



Canungra SS –Music Curriculum

		Term 1	Term 2	Term 3	Term 4
Music	P	Developing aural skills by exploring and imitating sounds using voice and the solfegge system. Imitating sounds, pitch and rhythmic patterns. Learning songs with step and skip intervals. Responding to and performing the beat.	Developing aural skills by exploring and imitating sounds / pitch, using voice and the solfegge system. Exploring rhythm language and simple rhythmic patterns. Learning songs with step and skip intervals. Responding to and performing the beat. Developing understanding of a consistent beat, using body percussion and untuned percussion instruments.	Developing aural skills by exploring and imitating sounds / pitch, using voice and the solfegge system. Exploring rhythm language and simple rhythmic patterns. Learning songs with step, skip and leap / jump intervals. Responding to and performing the beat; keeping a steady beat. Expanding on song repertoire. Exploring tuned and untuned percussion instruments. Developing understanding of and being able to copy and sustain a consistent beat, using body percussion and untuned percussion instruments.	Developing aural skills by exploring and imitating sounds / pitch, using voice and the solfegge system. Exploring rhythm language and simple rhythmic patterns. Learning songs with step, skip and leap / jump intervals. Responding to and performing the beat; keeping a steady beat. Expanding on song repertoire. Exploring tuned and untuned percussion instruments. Expanding on instrumental repertoire.
		-----NA-----	-----NA-----	-----NA-----	-----NA-----
Music	1	Developing aural skills, rhythm reading, and performing skills. Develop understanding of pitch and group music making. Learning and performing song repertoire. Pre-assessments: Pitch, performing the beat, reading rhythms	Developing aural skills, rhythm reading and performing skills. Develop understanding of pitch and group music making. Learning and performing song repertoire. 1. Pitch assessment (aural training: voice; performing, responding) 2. Beat assessment (responding, performing) 3. Rhythm assessment (responding, performing; reading rhythm notation and clapping back the rhythm)	Developing aural skills and rhythm reading, rhythm notation and performing skills. Develop understanding of pitch and group music making. Expanding song repertoire. 1. Pitch assessment (aural training: voice; performing, responding) 2. Beat assessment (responding, performing) 3. Rhythm assessment (responding, performing; reading rhythm notation and clapping back the rhythm)	Developing aural skills and rhythm reading, rhythm notation and performing skills. Expanding on instrumental repertoire, individual and group music making. 1. Rhythm – written (aural to paper) 2. Composing (written music notation): Write a 4 - beat rhythm sequence using rhythm symbols learnt: ta's and titi's. Present / perform it on an untuned percussion instrument as an ostinato.
	2	Pre-assessments: Pitch, beat, rhythm reading and writing.	Developing aural skills, rhythm reading and notation and performing skills. Music improvisation using a variety of instruments and body percussion. 1. Written assessment: Responding; listening to rhythms and writing down rhythms, using rhythm notation; ta, titi and za. 2. Pitch-matching of melodies with pitch range upto one octave.	Developing aural skills, rhythm reading and notation and performing skills. Music improvisation using a variety of instruments and body percussion. Expanding on instrumental repertoire. 1. Written assessment: Elements of music, rhythm notation; ta, titi and za. 2. Responding: rhythm reading	Developing aural skills, rhythm reading and notation and performing skills. Music improvisation using a variety of instruments and body percussion. Expanding on instrumental repertoire. 1. Written assessment: Responding; listening to rhythms and writing down rhythms, using rhythm notation; ta, titi and za. 2. Composing (written music notation): Write an 8 - beat rhythm sequence using rhythm symbols learnt; ta's, titi's and za's. Present / perform it on an untuned percussion instrument as an ostinato.
Music	3	Developing aural skills – ongoing Review and practise of concepts learnt previously.	Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch, musical expression. Ostinatos. Listening to various styles of music and analysing how elements of music are used. Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch,	Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch, musical expression. Listening to various styles of music and analysing how elements of music are used to create and portray meaning and mood. Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch,	Practising aural skills - ongoing Creating and performing compositions.

		musical expression. Expansion of musical repertoire (songs, instrumental pieces and arrangements). Performing music individually and in groups.	musical expression. Understanding music notation on stave. Expansion of musical repertoire (songs, instrumental pieces and arrangements). Performing music individually and in groups.	
	Rhythm reading assessment; performing	<ol style="list-style-type: none"> 1. Written assessment: Music theory; elements of music, rhythm notation 2. Performance assessment: Performing an ostinato to the chorus of a given song. 	<ol style="list-style-type: none"> 1. Written assessment: Analysing elements of music and their role in creating mood in a given piece of music (audiovisual). 2. Rhythm notation assessment. 3. Music notation assessment. 	Performance assessment: Performing music individually and in groups.
Music	4 Developing aural skills – ongoing Review and practise of concepts learnt previously.	Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch, texture and musical expression. Listening to various styles of music and analysing how elements of music are used. Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch, musical expression. Expansion of musical repertoire (songs, instrumental pieces and arrangements). Performing music individually and in groups.	Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch, texture and musical expression. Listening to various styles of music and analysing how elements of music are used to create and portray meaning and mood. Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch, musical expression. Understanding music notation on stave. Expansion of musical repertoire (songs, instrumental pieces and arrangements). Performing music individually and in groups.	Developing aural skills - ongoing Creating and performing compositions.
	Rhythm reading assessment; performing	<ol style="list-style-type: none"> 1. Written assessment: Music theory; elements of music, rhythm notation 2. Performance assessment: Performing an ostinato to the chorus of a given song. 	<ol style="list-style-type: none"> 1. Written assessment: Analysing elements of music and their role in creating mood in a given piece of music (audiovisual). 2. Rhythm notation assessment. 3. Music notation assessment. 	Performance assessment: Performing music individually and in groups.
Music	5 Listening to various styles of music, identifying intended purposes and meanings. Learning about texture, timbre and expression. Analysing how elements of music are used to create and portray meaning. Reading and playing complex rhythms.	Developing technical and expressive skills in singing and playing instruments. Reading and playing complex rhythms.	Listening to various styles of music, identifying intended purposes and meanings. Learning about texture, timbre and form. Analysing how elements of music are used to create and portray meaning. Reading, playing and notating complex rhythms. Continuing to develop technical and expressive instrumental performance skills.	Composing, arranging and performing music, with understanding how to engage an audience. Developing technical and expressive skills in singing and playing instruments. Reading and playing complex rhythms.
	Music theory assessment	Performance assessment (guitar) Guitar and music theory test	Written assessment	Performance assessment
Music	6 Listening to various styles of music, identifying intended purposes and meanings. Learning about texture, timbre and expression. Analysing how elements of music are used to create and portray meaning. Reading and playing complex rhythms.	Developing technical and expressive skills in singing and playing instruments. Reading and playing complex rhythms.	Listening to various styles of music, identifying intended purposes and meanings. Learning about texture, timbre and form. Analysing how elements of music are used to create and portray meaning. Reading, playing and notating complex rhythms. Continuing to develop technical and expressive instrumental performance skills.	Composing, arranging and performing music, with understanding how to engage an audience. Developing technical and expressive skills in singing and playing instruments. Reading and playing complex rhythms.
	Music theory assessment	Performance assessment (guitar) Guitar and music theory test	Written assessment	Performance assessment