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|  | Years 5 and 6 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 5–6 | | 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 5 and 6, 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, teachers and communities.  Students develop their aural skills by identifying rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music. They sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds. They explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose. They identify a variety of audiences for which music is made.  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 how rhythm, pitch and form are used to communicate meaning. Students learn about music in and beyond their local community.  As they make and respond to music, students explore meaning and interpretation, forms and elements of music. They explore the social, cultural and historical contexts of music. They evaluate the use of elements of music in music they listen to, perform and compose.  Students maintain safety in using instruments and technologies and in interaction with others. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music. | | | | |
| **Achievement standard** | By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how their music making is influenced by music and performances from different cultures, times and places.  Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. | | | | |
| **Content descriptions** | For each unit:   * Explore [dynamics](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dynamics) and expression, using [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) to identify and perform [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm) and [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch) patterns [(ACAMUM088)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM088) * Develop technical and [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) in singing and playing instruments with understanding of [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm), [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch) and form in a range of pieces, including in music from the community [(ACAMUM089)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM089) * Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) [(ACAMUM090)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM090) * Explain how the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music [(ACAMUR091)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUR091) | | | | |
| 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 5 and 6   * Context as artist and audience: * What clues tell us about music in different societies, cultures, environments and times? * What is similar or different about music from different places, times and cultures? * Knowledge as artist and audience: * What are the characteristics of different styles of music? * What skills and techniques do musicians use to heighten musical impact? * How are elements of music, symbols and terminology used to compose and perform music? * Evaluations and judgments as artist and audience: * How does music convey different moods? * What decisions do musicians make to enhance music for audiences? * How are the elements of music used to communicate meaning in musical pieces? | | | | |
| **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 — Music for stage and screen | | Unit 2 — Music from other cultures | | Unit 3 — Rhythmic riot |
| Students make and respond to music by exploring pieces of music that tell a story, and music that appears in film.  Students will:   * explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns in a range of pieces of music from films, e.g. driving the action, setting the scene and mood and portraying characters * develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films * rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience * explain how the elements of music communicate meaning by comparing music from a variety of segments of film. | | Students make and respond to music by exploring the music-making of other cultures through their ’Musical Passport around the World’.  Students will:   * explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures including Japan, Korea, India, Indonesia and China * develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures * rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience * explain how the elements of music communicate meaning by comparing music from different cultures. | | Students make and respond to music by exploring the concept of ‘Ostinato’ — a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.  Students will:   * explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion * develop technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinato * rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion * explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including music by Aboriginal peoples and Torres Strait Islander peoples that feature ostinato and body percussion. |
| **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 — Music for stage and screen | | Unit 2 — Music from other cultures | | Unit 3 — Rhythmic riot |
| 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 5 and 6 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: | | | | |
| * explain how the elements of music are used to communicate meaning when they listen to, compose and perform music for stage and screen * describe how their making of music for stage and screen is influenced by music and performances from different cultures, times and places * use [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm), [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch) and form symbols and terminology to compose and perform music for stage and screen * sing and play music for stage and screen that encompasses different styles, demonstrating aural, technical and [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) by singing and 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 performances for audiences. | | * explain how the elements of music are used to communicate meaning when they listen to, compose and perform music from other cultures * describe how their music making is influenced by music and performances from different cultures, times and places * use [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm), [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch) and form symbols and terminology to compose and perform music from different cultures * sing and play music in different styles and cultures, demonstrating aural, technical and [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) by singing and 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 performances for audiences. | | * explain how the elements of music (particularly ostinato) are used to communicate meaning when they listen to, compose and perform music from other cultures * describe how their music making is influenced by music and performances (particularly of ostinato) from different cultures, times and places * use [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm), [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch) and form symbols and terminology to compose and perform music * sing and play music in different styles, demonstrating aural, technical and [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) by singing and 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 performances for audiences. |
| 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)