



# Australian Curriculum: The Arts- Years 3-4

## Music

### Band Plan 2023

CURRICULUM	YEAR 3		YEAR 4	
	Semester 1	Semester 2	Semester 1	Semester 2
<b>Unit name</b>	<b>FUZZY WUZZY AND OTHER 'DOH' SONGS</b>	<b>LONG RHYTHMS</b>	<b>EVERY GOOD BOY DESERVES FOOTBALL</b>	<b>SEA SHELLS</b>
<b>Unit description</b>	<p>Students continue to learn songs to develop their singing voices and musical knowledge. They will read, write and perform repertoire containing the rhythms</p> <p><math>\left  \begin{array}{c} \square \\ \square \end{array} \right  \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array}</math> and solfa (<i>do, mi, so</i> and <i>la</i>) in <math>\frac{2}{4}</math>  <math>\frac{4}{4}</math> and <math>\frac{3}{4}</math>. They develop a deeper understanding of staff notation, play tuned and un-tuned percussion instruments and respond to music they make and hear.</p>	<p>Students continue to learn songs to develop their singing voices and musical knowledge. They will read, write and perform repertoire containing the rhythms</p> <p><math>\left  \begin{array}{c} \square \\ \square \end{array} \right  \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array}</math> and the pentatonic scale (<i>do, re, mi, so</i> and <i>la</i>) in <math>\frac{2}{4}</math> <math>\frac{4}{4}</math>  and <math>\frac{3}{4}</math>. They develop a deeper understanding of staff notation, play tuned and un-tuned percussion instruments and respond to music they make and hear.</p>	<p>Students continue to learn songs to develop their singing voices and musical knowledge. They will read, write and perform repertoire containing the rhythms</p> <p><math>\left  \begin{array}{c} \square \\ \square \end{array} \right  \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array}</math> adding <math>\circ</math>.  and the pentatonic scale (<i>do, re, mi, so</i> and <i>la</i>) in <math>\frac{2}{4}</math> <math>\frac{4}{4}</math> and <math>\frac{3}{4}</math>. They begin to work with compound metre <math>\frac{6}{8}</math> hearing the difference between two and three even sounds on a beat. Students will begin to learn the recorder. They develop a deeper understanding of staff notation, letter names on the treble staff, play tuned and un-tuned percussion instruments and respond to music they make and hear.</p>	<p>Students continue to learn songs to develop their singing voices and musical knowledge. They will continue to learn to play the recorder. They will read, write and perform repertoire containing the rhythms</p> <p><math>\left  \begin{array}{c} \square \\ \square \end{array} \right  \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array} \begin{array}{c} \square \\ \square \end{array}</math> and <math>\circ</math>. and the pentatonic scale (<i>do, re, mi, so</i> and <i>la</i>) in <math>\frac{2}{4}</math> <math>\frac{4}{4}</math> and <math>\frac{3}{4}</math>. They begin to work with compound metre <math>\frac{6}{8}</math> working with the rhythms <math>\left  \begin{array}{c} \square \\ \square \end{array} \right  \begin{array}{c} \square \\ \square \end{array}</math> and rests. They develop a deeper understanding of staff notation, letter names on the treble staff, play tuned and un-tuned percussion instruments and respond to music they make and hear.</p>

ASSESSMENT		YEAR 3		YEAR 4	
		Semester 1	Semester 2	Semester 1	Semester 2
		AT1	AT2	AT1	AT2
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Collection of work	Collection of work	Collection of work	Collection of work
	<b>Type of text</b>	Aural, stick and staff notation Rhythmic notation Written Response	Aural, stick and staff notation Written Response	Aural, stick and staff notation Rhythmic notation Score layout	Aural, stick and staff notation Written Response

	Mode	Written Response			
		Practical / Performance & Written	Practical / Performance & Written	Practical / Performance & Written	Practical / Performance & Written
Conditions	Whole group and small group Complete template in workbooks Completion of written aural test. Half hour duration	Whole group and small group Complete template in workbooks Completion of written aural test. Half hour duration	Whole group and small group Complete template in workbooks Completion of written aural test. Half hour duration	Whole group and small group Complete template in workbooks Completion of written aural test. Half hour duration	Whole group and small group Complete template in workbooks Completion of written aural test. Half hour duration
<b>Aspects of the subject area: Music achievement standard</b>					
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 in performance and composition.		✓			✓
Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.		✓			✓
They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.	✓			✓	

Term 1 Term 2 Term 3 Term 4



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard