The Fun Music Company curriculum program was developed through a detailed analysis of many major music curricula internationally including the Australian National Curriculum, so it fits the NSW K-6 Creative Arts syllabus almost perfectly.

Some particular points to note regarding this curriculum particularly:

1) The change between the requirements of MUS2.1 and MUS3.1 is the addition of the words “individually and in groups”. This is easily accommodated in the Fun Music Company SING & PLAY Units through the use of more individual assessments in Grades 5 and 6. Students can be assessed with the various templates and rubrics provided.

2) Mus 3.2 compared with Mus 3.1 adds the words “and discusses own work”. This is handled by the use of discussion and reflection questions at the end of the COMPOSE Unit of work. Teachers in NSW teaching this curriculum should pay extra attention to lesson 10 of COMPOSE to make sure they are covering this requirement, and may choose to add extra discussion questions during the course of the COMPOSE lessons.

3) The content description “Students will learn about musical concepts by responding to music through performing and organising sound activities and identifying features of this music” is the most difficult to apply a direct activity to, as students are doing this through all aspects of good music education. We have matched this requirement to AURAL as we believe that is effectively what Aural training is: responding to music and identifying features of the music, and therefore learning about musical concepts. This requirement could equally apply to other Units as well.
Curriculum Links: NSW Creative Arts K-6 Syllabus
Grades 3 and 4

NSW Creative Arts K-6 Syllabus - Stage 2

Outcome statements

MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.

SING & PLAY

The four complete folk song arrangements in the SING & PLAY Unit of each grade level give students plenty of opportunity to sing, play, move to the music and build their awareness of musical concepts.

MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices.

COMPOSE

Grade 3 begins with organizing sound, in the form of body percussion in Grade 3, and students are encouraged to explain reasons for choices. Students begin improvisation at Lesson 5 of Grade 3, and continues in Grade 4.

MUS2.3 Uses commonly understood symbols to represent own work.

MUS2.3 is covered by the use of ‘stick notation’ - a commonly understood symbol to represent their own work in notating small musical phrases.

MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.

CONNECT SING & PLAY

Students Identify musical concepts in a range of repertoire through the CONNECT Unit. They become more familiar with musical symbols through the music they work with in the SING & PLAY Unit.

Content descriptions

Students in Stage 2 will learn to:

- perform a variety of music through singing, playing and moving, demonstrating an understanding of the music

SING & PLAY

The students will perform a variety of music in the SING & PLAY Unit covering all of these aspects.

- improvise, experiment, select and combine musical ideas to form simple musical structures and notate these ideas using commonly understood symbols

COMPOSE

Students Improvise, experiment, select and combine in the COMPOSE Activities in this module.

- listen to, and appreciate, a range of repertoire showing some understanding of musical concepts

CONNECT

Students listen to and appreciate a wide variety of repertoire through the CONNECT part of the Fun Music Company curriculum.
Content descriptions

*learn about musical concepts:*

- through recognising musical features of the music they perform.
  
  Students are given musical notation for every aspect of the SING & PLAY Unit, and various activities provide opportunities for the students to recognize musical features of this music.

- by organising sound, listening, performing and representing these ideas in traditional and non-traditional notation.
  
  Students organize sound, and present their performances of their compositions in the COMPOSE Unit.

- by responding to music through performing and organising sound activities and identifying features of this music.
  
  Students respond to music in the AURAL Unit, and have to identify musical elements such as pitch, rhythm, dynamics and articulation.

*learn about the role of music in the world by:*

- understanding and appreciating the roles people play in music (performer, composer, listener) and that these people make conscious decisions about what they do.
  
  Through working with the CONNECT Unit, students will gain an understanding and appreciation of the roles people play in music, and understanding of how and why people make music.

Correct as at April 8th 2017
NSW Education Standards Authority - K-6 Creative Arts Syllabus (2006)
http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus
Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.

The four complete folk song arrangements in the SING & PLAY Unit of each grade level give students plenty of opportunity to sing, play, move to the music and build their awareness of musical concepts.

At this level more individual assessment is added, meeting the addition of ‘individually and in groups’ which has been added to the curriculum requirement at this Stage.

MUS2.2 Improvises, experiments, selects, combines and orders sound using musical concepts.

MUS2.3 Notates and discusses own work and the work of others.

Both Grades 5 and 6 feature improvisation and experimentation with those improvisations. Selection, combining and ordering activities are also included through the use of technology.

Students notate their work and discuss their own work as they present it to the class through the provided reflection questions.

MUS2.4 Identifies the use of musical concepts and symbols in a range of musical styles.

Students Identify musical concepts in a range of repertoire through the CONNECT Unit. They become more familiar with musical symbols through the music they work with in the SING & PLAY and AURAL Units.

Students in Stage 3 will learn to:

- perform music through singing, playing and moving to a variety of music, both individually and in groups

- organise musical ideas to vary known repertoire, to create new work and to notate as a means of recording and communicating musical ideas
Students in Stage 3 will learn to:

- through recognising musical features of the music they perform.
- by organising sound, listening and performing, and by exploring the relationship between musical symbols and sound.
- by responding to music through performing and organising sound activities and identifying features of this music.

Content Descriptions

Students in Stage 3 will learn about musical concepts:

- listen to and appreciate a variety of repertoire demonstrating an understanding of musical concepts
- through recognising musical features of the music they perform.
- by organising sound, listening and performing, and by exploring the relationship between musical symbols and sound
- by responding to music through performing and organising sound activities and identifying features of this music.

Students in Stage 3 will learn about the role of music in the world by:

- understanding, appreciating and evaluating their own work and the work of others
- understanding the variety of situations in which music occurs and the function it plays in these situations

Students listen to and appreciate a wide variety of repertoire through the CONNECT part of the Fun Music Company curriculum.

Students are given musical notation for every aspect of the SING & PLAY Unit, and various activities provide opportunities for the students to recognize musical features of this music.

Students organize sound, and present their performances of their compositions in the COMPOSE Unit.

Students respond to music in the AURAL Unit, and have to identify musical elements such as pitch, rhythm, dynamics and articulation.

Through working with the CONNECT Unit, students will gain an understanding and appreciation of the roles people play in music, and understanding of how and why people make music.