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|  | Prep Year to Year 2 band plan — Australian Curriculum: Music  Overview for planning with the Australian Curriculum: The Arts |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | | | | | |
| Australian Curriculum: The Arts | | | Band: Prep Year–Year 2 | | | Arts subject: Music | | |
| Identify curriculum[[1]](#footnote-1) | **Course organisation** | The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.  The Australian Curriculum: The Arts covers each of the five Arts subjects — Dance, Drama, Media Arts, Music and Visual Arts — across bands of year levels:   * Foundation to Year 2[[2]](#footnote-2) * Years 3 and 4 * Years 5 and 6 * Years 7 and 8 * Years 9 and 10.   Each subject focuses on its own practices, terminology and unique ways of looking at the world. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.  In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.  In addition to the overarching aims of the Australian Curriculum: The Arts, Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:   * the confidence to be creative, innovative, thoughtful, skilful and informed musicians * skills to compose, perform, improvise, respond and listen with intent and purpose * aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions * an understanding of music as an aural art form as they acquire skills to become independent music learners.   Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.   * *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions. * *Responding* includes exploring, responding to, analysing and interpreting artworks.   In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.  The Arts band plans are organised to:   * align with the Australian Curriculum: The Arts * identify opportunities for teaching, learning, assessment and feedback, organised in units according to band levels, and developed using the Australian Curriculum: Music content descriptions and achievement standards.   The Arts band plans provide flexibility to:   * make decisions about how the subject will be implemented, based on the local context and needs of students in schools * implement each of the Australian Curriculum: The Arts subjects at least once per band. | | | | | | |
|  | **Phase curriculum focus** | Curriculum focus: Prep Year to Year 2  Students bring to school diverse backgrounds and a range of experiences in the arts. They are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the Australian Curriculum: The Arts builds on the Early Years Learning Framework and its key learning outcomes, namely: children have a strong sense of identity; children are connected with, and contribute to, their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators. The Arts in Foundation to Year 2 builds on these as rich resources for further learning about each of the art forms.  In the early years, play is important in how children learn; it provides engagement, then purpose and form. In the Arts, students have opportunities to learn through purposeful play[[3]](#footnote-3) and to develop their sensory, cognitive and affective appreciation of the world around them through exploratory, imaginative and creative learning. Purposeful play engages students in structured activities that can be repeated and extended. This repetition is a form of practising and supports the sequential development of skills in the Arts. Students will learn about and experience connections between the art forms.  The arts in the local community includes the arts of all the cultural groups represented in that community and is the initial focus for learning in the Arts at school. Students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples have a strong identity, in which respect for Country and Place continues to grow. They learn that Aboriginal and Torres Strait Islander storytelling is history which can be oral or told through paintings, dance or music. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement. | | | | | | |
|  | **Band description** | In Foundation to Year 2, students explore music. They listen to and explore sound and learn about how music can represent the world and that they can make music to represent their ideas about the world. They share their music with peers and experience music as audiences.  In Foundation to Year 2, learning in Music builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students’ connection with and contribution to the world.  Students learn to listen to music and become aware of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they explore and make music. They learn to discriminate between sounds and silence, and loud and soft sounds. They learn to move and perform with beat and tempo.  In the Foundation Year, students undertake music suitable to their level of development.  As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While music in the local community should be the initial focus for learning, young students are also aware of and interested in music from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that songs and music are used by Aboriginal and Torres Strait Islander people for different purposes.  As they make and respond to music, students explore meaning and interpretation, forms and elements and social and cultural contexts of music. They make simple evaluations of music expressing what they like and why.  Students learn about safety when using instruments and while interacting with others. They experience the role of artist and they respond to feedback in their music making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance. | | | | | | |
|  | **Achievement standard** | By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.  Students improvise, compose, arrange and perform music. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) aural skills by staying in tune and keeping in time when they sing and play. | | | | | | |
|  | **Content descriptions** | For each unit:   * Develop [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) by exploring and imitating sounds, [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch) and [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm) patterns using voice, movement and body percussion [(ACAMUM080)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM080) * Sing and play instruments to improvise, [practise](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practise) a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community [(ACAMUM081)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM081) * Create compositions and perform music to communicate ideas to an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) [(ACAMUM082)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM082) * Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples [(ACAMUR083)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUR083) | | | | | | |
| Teaching and learning | **Viewpoints[[4]](#footnote-4)**  👁 | The Australian Curriculum: The Arts outlines a range of viewpoints — a collection of perspectives, lenses or frames through which artworks can be explored and interpreted. These perspectives, lenses and frames include the contexts, knowledge and evaluations students consider when both making and responding to artworks.  Music exists distinctively in every culture and is a basic expression of human experience. Students’ active participation in music fosters understanding of other times, places, cultures and contexts.  In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique music as composers, performers and audiences, they may ask and answer questions to interrogate, explore and investigate the composers’ and performers’ meanings, and the audiences’ interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own music and the music they interpret as musicians and listen to as audiences. The complexity and sophistication of such questions will change across Foundation to Year 10. In the later years, students will consider the interests and concerns of composers, performers and audiences regarding philosophies and ideologies, critical theories, institutions and psychology. | | | | | | |
| Key questions: Prep Year to Year 2   * Context as artist and audience: * What sorts of music are you familiar with? * Where and why do people make music? * Knowledge as artist and audience: * What sounds and instruments are used in music? How are the sounds different? * How are the elements of music used in musical pieces? * Evaluations as artist and audience: * What does music make you think about and why? * What do you like about music you listen to or make? | | | | | | |
| **Unit overviews**  The Australian Curriculum assumes that all students will study the five Arts subjects from Foundation to the end of Year 6.  Schools decide which units of study per subject to complete, and how and when. This band plan provides five potential units. | Unit 1 — Let’s sing and play together | | Unit 2 — Save the world | Unit 3 — Different places | | Unit 4 — Music in our new world | Unit 5 — Musical stories |
| Children explore rhymes and songs as stimulus for music making and responding.  Children will:   * develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes * sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community * create compositions and perform music to communicate ideas to an audience * respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples. | | Children explore a range of songs rhymes and chants based on the theme of ‘Earth’s resources’ and how they can be used and managed.  Children will:   * develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in music related to sustainable environments and conservation using voice, movement and body percussion * sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes that explore the concept of sustainability including songs used by cultural groups in the community * create compositions and perform music to communicate ideas that offer solutions on how to sustain Earth’s resources to an audience * respond to music and consider where and why people make music, including music of Aboriginal peoples and Torres Strait Islander peoples. | Children explore a range of songs, rhymes and chants based on the theme of ‘different places’ including their personal, familiar world; people and places far away; weather; seasons; landscapes; and the built environment as stimulus for music making and responding.  Children will:   * develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces on the theme of different places using voice, movement and body percussion * sing and play instruments to improvise and practise a repertoire of chants, songs and rhymes related to different places * create compositions and perform music to communicate ideas that represent different places * respond to music and consider where and why people make music, including music of Aboriginal peoples and Torres Strait Islander peoples. | | Children explore fiction and nonfiction books and everyday texts as stimulus for music making and responding.  Children will:   * develop aural skills by exploring and imitating sounds; pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes drawn from texts * sing and play instruments to improvise; practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community * create compositions and perform music to communicate ideas to an audience * respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples. | Children make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.  Children will:   * develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories * sing and play instruments to improvise; practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community that tell a story * create compositions and perform music to communicate story ideas to an audience * respond to music that tells a story and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples. |
| **General capabilities** | Literacy     Numeracy   Critical and creative thinking    Personal and social capability     Intercultural understanding | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures | | | | | | |

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| Develop assessment | **Assessment**  The *Prep Year to Year 2 The Arts: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_arts\_p2.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_p2.pdf). | Unit 1 — Let’s sing and play together | Unit 2 — Save the world | Unit 3 — Different places | Unit 4 — Music in our new world | Unit 5 — Musical stories |
| The assessment for each unit provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Music Prep Year to Year 2 achievement standard. Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. It will gather evidence of their ability to: | | | | |
| * communicate about the music they listen to, make and perform together and where and why people make music together * improvise, compose, arrange and perform music they sing and play together * demonstrate aural skills by staying in tune and keeping in time when they sing and play together. | * communicate about music they listen to, make and perform around the theme of Earth’s resources and where and why people make music about Earth’s resources * improvise, compose, arrange and perform music about Earth’s resources * demonstrate [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) by staying in tune and keeping in time when they sing and play music about Earth’s resources. | * communicate about the music they listen to, make and perform from different places, and about where and why people make music in different places * improvise, compose, arrange and perform music about different places * demonstrate aural skills by staying in tune and keeping in time when they sing and play music from different places. | * communicate about the music they listen to, make and perform in the world around them and where and why people make music in the local community * improvise, compose, arrange and perform music drawn from texts * demonstrate [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) by staying in tune and keeping in time when they sing and play music about their world. | * communicate about the music they listen to, make and perform in the form of stories and where and why people make music in the form of stories * improvise, compose, arrange and perform music that tells a story * demonstrate [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) by staying in tune and keeping in time when they sing and play music in the form of stories. |
| Make judgments  and use feedback | **Consistency of teacher judgments** | * Make judgments of student achievements using the relevant achievement standards and task-specific standards. * Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. * Make consistent and comparable judgments by matching characteristics of the student work and qualities in the achievement standards. | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* —[www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1](http://www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1). [↑](#footnote-ref-1)
2. Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June. [↑](#footnote-ref-2)
3. Purposeful play is a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations (*Early Years Learning Framework*). [↑](#footnote-ref-3)
4. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* *— Music: Rationale* and *Learning in Music,* [www.australiancurriculum.edu.au/the-arts/music/rationale](http://www.australiancurriculum.edu.au/the-arts/music/rationale). [↑](#footnote-ref-4)