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| Prep–Year 6 multi-age MusicCurriculum and assessment plan[Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: Music. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| --- |
| Context and cohort considerations (if applicable) |
| Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

| Level description — Prep | Level description — Years 1–2  | Level description — Years 3–4  | Level description — Years 5–6  |
| --- | --- | --- | --- |
| In Foundation, learning in The Arts builds on the Early Years Learning Framework and each student’s prior learning and experiences. The curriculum allows for play-based approaches that integrate arts learning experiences across the 5 Arts subjects and/or specialist teaching. There are examples in the content elaborations for each subject and examples that span across the subjects.In Foundation, Arts learning fosters students’ understanding of how the arts enrich their lives and the lives of all people. Engagement with the arts strengthens students’ sense of wellbeing and develops their connections with the world. Arts learning involves exploration and purposeful, creative play, together with structured learning appropriate for their level of development. In The Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences.Students explore the arts in their lives and communities. They learn that the arts are central to all cultures and explore the diversity of arts works across cultures. They build empathy and understanding that what is familiar to one person can be new to somebody else. Students use arts knowledge and skills to make arts works that represent their ideas about the world and share their work with peers in informal settings. They experience being an audience. As they make and respond, students learn about safe practices in the arts.In Foundation, learning in Music can involve students:* listening to music and discovering how they and others can communicate in and through music
* experiencing and developing confidence in using singing voice/vocalisation
* using voice/vocalisation and instruments and elements of music such as duration/time (beat and rhythm), pitch and dynamics for composing and performing
* reflecting on their music experiences using language and/or in embodied ways.
 | In this band, learning in The Arts builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers drawing on their imagination, works of fiction, real-life experiences and learnings from across the curriculum to support their engagement in Arts learning as artists and as audiences.Students explore music that they experience at home, school or through family and community events. They connect with composers and/or performers who live and work in the community; for example, by experiencing live and/or virtual performances. They use stimulus materials such as images, events, texts, questions and/or observations as inspiration for their own composing and performing. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, communities and/or other contexts.In this band, the focus is on students:1. exploring and responding to
* music across cultures, communities and/or other contexts through listening and performing; for example, singing songs or moving to music
* examples of music composed and/or performed by First Nations Australians
1. developing creative and critical practices and skills
* creative practices for composing and performing such as skills for listening, singing and playing instruments, and, as appropriate, using notation; for example, graphic notation
* critical practices by observing, reflecting on and responding to music they experience (including music they compose and/or perform)
1. composing, singing and playing instruments, using the elements of music such as duration/time (beat and rhythm, tempo), pitch, dynamics and expression, texture and/or timbre
2. performing/sharing music they have learnt and/or composed in informal settings such as classroom presentations.
 | In this band, learning in The Arts builds on each student’s prior learning and experiences. Arts learning in this band continues to use purposeful and creative play-based activities that foster development of students’ identity and wellbeing and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills and creative and critical practices. They work individually and in collaboration with peers and teachers.Students continue to explore music that they experience at home, school or through family and community events. They connect with composers and/or performers who live and work in the community; for example, by experiencing live and/or virtual performances. They use stimulus materials such as images, events, texts, questions and/or observations as inspiration for their own making and responding. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from diverse places and cultures such as countries or cultures in Asia.In this band, the focus is on students:1. exploring and responding to
* music that showcases the range of purposes music is composed and performed for across cultures, times and places, for example, listening to, singing/playing children’s songs/game songs/storytelling/narrative songs from a range of cultures, times and places or exploring how music is used in media and popular culture
* examples of music composed and/or performed by First Nations Australians that communicate connection to and responsibility for Country/Place
1. developing creative and critical practices and skills
* creative practices for composing and performing such as skills for listening, singing and playing instruments, and, as appropriate, using notation, for example, graphic notation
* critical practices by observing, reflecting on and responding to music they experience (including music they compose and perform)
1. composing, singing and playing instruments using the elements of music such as duration/time (beat and rhythm, tempo, pulse), pitch, dynamics and expression, texture and/or timbre
2. performing music they have learnt and/or composed in informal settings such as spaces within the school.
 | In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.Students engage with music, composers and/or performers across cultures, times, places and/or other contexts; for example, exploring music in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living composers and performers and their music; for example, by experiencing live or recorded/streamed performances. They continue to use stimulus materials such as images, events, texts, questions and/or observations as inspiration for their own composing and performing. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from diverse cultures.In this band, the focus is on students:1. exploring and responding to
* music from local, regional, national and global cultures and contexts that shows ways the elements of music can be used to communicate ideas; for example, by listening to and/or learning songs or instrumental pieces
* music that showcases ways First Nations Australians are continuing and revitalising cultures
1. developing creative and critical practices and skills
* creative practices for composing and performing such as skills for listening, singing and playing instruments, and, as appropriate, using notation; for example, graphic or staff notation and/or lead-sheets
* critical practices such as using aural skills, reflecting on and responding to music they experience, including music they compose and perform
1. composing and practising music for performance, manipulating the elements of music such as duration/time (including beat and rhythm, tempo, pulse, metre), pitch, dynamics and expression, texture, articulation (accent) and/or timbre to compose music; for example, songwriting, arranging a known melody or composing for an instrument they are learning, singing and playing instruments, and using aural skills to support these processes
2. performing music they have learnt and/or composed in informal and/or formal settings, such as spaces within the school including as appropriate, school-hosted digital spaces such as a school learning management system.
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**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the bands.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Prep | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 1–2  | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 3–4  | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 5–6  | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |

# Prep

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore how and why the arts are important for people and communities AC9AMUFE01 | [ ]  | [ ]  | [ ]  | [ ]  | use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AMUFD01 | [ ]  | [ ]  | [ ]  | [ ]  | create arts works that communicate ideasAC9AMUFCO1 | [ ]  | [ ]  | [ ]  | [ ]  | share their arts works with audiences AC9AMUFP01 | [ ]  | [ ]  | [ ]  | [ ]  |

# Years 1–2

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievemenet standard is provided if a multi-arts subject is offered.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 2, students identify where they experience music. They describe where, why and/or how people across cultures, communities and/or other contexts experience music.Students demonstrate listening skills. They use the elements of music to improvise and/or compose music. They sing and play music in informal setting. | By the end of Year 2, students identify where they experience music. They describe where, why and/or how people across cultures, communities and/or other contexts experience music.Students demonstrate listening skills. They use the elements of music to improvise and/or compose music. They sing and play music in informal setting. | By the end of Year 2, students identify where they experience music. They describe where, why and/or how people across cultures, communities and/or other contexts experience music.Students demonstrate listening skills. They use the elements of music to improvise and/or compose music. They sing and play music in informal setting. | By the end of Year 2, students identify where they experience music. They describe where, why and/or how people across cultures, communities and/or other contexts experience music.Students demonstrate listening skills. They use the elements of music to improvise and/or compose music. They sing and play music in informal setting. |
| Learning area achievement standard | By the end of Year 2, students identify where they experience the arts. [They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[Students demonstrate arts practices and skills across arts subjects.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They create arts works in a range of forms.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | By the end of Year 2, students identify where they experience the arts. [They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[Students demonstrate arts practices and skills across arts subjects.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They create arts works in a range of forms.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | By the end of Year 2, students identify where they experience the arts. [They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[Students demonstrate arts practices and skills across arts subjects.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They create arts works in a range of forms.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | By the end of Year 2, students identify where they experience the arts. [They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0)[Students demonstrate arts practices and skills across arts 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore where, why and how people across cultures, communities and/or other contexts experience music AC9AMU2E01 | [ ]  | [ ]  | [ ]  | [ ]  | develop listening skills and skills for singing and playing instruments AC9AMU2D01 | [ ]  | [ ]  | [ ]  | [ ]  | select and combine elements of music when composing and practising music for performance AC9AMU2C01 | [ ]  | [ ]  | [ ]  | [ ]  | sing and play music in informal settings AC9AMU2P01 | [ ]  | [ ]  | [ ]  | [ ]  |
| explore examples of music composed and/or performed by First Nations AustraliansAC9AMU2E02 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Years 3–4

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievemenet standard is provided if a multi-arts subject is offered.

|  | Unit 1  | Unit 2  | Unit 3 | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 4, students describe the use of elements of music in music they compose, perform and/or experience. They describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts.Students demonstrate listening skills when performing and composing. They combine the elements of music to compose music that communicates ideas. They sing and play music they have learnt and/or composed in informal settings. | By the end of Year 4, students describe the use of elements of music in music they compose, perform and/or experience. They describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts.Students demonstrate listening skills when performing and composing. They combine the elements of music to compose music that communicates ideas. They sing and play music they have learnt and/or composed in informal settings. | By the end of Year 4, students describe the use of elements of music in music they compose, perform and/or experience. They describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts.Students demonstrate listening skills when performing and composing. They combine the elements of music to compose music that communicates ideas. They sing and play music they have learnt and/or composed in informal settings. | By the end of Year 4, students describe the use of elements of music in music they compose, perform and/or experience. They describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts.Students demonstrate listening skills when performing and composing. They combine the elements of music to compose music that communicates ideas. They sing and play music they have learnt and/or composed in informal settings. |
| Learning area achievement standard | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore where, why and how music is composed and/or performed across cultures, times, places and/or other contextsAC9AMU4E01 | [ ]  | [ ]  | [ ]  | [ ]  | develop listening skills and skills for manipulating elements of music when singing and playing instruments AC9AMU4D01 | [ ]  | [ ]  | [ ]  | [ ]  | manipulate elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance AC9AMU4C01 | [ ]  | [ ]  | [ ]  | [ ]  | sing and play music they have learnt and/or composed in informal settings AC9AMU4P01 | [ ]  | [ ]  | [ ]  | [ ]  |
| explore how First Nations Australians use music to communicate their connection to and responsibility for Country/PlaceAC9AMU4E02 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Years 5–6

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievemenet standard is provided if a multi-arts subject is offered.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 6, students explain how elements of music are manipulated in music they compose, perform and/or experience. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning. They describe how music is used to continue and revitalise cultures.Students demonstrate listening and aural skills when composing and performing. They use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance. They notate, document and/or record the music they compose. They perform music in formal and/or informal settings. | By the end of Year 6, students explain how elements of music are manipulated in music they compose, perform and/or experience. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning. They describe how music is used to continue and revitalise cultures.Students demonstrate listening and aural skills when composing and performing. They use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance. They notate, document and/or record the music they compose. They perform music in formal and/or informal settings. | By the end of Year 6, students explain how elements of music are manipulated in music they compose, perform and/or experience. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning. They describe how music is used to continue and revitalise cultures.Students demonstrate listening and aural skills when composing and performing. They use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance. They notate, document and/or record the music they compose. They perform music in formal and/or informal settings. | By the end of Year 6, students explain how elements of music are manipulated in music they compose, perform and/or experience. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning. They describe how music is used to continue and revitalise cultures.Students demonstrate listening and aural skills when composing and performing. They use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance. They notate, document and/or record the music they compose. They perform music in formal and/or informal settings. |
| Learning area achievement standard | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore ways that the elements of music are combined in music across cultures, times, places and/or other contextsAC9AMU6E01 | [ ]  | [ ]  | [ ]  | [ ]  | develop listening/aural skills and skills for manipulating elements of music to achieve expressive effects when composing, singing and playing instruments AC9AMU6D01 | [ ]  | [ ]  | [ ]  | [ ]  | manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meaning when composing and practising music for performance, and notate, document and/or record the music they composeAC9AMU6C01 | [ ]  | [ ]  | [ ]  | [ ]  | perform music in a range of forms they have learnt and/or composed in informal and/or formal settings AC9AMU6P01 | [ ]  | [ ]  | [ ]  | [ ]  |
| explore ways First Nations Australians use music to continue and revitalise cultureAC9AMU6E02 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

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