CANU	ORA ORA ORA		Canungra SS –Mus	ic Curriculum	
AIM	HGH	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.
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	1	Developing aural skills, rhythm reading, and performing skills. Develop understanding of pitch and group music making. Learning and performing song repertoire.	Developing aural skills, rhythm reading and performing skills. Develop understanding of pitch and group music making. Learning and performing song repertoire.	Developing aural skills and rhythm reading, rhythm notation and performing skills. Develop understanding of pitch and group music making. Expanding song repertoire.	Developing aural skills and rhythm reading, rhythm notation and performing skills. Expanding on instrumental repertoire, individual and group music making.
Music		Pre-assessments: Pitch, performing the beat, reading rhythms	 Pitch assessment (aural training: voice; performing, responding) Beat assessment (responding, performing) Rhythm assessment (responding, performing; reading rhythm notation and clapping back the rhythm) 	 Pitch assessment (aural training: voice; performing, responding) Beat assessment (responding, performing) Rhythm assessment (responding, performing; reading rhythm notation and clapping back the rhythm) 	 Rhythm – written (aural to paper) 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		Developing aural skills, rhythm reading and notation and performing skills. Music improvisation using a variety of instruments and body percussion.	Developing aural skills, rhythm reading and notation and performing skills. Music improvisation using a variety of instruments and body percussion. Expanding on instrumental repertoire.	Developing aural skills, rhythm reading and notation and performing skills. Music improvisation using a variety of instruments and body percussion. Expanding on instrumental repertoire.
Music		Pre-assessments: Pitch, beat, rhythm reading and writing.	 Written assessment: Responding; listening to rhythms and writing down rhythms, using rhythm notation; ta, titi and za. Pitch-matching of melodies with pitch range upto one octave. 	 Written assessment: Elements of music, rhythm notation; ta, titi and za. Responding: rhythm reading 	 Written assessment: Responding; listening to rhythms and writing down rhythms, using rhythm notation; ta, titi and za. 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 everesion	musical everession	
			musical expression. Expansion of musical repertoire (songs,	musical expression. Understanding music notation on stave.	
			instrumental pieces and arrangements). Performing music individually and in groups.	Expansion of musical repertoire (songs, instrumental pieces and arrangements).	
			remaining mosic marviadally and in groups.	Performing music individually and in groups.	
		Rhythm reading assessment; performing	Written assessment: Music theory;	Written assessment: Analysing elements	Performance assessment:
			elements of music, rhythm notation 2. Performance assessment: Performing	of music and their role in creating mood in a given piece of music (audiovisual).	Performing music individually and in groups.
			an ostinato to the chorus of a given song.	 Rhythm notation assessment. 	
				3. Music notation assessment.	
	4	Developing aural skills – ongoing	Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch,	Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch,	Developing aural skills - ongoing Creating and performing compositions.
		Review and practise of concepts learnt previously.	texture and musical expression.	texture and musical expression.	Creating and penorning compositions.
			Listening to various styles of music and analysing how elements of music are used.	Listening to various styles of music and analysing how elements of music are used to create and	
			Developing aural skills, including understanding	portray meaning and mood.	
			and use of: dynamics, tempo, timbre, pitch, musical expression.	Developing aural skills, including understanding and use of: dynamics, tempo, timbre, pitch,	
<u>:</u>			Expansion of musical repertoire (songs,	musical expression.	
Mag			instrumental pieces and arrangements). Performing music individually and in groups.	Understanding music notation on stave. Expansion of musical repertoire (songs,	
			, , ,	instrumental pieces and arrangements).	
		Rhythm reading assessment; performing	Written assessment: Music theory;	Performing music individually and in groups. 1. Written assessment: Analysing elements	Performance assessment:
			elements of music, rhythm notation	of music and their role in creating mood	Device regarded in the state of
			Performance assessment: Performing an ostinato to the chorus of a given song.	in a given piece of music (audivisual). 2. Rhythm notation assessment.	Performing music individually and in groups.
			diffusilitate to the choics of a given sorig.	3. Music notation assessment.	
	5	Listening to various styles of music, identifying	Developing technical and expressive skills in	Listening to various styles of music, identifying	Composing, arranging and performing music, with
		intended purposes and meanings. Learning about texture, timbre and expression. Analysing how	singing and playing instruments. Reading and playing complex rhythms.	intended purposes and meanings. Learning about texture, timbre and form. Analysing how	understanding how to engage an audience. Developing technical and expressive skills in
		elements of music are used to create and portray	Redding and playing complexity mins.	elements of music are used to create and	singing and playing instruments.
usic		meaning. Reading and playing complex rhythms.		portray meaning. Reading, playing and notating complex rhythms.	Reading and playing complex rhythms.
Ē				Continuing to develop technical and expressive instrumental performance skills.	
		Music theory assessment	Performance assessment (guitar) Guitar and music theory test	Written assessment	Performance assessment
	6	Listening to various styles of music, identifying	Developing technical and expressive skills in	Listening to various styles of music, identifying	Composing, arranging and performing music,
		intended purposes and meanings. Learning about	singing and playing instruments.	intended purposes and meanings. Learning	with understanding how to engage an
		texture, timbre and expression. Analysing how elements of music are used to create and portray	Reading and playing complex rhythms.	about texture, timbre and form. Analysing how elements of music are used to create and	audience. Developing technical and expressive skills in
ပ		meaning. Reading and playing complex rhythms.		portray meaning. Reading, playing and notating complex rhythms.	singing and playing instruments.
Musi		Rodaling and playing complexity times.		Continuing to develop technical and expressive	Reading and playing complex rhythms.
				instrumental performance skills.	
		Music theory assessment	Performance assessment (guitar)	Written assessment	Performance assessment
			Guitar and music theory test		
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