artists.</p> <p>Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks.</p> <p>In Years 3 and 4, students' awareness of themselves and others as audiences is extended beyond the classroom to the broader school context.</p> <p>In Music, students:</p> <ul style="list-style-type: none"> • extend their understanding of the elements of music as they develop their aural skills • match pitch and show the direction of a tune with gesture or drawings • recognise difference between notes moving by step and by leap • recognise and discriminate between rhythm and beat • explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music • learn to listen as performers and as audience, extending their awareness of themselves and others as performers and as audience. 			
		Unit Description	Unit 1	Unit 2	Unit 3	Unit 4
			Orff Percussion (ensemble)	Glockenspiel (pair performance)	Wind (recorder)	Wind (recorder)
			<p>Students make music and respond to music exploring a range of music using recorder.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs • practise singing, playing marimba and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community • create, perform and record pieces for review, suitable for an audience by selecting and organising sounds, silence, tempo and volume • identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Students make music and respond to music by exploring the music using the djembe.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns\ • practise singing, playing drums and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from a arrange of cultures • create, perform and record compositions in music by selecting and organising sounds, silence, tempo and volume • identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Students make music and respond to music using the recorder through a range of songs.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs • practise singing, playing recorder and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community • create, perform and record pieces for review, suitable for an audience by selecting and organising sounds, silence, tempo and volume • explore local music about the movement of people, perform to a concert by selecting and organising sounds, silence, tempo and volume 	<p>Students make music and respond to music using the recorder through a range of songs.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs • practise singing, playing recorder and improvising music using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community • create, perform and record pieces for review, suitable for an audience by selecting and organising sounds, silence, tempo and volume • explore local music about the movement of people, perform to a concert by selecting and organising sounds, silence, tempo and volume
		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.				
		Assessment	<ul style="list-style-type: none"> • Perform in group percussion ensemble on various percussion instruments 	<ul style="list-style-type: none"> • Describe and discuss similarities and differences between pieces of music they listen to, compose and perform • Perform a two part known song in pairs 	<ul style="list-style-type: none"> • Assess a variety of different musical pieces to look for similarities and differences in pitch, volume instrumentation, intended purpose 	<ul style="list-style-type: none"> • Compose a simple musical ostinato to be played on the recorder with a partner
		Assessment Conventions	<p>Text – N/A</p> <p>Techniques – responding</p> <p>Mode – spoken (checklists)</p> <p>Conditions – individual, group scaffolding</p>	<p>Text – N/A</p> <p>Techniques – performance, composition</p> <p>Mode – auditory (filmed)</p> <p>Conditions – whole class perform, individual mark</p>	<p>Text – N/A</p> <p>Techniques – responding</p> <p>Mode – written (dual choice, simple response sheet)</p> <p>Conditions – individual</p>	<p>Text – N/A</p> <p>Techniques – composition, performance</p> <p>Mode – auditory (filmed), written</p> <p>Conditions – pair perform, individual mark</p>

	Aspects of Achievement Standard	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression. Taught Assessed	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression. Taught Assessed	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression. Taught Assessed	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression. 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 3 and 4 Review for balance and coverage of Content Descriptions and Concepts in each unit	Years 3 and 4 Content Descriptions				Wind (recorder)	Wind (recorder)	Ensemble (Orff Percussion)	Pair work (Glockenspiel)
	Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084)				✓	✓	✓	✓
	Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (ACAMUM085)				✓	✓	✓	
	Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)					✓		✓
	Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)				✓		✓	✓
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.								