

## Australian Curriculum: The Arts- Years P-1-2 *Music*Band Plan 2025

CURRICULUM	PREP		YEA	R 1	YEAR 2		
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	
Unit name	MY SPEAKING OR SINGING VOICE	I CAN FEEL THE BEAT	THE COMPARATIVES	CAN YOU FEEL THE RHYTHM?	RHYTHMIC SUCCESS	I CAN WRITE A SONG	
Unit description	Students begin to learn songs to develop their singing voices and musical knowledge.  They will discriminate between sound and silence, and will move and perform with an understanding of beat and tempo.  They will understand turn-taking in a music group, be safe in the music room and handle the instruments carefully.  They will recognise known repertoire and respond to music they make and hear.	Students continue to learn songs to develop their singing voices and musical knowledge. They will read and perform repertoire containing symbols and begin to show the beat by pointing to icons, moving to and playing the beat on untuned percussion instruments. They will recognise known repertoire and respond to music they make and hear.	Students continue to learn songs to develop their singing voices and musical knowledge. They will read, write and perform repertoire containing the rhythms  and solfa (mi and so) and 4 and 4. They develop a deeper understanding of high/low notes - contour, play un-tuned percussion instruments and respond to music they make and hear.	Students continue to learn songs to develop their singing voices and musical knowledge. They will read, write and perform repertoire containing the rhythms and solfa (mi, so and la) and 4 4 and 4 . They develop a deeper understanding of high/low notes - contour, play untuned percussion instruments and respond to music they make and hear.	Students continue to learn songs to develop their singing voices and musical knowledge. They will read, write and perform repertoire containing the rhythms	Students continue to learn songs to develop their singing voices and musical knowledge. They will read, write and perform repertoire containing the rhythms  and solfa (mi, so and la) in 4 4 and 4.  They develop a deeper understanding of staff notation, play un-tuned percussion instruments and respond to music they make and hear.	

ASSESSMENT		PREP		YEAR 1		YEAR 2	
		Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
		AT1	AT2	AT1	AT2	AT1	AT2
	Technique	Collection of work					

Range and balance of summative assessment conventions	Type of text	Rhythmic notation Verbal/Written Response	Rhythmic notation Verbal/Written Response	Rhythmic notation Verbal/Written Response	Aural and stick notation Rhythmic notation Written Response	Aural, stick and staff notation Rhythmic notation Written Response	Aural, stick and staff notation Rhythmic notation Written Response
	Mode	Practical / Performance &Written	Practical / Performance &Written	Practical / Performance &Written	Practical / Performance &Written	Practical / Performance &Written	Practical / Performance &Written
	Conditions	Undertaken individually and/or in small groups Undertaken in class time over several lessons Length: Performing — approximately 1–2 minutes Responding — approximately 15 minutes	Within whole group and small group in class lesson.	Undertaken individually and/or in small groups Undertaken in class time over several lessons Length: Performing — approximately 1–2 minutes Responding — approximately 15 minutes	Within whole group and small group Completion of template in workbooks Completion of written aural test. Half hour duration	Undertaken individually and/or in small groups Undertaken in class time over several lessons Length: Performing — approximately 1–2 minutes Responding — approximately 15 minutes	Within whole group and small group Completion of template in workbooks Completion of written aural test. Half hour duration
Aspects of the subject	area: Music ac	hievement stand	lard				
identify where they experience music		<b>√</b>	<b>√</b>	✓	✓	✓	✓
They describe where, why and/or how people across cultures, communities and/or other contexts experience music.			✓		✓		✓
Students demonstrate listening skills.		✓		✓		✓	







