Australian Curriculum: The Arts

Music: Primary
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ACT Music Education Network (ACTMEN)

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websites
The arts: organisation

Curriculum design

- Strands
- Band descriptions
- Content descriptions
- Content elaborations
- Achievement standards
- Glossary

Particular to the arts

- Making and responding
- Examples of knowledge & skills
- Examples of Viewpoint questions
The Arts (Available for use; awaiting final endorsement)

Rationale

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. The five Arts subjects in the Australian Curriculum are Dance, Drama, Media Arts, Music, and Visual Arts. 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.

Rich in tradition, the Arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use...
Rationale

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.

...
Aims

The Australian Curriculum: The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia’s histories and traditions through the Arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

These aims are extended and complemented by specific aims for each Arts subject.
Aims

**body awareness** and technical and expressive skills to communicate through movement confidently, creatively and intelligently.

confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through **drama**.

enjoyment and confidence to participate in, experiment with and interpret the **media-rich** culture and communications practices that surround them.

the confidence to be creative, innovative, thoughtful, skilful and informed **musicians**.

conceptual and perceptual ideas and **representations** through **design** and inquiry processes.
Content structure

www.australiancurriculum.edu.au/thearts/content-structure

The Arts

Available for use; awaiting final endorsement

Rationale/aims
Organisation
Foundation to Year 10 Curriculum

Content structure

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
- Years 3 and 4
- Years 5 and 6
- Years 7 and 8
- Years 9 and 10

The curriculum is based on the assumption that all students will study the five Arts subjects from Foundation to the end of primary school. Schools will be best placed to determine how this will occur. From the first year of secondary school (Year 7 or 8) students will have the opportunity to experience one or more Arts subjects in depth. In Years 9 and 10, students will be able to specialise in one or more Arts subjects. Subjects offered will be determined by state and territory school authorities or individual schools.

The curriculum for each Arts subject includes:

- a rationale and aims
- an introduction to learning in the subject
## Viewpoints

In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for

### The Arts / Drama / Years 5 and 6

<table>
<thead>
<tr>
<th>Content description</th>
<th>Elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance elements to share community and cultural stories and engage an audience</td>
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</table>
|  | • creating narrative and tension to communicate dramatic meaning
|  | • Considering viewpoints — meanings and interpretations: For example – What did the performer intend audiences to experience and understand from the drama? Why did you make this drama?
|  | • exploring and applying different performance styles, and drawing on drama from other locations, cultures and times as sources of ideas in their own drama, and considering any protocols for representing community or cultural stories in performance
|  | • focusing communication with the audience by, for example, remembering lines, moves and cues in rehearsal and performance
|  | • showing understanding of the purpose of rehearsing drama and the need for collaboration and group work
|  | • using props, costumes, instruments and available technologies such as light, sound and multimedia to create dramatic symbols and enhance dramatic action
|  | • planning and designing elements of their performance, for example, creating a stage design and interpreting diagrams and locations and using proximity and directional stage language in performance spaces during rehearsal
|  | • presenting their performances using internet-based technologies, including social media, and considering the place of a real or virtual audience and their effect on the performance
|  | • using available software and applications to plan for playbuilding and to create scripts

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Exploring practice in the arts

Practice in the arts comprises and is informed by:
- Societies
- Cultures
- Histories
- Philosophies & ideologies
- Critical theories
- Institutions
- Psychology
- Evaluations
- Meanings
- Forms
## Content descriptions

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<thead>
<tr>
<th>Content description</th>
<th>Foundation to Year 6</th>
<th>Content description</th>
<th>Years 7 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Exploring ideas and improvising with ways to represent ideas</td>
<td>1st</td>
<td>Exploring ideas and improvising with ways to represent ideas</td>
</tr>
<tr>
<td>2nd</td>
<td>Developing understanding of practices</td>
<td>2nd</td>
<td>Manipulating and applying the elements/concepts with intent</td>
</tr>
<tr>
<td>3rd</td>
<td>Sharing artworks through performance, presentation or display</td>
<td>3rd</td>
<td>Developing and refining understanding of skills and techniques</td>
</tr>
<tr>
<td>4th</td>
<td>Responding to and interpreting artworks</td>
<td>4th</td>
<td>Structuring and organising ideas into form</td>
</tr>
<tr>
<td>5th</td>
<td>Analysing and reflecting upon intentions</td>
<td>7th</td>
<td>Examining and connecting artworks in context</td>
</tr>
</tbody>
</table>
Scope and sequence

The Arts F–10 scope and sequence by band

The Arts: Foundation to Year 2

<table>
<thead>
<tr>
<th>DANCE</th>
<th>DRAMA</th>
<th>MEDIA ARTS</th>
<th>MUSIC</th>
<th>VISUAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Explore, improvise and organise ideas to make dance sequences using the elements of dance General capabilities: Lit, Num, ICT, CDT, PSC, EU</td>
<td>2.1 Explore role and dramatic action in dramatic play, improvisation and process drama General capabilities: Lit, ICT, CDT, PSC, EU</td>
<td>2.1 Explore ideas, characters and settings in the dramatic, through stories in images, sounds and text General capabilities: Lit, Num, ICT, CDT, PSC, EU</td>
<td>2.1 Explore vocal skills by exploring and initiating sounds, pitch and rhythm patterns using voice, movement and body percussion General capabilities: Lit, Num, ICT, CDT, PSC, EU</td>
<td>2.1 Explore ideas, experiences, observations and imagination to create visual artworks and design, including questioning ideas in artworks by Aboriginal and Torres Strait Islander artists General capabilities: Lit, Num, ICT, CDT, PSC, EU</td>
</tr>
</tbody>
</table>

Developing understanding of practices

Expanding ideas and improving ways to represent ideas

Sharing artworks through performance, presentation or display

Responding to and interpreting artworks

2.2 Use functional movement skills when producing dance sequences General capabilities: Lit, Num, CDT, PSC, EU Cross-curriculum priorities: NA

2.2 Use voice and facial expression to develop understanding of sentence and situation General capabilities: Lit, Num, CDT, PSC Cross-curriculum priorities: SUS

2.1 Use technology to capture and edit media to communicate ideas, share ideas and record for purposes General capabilities: Lit, ICT, CDT, PSC EU Cross-curriculum priorities: ATSHC, ASEA, SUST

2.1 Use and explore different materials and techniques to produce artworks General capabilities: Lit, Num, ICT, CDT, PSC Cross-curriculum priorities: ATSHC, ASEA, SUST

2.3 Present dance that communicates ideas to an audience, including dance used by cultural groups in the community General capabilities: Lit, Num, ICT, PSC, CDT, PSC, EU Cross-curriculum priorities: ATSHC, ASEA, SUST

2.3 Create and present media artworks that communicate ideas and stories to an audience General capabilities: Lit, Num, ICT, CDT, PSC, EU, PSC, EU, IC Cross-curriculum priorities: ATSHC, ASEA, SUST

2.3 Create compositions and perform music to communicate ideas to an audience General capabilities: Lit, Num, ICT, CDT, PSC, EU, PSC, EU, IC Cross-curriculum priorities: NA

2.3 Create and display artworks to communicate ideas to an audience General capabilities: Lit, Num, ICT, CDT, PSC, EU, PSC, EU, IC Cross-curriculum priorities: ATSHC, ASEA, SUST

2.4 Respond to dance and consider where and why people dance, starting with dance from Australia, including dances of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, Num, CDT, PSC, EU Cross-curriculum priorities: ATSHC, ASEA, SUST

2.4 Respond to media artworks and consider where and why people make media artworks, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, Num, ICT, CDT, PSC, EU, PSC, IC Cross-curriculum priorities: ATSHC, ASEA, SUST

2.4 Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, Num, CDT, PSC, EU, IC Cross-curriculum priorities: ATSHC, ASEA, SUST

2.6 Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples General capabilities: Lit, Num, CDT, PSC, EU, IC Cross-curriculum priorities: ATSHC, ASEA, SUST

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Learning in Music

Students learning music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Learning through Music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing.

Responding in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' musical works.

Both Making and Responding involve developing aural understanding of the elements of music through experiences in listening, performing and composing. The elements of music work together and underpin all musical activity. Students learn to make music using the voice, body, instruments, found sound sources, and information and communication technology. Music is recorded and communicated as notation by a unique system of symbols and terminology, and as audio recordings using technology. With increasing experience of the elements of music, students develop analytical skills and aesthetic understanding.
Content descriptions

Music

Foundation to Year 2

Foundation to Year 2 Level Description
In Foundation to Year 2, students explore music. They listen to and explore sound and learn about how music can represent the world and that they can make music to represent their ideas...

Read full description

Foundation to Year 2 Content Descriptions

Examples of knowledge and skills
Examples of knowledge and skills in Music

Foundation to Year 2

In this band students are introduced to the ways that ideas and intentions are communicated in and through Music. They develop knowledge, understanding and skills through music practices focusing on:

Elements of music

Rhythm

- sound/silence, long/short, fast/slow, beat and rhythm, rest, ostinato, tempo, crotchet ♩, crotchet rest ♩, quavers in pairs ♩, experience of duple and triple metres

Pitch

- high/low, pitch direction (going up or down), pitch matching, unison

Dynamics and expression

- loud (forte) f and soft (piano) p

Form

- same/different, patterns, repetition, echo, introduction, verse, chorus, round

Timbre

- every voice and instrument has its own distinct sound
- how sound is produced including hit, blown, plucked and shaken
## Achievement standards:
### Foundation - Year 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>By the end of Year 2, students describe the effect of the elements in dances they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</td>
<td>By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</td>
<td>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.</td>
<td>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</td>
<td>By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</td>
</tr>
</tbody>
</table>
Music achievement standard: F-2

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.
Achievement standards: Years 3 and 4

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or a mood. They collaborate to make dances and perform with control, accuracy, projection and focus.</td>
<td>By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</td>
<td>By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.</td>
<td>By the end of Year 4, 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.</td>
<td>By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.</td>
</tr>
</tbody>
</table>
Music achievement standard: Years 3 and 4

By the end of Year 4, 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.
In our own words, this means...

When your nearly a grade 5 you should be able to work cooperatively with other.

In our own words, this means...

By the end of Year 4, students discuss similarities and differences between music they listen to, compose and perform. They discuss how they and other use the elements of music in performance and composition.

By the end of grade 4 students should be able to discuss the elements of music.

What songs mean and why they wrote it and for who.
## Achievement standards: Years 5 and 6

<table>
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<tr>
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<th>MUSIC</th>
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</tr>
</thead>
<tbody>
<tr>
<td>By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.</td>
<td>By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.</td>
<td>By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.</td>
<td>By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They 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.</td>
<td>By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.</td>
</tr>
</tbody>
</table>
filtering

Year 4

Show: Year level descriptions, Content descriptions, Achievement standards, Icons

Language
- Language variation and change

Literature
- Literature and context

Literacy
- Texts in context

Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other

(AVEL1802)

Make connections between the ways different authors may represent similar storylines, ideas and relationships

(AVEL1802)

Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts

(AVELY1698)
Starting from an arts experience

Opening instruction:

Think about what you think, see and feel in response to the arts experience

After the arts experience:

Viewpoints:

- context of the artwork*: societal/cultural/historical
- knowledge: elements/forms/meanings

*artwork - generic term for a performance or an artwork in each of the five arts subjects
Examples of viewpoint questions for arts experiences:

<table>
<thead>
<tr>
<th>DRAMA</th>
<th>MUSIC</th>
<th>VISUAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did we know who was in the scenes? What did the actors do to tell us this?</td>
<td>How does the music make you feel? What in the music made you feel that way?</td>
<td>How have the materials been used? Who made it and why?</td>
</tr>
<tr>
<td>How does the set affect the telling of the story?</td>
<td>What is the story being told?</td>
<td>How did the artist choices enhance the meaning for the audience?</td>
</tr>
<tr>
<td>How does the artwork communicate meaning to the audience? (e.g. over the top costumes)</td>
<td>Why did the composer write this music?</td>
<td>Why did the artist choose traditional and emerging technologies to convey meaning?</td>
</tr>
<tr>
<td>What did this story tell you about family relationships?</td>
<td>Which instruments helped you feel certain emotions? Why?</td>
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<tr>
<td>How did the shadows tell the story?</td>
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</tr>
<tr>
<td>Animal</td>
<td>Music</td>
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<tr>
<td>------------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>Large or small</td>
<td>Pitch: low or high</td>
<td></td>
</tr>
<tr>
<td>Moves quickly or slowly</td>
<td>Tempo – fast/ slow</td>
<td></td>
</tr>
<tr>
<td>Noisy or quiet</td>
<td>Rhythm: beats and patterns</td>
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</tr>
<tr>
<td></td>
<td>Dynamics: loud or soft</td>
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</tbody>
</table>
Digital resources

Sydney Symphony bite-sized music lessons: years 3-4
This resource is a set of four downloadable PDFs that are part of the Teaching resources collection of the Sydney Symphony Orchestra. They cover works by Paul Stanhope ("Spin dance") and Ralph Vaughn Williams ("March! from the English folk song suite"). There is a set of Teacher notes and Classroom materials for each composer. The Stanhope PDFs outline a series of five 15-minute lessons focusing on: Listening/moving, Performing/composing and Listening/moving. The Vaughn Williams PDFs cover: Listening and moving, Performing, Listening and Composing.

Musicassentials
This Musica viva resource contains links to four downloadable modules of work, each one focusing on a different musical idea. The modules are designed to develop skills in listening, singing, playing, moving or composition. Each module contains content for approximately one term and targets particular year levels: Nursery rhymes: telling stories (F-2), Maid's wedding: Irish folk (3-4), "Daichovo doncheno": Bulgarian dance (5-6) and Scat canon: jazz vocals (7-8). The modules are downloadable as zip files and contain a Musica viva player, which enables users to watch and listen to various activities and access teacher support material. Some of the activities in the units of work are interactive.
This is the recording of episode 13 of the Scootle LIVE webinar series, which took place on the 21 of May, 2014.

This session focused on tools and resources to implement the Australian Curriculum. We were joined by special guest, the Australian Curriculum and Reporting Authority’s, Senior Project Officer – The Arts, Linda Lorenza who discussed the development to the Australian Curriculum website and how to find engaging student learning and teacher support resources, aligned to each content description using Scootle about her experiences as a sustainability education leader and take us through Cool Australia’s wonderful curriculum resources. Linda shared some of her favourite resources to support the 5 streams making up the Arts curriculum area.
Music trained or not, how can you inspire your students with learning in music?
Contact...

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