

Victorian Curriculum Links: Foundation Wyniss

Achievement standard: By the end of Foundation, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns. Students describe the music to which they listen, identifying what they enjoy and why.

Content Description (Foundation)	Module 1 Culture and traditions	Date	Module 2 Learning skills through games	Date	Module 3 More advanced skills	Date	Module 4 Respect and acknowledgement	Date
<u>Explore and express ideas</u> Explore sound and silence and ways of using their voices, movement and instruments to express ideas	Learning Experience 1		Learning Experience 4		Learning Experience 8, 9, 10		Learning Experience 11, 12	
<u>Music Practices</u> Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community	Learning Experience 1		Learning Experience 4, 5, 6		Learning Experience 9, 10		Learning Experience 11, 12	
<u>Present and perform</u> Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience	Learning Experience 1		Learning Experience 4, 5		Learning Experience 10		Learning Experience 11, 12	
<u>Respond and interpret</u> Respond to music, expressing what they enjoy and why	Learning Experience 1, 3		Learning Experience 4, 5, 6, 7		Learning Experience 8, 9, 10		Learning Experience 11, 12	

Victorian Curriculum Links: 1 - 2

Wyniss

Achievement standard: By the end of Level 2 students use imagination, their voices and instruments to improvise, compose, arrange and perform music. They explore and make decisions about ways of organising sounds to communicate ideas. They achieve intended effects and demonstrate accuracy when performing and composing. They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts.

Content Description (1-2)	Module 1 Culture and traditions	Date	Module 2 Learning skills through games	Date	Module 3 More advanced skills	Date	Module 4 Respect and acknowledgement	Date
<u>Explore and express ideas</u> Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion	Learning Experience 1		Learning Experience 4		Learning Experience 9, 10		Learning Experience 11, 12	
<u>Music practices</u> Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community	Learning Experience 1		Learning Experience 4, 5, 6		Learning Experience 9, 10		Learning Experience 11, 12	
<u>Present and perform</u> Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience	Learning Experience 1		Learning Experience 4, 5		Learning Experience 10		Learning Experience 11, 12	
<u>Respond and interpret</u> Respond to music, communicating their preferences and discussing where and why people make and perform music	Learning Experience 1, 3		Learning Experience 4, 5, 6, 7		Learning Experience 8, 9, 10		Learning Experience 11, 12	

Victorian Curriculum Links: Years 3 - 4

Wyniss

Achievement standard: By the end of Level 4, students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. They document their compositions. Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.

Content Description (3-4)	Module 1 Culture and traditions	Date	Module 2 Learning skills through games	Date	Module 3 More advanced skills	Date	Module 4 Respect and acknowledgement	Date
<u>Explore and express ideas</u> Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments	Learning Experience 1		Learning Experience 4, 5, 6, 7		Learning Experience 8, 9, 10		Learning Experience 11, 12	
<u>Music practices</u> Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms	Learning Experience 1		Learning Experience 4, 5, 6, 7		Learning Experience 8, 9, 10		Learning Experience 11, 12	
<u>Present and perform</u> Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience	Learning Experience 1		Learning Experience 4, 5		Learning Experience 9, 10		Learning Experience 11, 12	
<u>Respond and interpret</u> Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for using music terminology	Learning Experience 1, 3		Learning Experience 4, 5, 6, 7		Learning Experience 8, 9, 10		Learning Experience 11, 12	

Victorian Curriculum Links: Years 5 - 6

Wyniss

Achievement standard: By the end of Level 6, students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences. Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. They describe how their music making is influenced by music from different cultures, times and locations, using music terminology.

Content Description (5-6)	Module 1 Culture and traditions	Date	Module 2 Learning skills through games	Date	Module 3 More advanced skills	Date	Module 4 Respect and acknowledgement	Date
<u>Explore and express ideas</u> Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects	Learning Experience 1		Learning Experience 4, 5, 6, 7		Learning Experience 8, 9, 10		Learning Experience 11, 12	
<u>Music practices</u> Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing	Learning Experience 1		Learning Experience 4, 5, 6, 7		Learning Experience 8, 9, 10		Learning Experience 11, 12	
<u>Present and perform</u> Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience	Learning Experience 1		Learning Experience 4, 5		Learning Experience 8, 9, 10		Learning Experience 11, 12	

Content Description (5-6)	Module 1 Culture and traditions	Date	Module 2 Learning skills through games	Date	Module 3 More advanced skills	Date	Module 4 Respect and acknowledgement	Date
<u>Respond and interpret</u> Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations	<i>Learning Experience 1, 3</i>		<i>Learning Experience 4, 5, 6, 7</i>		<i>Learning Experience 8, 9, 10</i>		<i>Learning Experience 11, 12</i>	

Victorian Curriculum Links: Years 7 – 8

Wyniss

Achievement Standard: By the end of Level 8, students manipulate the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use music terminology and symbols to recognise, describe and notate selected features of music. Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations.

Content Description (7-8)	Module 1 Culture and traditions	Date	Module 2 Learning skills through games	Date	Module 3 More advanced skills	Date	Module 4 Respect and acknowledgement	Date
<u>Explore and express ideas</u> Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects	Learning Experience 1		Learning Experience 4, 5, 6, 7		Learning Experience 8, 9, 10		Learning Experience 11, 12	
Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music	Learning Experience 1		Learning Experience 4, 5, 6, 7		Learning Experience 8, 9, 10		Learning Experience 11, 12	
<u>Music practices</u> Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills	Learning Experience 1		Learning Experience 4, 5, 6, 7		Learning Experience 8, 9, 10		Learning Experience 11, 12	
Structure compositions by combining and manipulating the elements of music and using notation	Learning Experience 1		Learning Experience 4, 5, 6		Learning Experience 9, 10		Learning Experience 11, 12	

Content Description (7-8)	Module 1 Culture and traditions	Date	Module 2 Learning skills through games	Date	Module 3 More advanced skills	Date	Module 4 Respect and acknowledgement	Date
<u>Present and perform</u> Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style	<i>Learning Experience 1</i>		<i>Learning Experience 4, 5</i>		<i>Learning Experience 8, 9, 10</i>		<i>Learning Experience 11, 12</i>	
<u>Respond and interpret</u> Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music	<i>Learning Experience 1, 3</i>		<i>Learning Experience 4, 5, 6, 7</i>		<i>Learning Experience 8, 9, 10</i>		<i>Learning Experience 11, 12</i>	
Identify and connect specific features and purposes of music from contemporary and past times to explore viewpoints and enrich their music making	<i>Learning Experience 1, 3</i>		<i>Learning Experience 4, 5, 6, 7</i>		<i>Learning Experience 8, 9, 10</i>		<i>Learning Experience 11, 12</i>	