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|  | Years 3 and 4 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: Years 3–4 | | | 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: Years 3 to 6  Through the primary years, students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationships with others. In Years 3 to 6, learning in the Arts occurs both through integrated curriculum and The Arts subject-specific approaches. Some of the instinct to play evident in the early years becomes formalised into both experimentation and artistic practice. Students in these years increasingly recognise the connections between the Arts and other learning areas.  While arts in the local community continues to be the initial focus for learning in the Arts, 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 tell history through combinations of art forms. They learn that particular Aboriginal and Torres Strait Islander histories have been recorded and will explore the meanings of stories and styles in which they are told. 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.  Students also study artworks which represent Australia’s connections with other places, the effects of these interconnections and the factors that affect people’s knowledge and opinions of other places.  During these years of schooling, students’ thought processes become more logical and consistent, and they gradually become more independent as learners. Students talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. They begin to recognise, appreciate and value the different ways in which others think, act and respond to artworks and consider how practices in the Arts may be enacted and sustained. | | | | | | |
|  | **Band description** | In Years 3 and 4, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and collaboratively with their classmates and teachers.  Students extend their understanding of the elements of music as they develop their aural skills. They match pitch and show the direction of a tune with gesture or drawings. They recognise difference between notes moving by step and by leap. They recognise and discriminate between rhythm and beat.  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. Students learn about music in their community. They also learn about music from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander music uses rhythm, pitch, dynamics and form to share stories.  As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They explore social and cultural contexts of music. They make personal evaluations of their own and others’ music.  Students maintain safety in using instruments and technologies and in interaction with others. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band. As an audience, students focus their attention on the performance and respond to the music. They consider why and how audiences respond. | | | | | | |
|  | **Achievement standard** | By the end of Year 4, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) similarities and differences between music they listen to, compose and perform. They [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) how they and others use the elements of music in performance and composition.  Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) aural skills by singing and playing instruments with accurate pitch, rhythm and expression. | | | | | | |
|  | **Content descriptions** | For each unit:   * Develop [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) by exploring, imitating and recognising [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) including [dynamics](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dynamics), [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 [(ACAMUM084)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM084) * [Practise](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practise) singing, playing instruments and improvising music, using [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) including [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm), [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch), [dynamics](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dynamics) and form in a range of pieces, including in music from the local community [(ACAMUM085)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM085) * Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume [(ACAMUM086)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM086) * Identify intended purposes and meanings as they listen to music using the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) to make comparisons, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples [(ACAMUR087)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUR087) | | | | | | |
| Teaching and learning | **Viewpoints[[3]](#footnote-3)**  👁 | 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: Years 3 and 4   * Context as artist and audience: * Why do you think people from different cultures make music? * What does music tell us about the past, people and places? | | | * Knowledge as artist and audience: * How are sounds selected and organised in pieces of music? * How are the elements of music used for different purposes in musical pieces? * How are rhythm/pitch/expression used to communicate ideas in music? | | * Evaluations and judgments as artist and audience: * How does music make you feel and why? * What musical ideas do you get when listening to music? | |
| **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 three potential units. | Unit 1 — Let’s celebrate, let’s remember | | Unit 2 — Songs of Australia | | | | Unit 3 — Musical characters and action |
| Students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.  Students will:   * develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs * practise singing, playing instruments and improvising celebratory music such as that used for birthdays, sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community * create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume * identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples. | | Students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal peoples and Torres Strait Islander peoples.  Students will:   * develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of peoples * practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces * create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume * identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples. | | | | Students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, e.g. superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.  Students will:   * develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in music portraying characters and action * practise singing, playing instruments and improvising music portraying characters and action using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community * create, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume * identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, 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 | | | | | | |
| Develop assessment | **Assessment**  The *Year 3 to Year 6 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\_yr3-6.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr3-6.pdf). | Unit 1 — Let’s celebrate, let’s remember | | Unit 2 — Songs of Australia | | | | Unit 3 — Musical characters and action |
| 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 Years 3 and 4 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: | | | | | | |
| * describe and discuss similarities and differences between pieces of music for special occasions they listen to, compose and perform * discuss how they and others use the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) in performances and [composition](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=composition)s for special occasions * collaborate to improvise, compose and arrange sound, silence, tempo and volume in music for special occasions * demonstrate [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) by singing, playing instruments with accurate [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch), [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm) and expression in music for special occasions. | | * describe and discuss similarities and differences between songs of Australia they listen to, compose and perform * discuss how they and others use the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) to compose and perform songs of Australia * collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas in the context of songs of Australia * demonstrate [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) by singing playing instruments with accurate [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch), [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm) and expression in songs of Australia. | | | | * describe and discuss similarities and differences between music portraying characters and action in music they listen to, compose and perform * discuss how they and others use the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) to compose and perform music that represents characters and action * collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas about characters and actions * demonstrate [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) by singing, playing instruments with accurate [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch), [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm) and expression in music that represents musical characters and action. |
| 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. 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-3)