

Prep Music

Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>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.</p> <p>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.</p> <p>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.</p> <p>In Foundation, learning in Music can involve students:</p> <ul style="list-style-type: none"> • 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. 	<p>Music is delivered through a dedicated weekly lesson across the school year. The teaching, learning, and assessment sequence is purposefully aligned with the school's instrumental program, fostering the holistic development of students as musicians. Learning activities are designed to evolve in complexity through repetition and extension over multiple lessons, encouraging exploration and deepening musical understanding.</p> <p>Students engage with a diverse repertoire that spans various musical and cultural contexts. Unit 2 can be best implemented if supported by advice from local Aboriginal or Torres Strait Islander elders. This approach ensures respectful inclusion and meaningful cultural learning.</p> <p>Throughout all units, the teacher explicitly models the distinction between singing and speaking voice, promoting safe vocal practices and personal vocal awareness. Students are guided to explore and refine their vocal capabilities over time, building confidence and applying their knowledge in performance and creative tasks.</p>


Unit 1 — Music in my world	Unit 2 — Rhythm of my region
<p>Timing: Semester 1 Duration: 20 weeks</p>	<p>Timing: Semester 2 Duration: 20 weeks</p>
<p>Viewpoint question: How can I use my body to show beat and pitch?</p> <p>In this unit, students explore how music connects to their lives, emotions, and cultural backgrounds through collaborative play, singing, movement, and listening. They learn to work together, take turns, and adapt during music-making activities, building confidence and perseverance as they engage creatively with others. Singing is a central part of the unit, with students exploring songs that reflect school culture and their own family traditions. Each lesson begins with a familiar song that can be adapted to reflect student ideas, helping establish classroom routines and a sense of belonging.</p> <p>Through movement and improvisation, students explore how music influences mood and wellbeing, sharing how different repertoire makes them feel and discovering their own musical preferences. They also develop communication skills by listening respectfully and contributing ideas during group discussions. They discuss when and why music is used in different settings, building empathy and cultural awareness by sharing personal experiences and learning that music that is familiar to one person may be new to another.</p> <p>Students begin to understand beat and pitch through aural exploration and physical expression. They listen to familiar songs and identify musical contrasts such as high/low, fast/slow, and loud/soft. These concepts are reinforced through movement and visual associations, helping students connect sound to imagery and action. As their understanding grows, they respond to music and use their bodies to show beat (e.g. tapping, walking, or clapping in time) and pitch (e.g. reaching high or crouching low).</p> <p>Beat is further explored through games and structured activities that build coordination and motor skills. The beat is represented visually as a circle shape, with four circles in a line representing each bar. Students copy teacher-led actions, walk to the beat, and suggest creative ways to demonstrate the beat in a range of songs. They transfer these skills to untuned percussion instruments, using call and response to match the beat and experimenting with sound effects to express ideas. As their understanding deepens, the students are led to connect the concept of beat to their own heartbeat. After making this connection, rather than a circle shape to represent each beat, this changes to a heartbeat shape to make a conscious connection between a beat and heartbeat.</p> <p>Pitch is introduced through music with wide note ranges, enabling students to clearly hear and respond to high and low sounds. They use their bodies to represent pitch, adjusting movement size to reflect whether the note is high or low. Through playful exploration and familiar songs, students learn to physically express pitch and deepen their understanding of pitch.</p> <p>By the end of the unit, students can confidently use their voice to sing and their bodies to show beat and pitch, demonstrating musical understanding.</p>	<p>Viewpoint question: How can I show rhythm in different ways?</p> <p>In this unit, students extend their learning from the previous unit to explore how rhythm can represent ideas in music. Through listening, movement, and play, students also reflect on and describe how music makes them feel and how it is used in their community and reflects their culture/s.</p> <p>Students are introduced to the cultural significance of music for Aboriginal Peoples and Torres Strait Islander Peoples, particularly its role in sharing knowledge and connecting to Country. Inspired by practices such as <i>dadirri</i> — deep listening and quiet awareness — students engage in aural discovery, tuning into the sounds of nature and recreating these patterns using available untuned percussion instruments. This helps them understand rhythm as something that exists both in music and the natural world. By viewing First Nations performances, students see how music and movement can communicate stories and ideas, and they experiment with their own interpretations through guided discussion and creative play. For instance, using their imagination, students explore how rhythm can represent animal movement, relevant to their local context. They create soundscapes with percussion instruments to mimic the qualities of animals and play games that match music to animal characteristics.</p> <p>Building on prior knowledge of beat, students learn to identify rhythm through syllables in spoken words, such as names, place names, and names of animals from local Country. They clap, sing, and play rhythms, gradually shifting from beat to rhythm using visual cues, such as lips for rhythm and heartbeat for beat. This helps them distinguish between the steady pulse of music and the varied patterns of sound that form rhythm. Students develop their numeracy skills as they recognise and identify patterns in rhythm sequences and order their counting within the range of 1–4. They demonstrate their understanding through clapping or playing their response on available percussion instruments.</p> <p>Students also revisit pitch, listening for high and low sounds in nature and using hand signs and voice control to represent them. They experiment with pitch in songs, including First Nations repertoire used respectfully and with permission. As they rehearse and perform in small groups, students apply their understanding of musical contrasts (i.e. high/low, fast/slow, soft/loud) and use visual symbols to represent these ideas, such as crocodile jaws for loud dynamics.</p> <p>By the end of the unit, students can count and show rhythm in different ways (e.g. through movement, instruments, voice, and visual representation), demonstrating their understanding of number, sequence and repeating patterns. They develop confidence in sharing and performing music for their peers, as well as recognising and demonstrating rhythm patterns through play-based activities.</p>

Unit 1 — Music in my world			Unit 2 — Rhythm of my region		
Assessment 1 — Music in my world project		Timing/ week	Assessment 2 — Rhythm of my region short response		Timing/ week
Assessment	<p>Description: Students use play, music knowledge, understanding and skills to create and perform (share) and demonstrate the beat and pitch.</p> <p>Students demonstrate the beat, using:</p> <ul style="list-style-type: none"> • visual cues and/or • instruments such as untuned percussion, e.g. box drums, egg shakers, claves, castanets and/or • their body to tap. <p>Students demonstrate whether the pitch is high or low in response to known repertoire, using:</p> <ul style="list-style-type: none"> • physical demonstration using given hand signals from class activities and/or • patterns from provided visual options and/or • tuned percussion, e.g. bells, xylophone, chime bars. <p>Within the activities, students perform as a group and, at times, as an individual to demonstrate learning.</p> <p>Technique: Performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> • completed over several lessons 	Term 2, Week 3 ongoing	<p>Description: In response to a range of music that communicates animals and their characteristics, students describe experiences, observations, ideas and/or feelings about the music listened to and/or viewed and share their ideas during class discussions.</p> <p>Technique: Short response Mode: Spoken/signed Conditions:</p> <ul style="list-style-type: none"> • up to 30 seconds • completed over several lessons 	Term 3, Week 6 ongoing	
	Learning area achievement standard	<p>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.</p> <p>Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.</p>		<p>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.</p> <p>Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.</p>	
Moderation	Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.				

Content descriptions	Unit		Content descriptions	Unit		Content descriptions	Unit		Content descriptions	Unit	
Exploring and responding	1	2	Developing practices and skills	1	2	Creating and making	1	2	Presenting and performing	1	2
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 ideas AC9AMUFCO1	☑	☑	share their arts works with audiences AC9AMUFP01	☑	☑

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>

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