

Years 1–2 Music

Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>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.</p> <p>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.</p> <p>In this band, the focus is on students:</p> <ol style="list-style-type: none"> 1. exploring and responding to <ul style="list-style-type: none"> • 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 2. developing creative and critical practices and skills <ul style="list-style-type: none"> • 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) 3. 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 4. performing/sharing music they have learnt and/or composed in informal settings such as classroom presentations. 	<p>Music is taught for one lesson a week for the first semester in each year. The sequence of teaching, learning and assessment for classroom music complements the school's instrumental program which supports the development of students as musicians.</p> <p>The range of repertoire used is limited in pitch (to align with skills being learnt) but is also diverse. Students engage with a diverse repertoire that spans various musical and cultural contexts. Unit 4 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 intentionally models the difference 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 — To ta or titi? That is the question	Unit 2 — Learning to sing and play	Unit 3 — A musician needs a rest	Unit 4 — Music around the world
<p>Timing: Year 1, Semester 1 Duration: 20 weeks</p>	<p>Timing: Year 1, Semester 2 Duration: 20 weeks</p>	<p>Timing: Year 2, Semester 1 Duration: 20 weeks</p>	<p>Timing: Year 2, Semester 2 Duration: 20 weeks</p>
<p>Viewpoint question: How can I represent rhythm and pitch?</p> <p>In this unit, students build on their musical knowledge from Prep by singing and playing instruments. A key focus is the introduction of the quaver (also known as titi or eighth note), which is taught through a variety of activities. These include whole class listening and clapping exercises that gradually progress to small groups, pairs, and individual responses. Students play, create, and consolidate rhythmic patterns by tapping the patterns of familiar word sounds, such as the names of fruits and vegetables. Students also use known repertoire and visual aids such as heartbeat charts to tap the beat, eventually transitioning to tapping the rhythm itself.</p> <p>As students become more confident, they practise songs and rhymes while simultaneously tapping the beat and clapping the rhythm. They sing using rhythm/time names and begin sight-reading rhythm patterns of 4–8 beats using crotchets (tas/quarter notes) and quavers (titis/eighth notes).</p> <p>Once students have a solid grasp of rhythm and note names, they learn to write stick notation (without noteheads) and record rhythmic dictations in response to what the teacher performs. Flashcards are used to arrange notes into patterns, helping students visualise and manipulate rhythm. They experiment with instruments to perform rhythms from flashcards in small groups to create and share their own rhythmic compositions.</p> <p>Throughout the unit, students also engage in games that reinforce their understanding of beat and pitch. They listen to a variety of musical examples and describe how the music sounds, using familiar terms such as soft/loud and fast/slow. Physical movement is used as a response to music, allowing students to express mood and emotion. By observing each other's movements and discussing how they relate to the music, students develop critical and creative thinking skills. They identify similarities and differences in musical expression, deepening their understanding of both rhythm and pitch.</p>	<p>Viewpoint question: How can I confidently perform music?</p> <p>In this unit, students focus on building confidence in musical performance by actively playing with instruments to explore beat, revise rhythm, and experiment with tempo. Through collaborative tasks, games, and shared activities, students strengthen their personal and social capabilities while developing their musical skills.</p> <p>Pitch is explored in greater depth than in the previous unit, as students use hand signs to represent high and low sounds. They are introduced to the concept of a musical staff, beginning with two lines and progressing to five, to visually and physically identify whether notes are above or below the staff. This leads to an understanding of musical intervals, particularly the 3rd, which is demonstrated through spatial relationships on the staff, such as both notes being on lines or both notes being in spaces. Students reinforce this concept by copying note relationships and applying them in a range of activities to consolidate their learning.</p> <p>As their understanding grows, students begin to replace lyrics in familiar songs with solfa syllables such as 'so' and 'mi', using hand signs and instruments to reinforce pitch relationships. They experiment with sight singing under teacher direction and practise writing pitch on the staff using noteheads. These activities help students internalise pitch and develop fluency in musical notation.</p> <p>Throughout the unit, expressive devices and musical terms such as forte/piano, legato/staccato, and allegro/largo are introduced. Students develop their creative and critical music practices and skills as they learn to identify and explain similarities and differences between these qualities within the music they hear. They apply them to their own performances, enhancing their ability to interpret and use technical skills and expressive devices to perform music. As they rehearse and perform repertoire, students use visual and physical cues to apply expressive devices, demonstrating perseverance and adaptability. The unit culminates in small group performances in which students showcase their learning and growing confidence by performing a known song for their peers.</p>	<p>Viewpoint question: How can a rest be used to create interesting rhythm?</p> <p>In this unit, students explore how musical rests can be used to create interesting musical patterns. Through guided exploration and aural discovery, they learn to identify silent beats. By tapping along to teacher-modelled rhythms and using the visual representation of a heartbeat for each beat, students begin to recognise where rests occur. This process is repeated across multiple lessons with varied repertoire, gradually leading to the formal introduction of rest terminology, such as crotchet/ta rest or za (eighth note rest).</p> <p>To consolidate their understanding of rhythm, students continue singing songs and rhymes using rhythm/time names, clap rhythms while walking the beat, and practise dictations — starting with familiar patterns and progressing to unknown ones. Sight reading of 4–8-beat rhythm patterns becomes a regular part of their learning, and students use flashcards to arrange crotchets, quavers, and rests into their own rhythmic sequences. They also practise representing rhythm using stick notation (without noteheads), responding to rhythms performed by the teacher.</p> <p>Pitch is revised and extended using hand signs to represent high and low sounds. Students listen to repertoire that includes notes learned in Year 1 and begin to explore new pitches through aural discovery. For example, they identify the 'la' (6th note/subtonic) and compare its placement to known notes such as 'so' (5th/dominant) and 'mi' (3rd/mediant). Actions are used to help students physically represent the new pitch (e.g. placing a hand on the head), and they identify which beat it occurs on. The five-line staff is used to visually represent pitch relationships. Students follow teacher hand signs as they practise singing.</p> <p>Throughout the semester, students learn to read and interpret simple musical scores independently. They locate and write notes on the staff and describe musical elements with increasing confidence.</p>	<p>Viewpoint question: How can music communicate culture?</p> <p>In this unit, students explore, discuss and describe music from around the world and use their imagination to make connections between places or landscapes and music. Through diverse examples of global music, students learn that music is not only a way to express ideas and feelings but a way to build respect, belonging and understanding across cultures. They discuss how music is used and what music can represent for a range of cultures, including Australian cultures. Students listen to and discuss examples of Aboriginal peoples' and Torres Strait Islander peoples' music which can be used for storytelling, transmitting cultural knowledge, navigating and connecting with the land, and for ceremonies and social events.</p> <p>Students develop personal awareness and communication skills as they verbally identify where they experience music at school, at home and/or in the community. In response to a range of stimulus, students describe why or how people across contexts experience music.</p> <p>Students revise known comparatives/expressive devices, e.g. soft/loud, fast/slow. They apply their understanding, as directed by the teacher, to use known comparatives/expressive devices when singing known repertoire. Students develop collaboration skills by participating cooperatively in groups to learn and rehearse a song that celebrates the school culture or a culture explored in the unit. Responding to feedback from peers and the teacher, students develop their technical skills, expressive devices and confidence to perform the song for a school cultural celebration.</p> <p>Note: Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, such as language use, traditional storytelling forms, and dance. When translating Aboriginal and Torres Strait Islander stories, teachers are encouraged to approach this activity with cultural sensitivity, recognising these stories as part of Indigenous Cultural and Intellectual Property (ICIP).</p>

	Unit 1 — To ta or titi? That is the question		Unit 2 — Learning to sing and play		Unit 3 — A musician needs a rest		Unit 4 — Music around the world	
	Assessment 1 — To ta or titi project	Timing/ week	Assessment 2 — Learning to sing and play performance	Timing/ week	Assessment 3 — A musician needs a rest project	Timing/ week	Assessment 4 — Music around the world short response	Timing/ week
Assessment	<p>Description: Students create (compose) music as class activities over several lessons, including:</p> <ul style="list-style-type: none"> using beat or heartbeat circles to create an 8-beat rhythm using ta/crotchet/quarter note and titi/quaver/eighth notes (flashcards are used to support learning) composing (improvising) a 4-beat melody using two notes (so/5th note/dominant and mi/3rd note/mediant) on the chime bars or available instruments. <p>Technique: Project Mode: Multimodal (practical and written components) Conditions:</p> <ul style="list-style-type: none"> up to 10 seconds and up to 4 bars completed over several lessons 	Term 2, Week 8	<p>Description: Students use technical and expressive devices to share (perform) as class activities over several lessons, including:</p> <ul style="list-style-type: none"> an 8- or 16-beat rhythm (known) a known song with hand signs or actions to represent pitch. <p>Technique: Performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> up to 30 seconds performed as a group, assessed individually 	Term 4, Week 7	<p>Description: As part of repeated class activities, students demonstrate their understanding of music practices and skills to create and share music (focusing on pitch and rhythm). Activities may include:</p> <ul style="list-style-type: none"> writing the solfa or note name under the rhythm of a known song writing the rhythm of a known song (8–16 beats), using provided heartbeat or beat circles improvising (creating) an 8-beat (2-bar) melody on the available tuned percussion, using provided ‘so’ (5th/dominant), ‘mi’ (3rd/mediant) and/or ‘la’ (6th note/subtonic) notes sharing (performing) a provided 8- or 16-beat rhythm sharing (singing) a known song in class, using solfa with hand signs. <p>Technique: Project Mode: Multimodal (practical and written components) Conditions:</p> <ul style="list-style-type: none"> up to 20 seconds and up to 8 bars completed over several lessons 	Term 2, Weeks 7–9	<p>Description: In response to texts, students identify where they experience music and use provided sentence starters to describe how people across contexts experience music.</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, Weeks 6–8
							<p>Assessment 5 — Music around the world performance</p> <p>Description: Students use technical skills and expressive devices to perform (share) a song learnt in class that reflects their school culture or a culture explored in class. They perform as part of a school cultural celebration.</p> <p>Technique: Performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> up to 30 seconds performed as a group, assessed individually 	Term 4, Week 8
Learning area achievement standard	<p>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.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>		<p>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.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>		<p>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.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>		<p>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.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>	
Moderation	Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.							

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 AC9AMUE01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	develop listening skills and skills for singing and playing instruments AC9AMUD01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	select and combine elements of music when composing and practising music for performance AC9AMUC01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	sing and play music in informal settings AC9AMUP1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
explore examples of music composed and/or performed by First Nations Australians AC9AMUE02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>															

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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