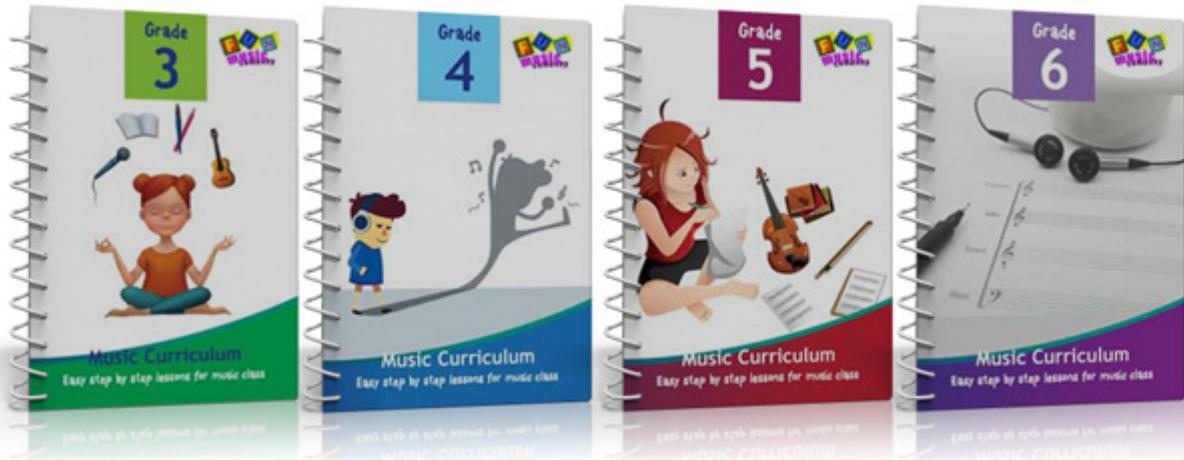


Curriculum Matching Notes  
The Western Australian Curriculum - Arts:Music

Matching Grades 3-6 of the Western Australian curriculum with  
The Fun Music Company curriculum program.



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 Western Australian curriculum almost perfectly.

A few minor points to note:

1) The Western Australian curriculum is divided into two major areas : **Making** and **Responding**, while the Fun Music Company program has four: **AURAL**, **SING & PLAY**, **COMPOSE** and **CONNECT**.

**Making** corresponds with **AURAL**, **SING & PLAY** and **COMPOSE**, and **Responding** aligns perfectly with **CONNECT**.

2) The only content descriptions not covered specifically by the Fun Music Company program are a few of the music theory details in the “development of Aural and theory skills” standard (ACAMUM084). These are things like some of the more unusual Italian terms for tempo (largo, moderato etc). Students are still taught the concepts of music at different tempi, but the Italian terms are not specifically taught in our program at the levels required by the WA curriculum. It would be easy for teachers to add that terminology into the lessons if they wished.

# The Western Australian Curriculum - The Arts: Music

## Grade 3

### The Western Australian Curriculum

### Matching Fun Music Company content Grade 3

## Making

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Improvisation with the elements of music to create music ideas (ACAMUM085)



### COMPOSE

Improvisation with the elements of music to create musical ideas is a core element of the *COMPOSE* module

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Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology and relevant technology (ACAMUM086)



### COMPOSE

Grade 3 *COMPOSE* begins with work on body percussion using graphic notation, and students are encouraged to create their own musical ideas and notate them.

Lessons 7-9 also involve 'stick notation' - a commonly understood symbol to represent their own work in notating small musical phrases.

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Development and consolidation of aural and theory skills, including:

- rhythm (simple time signatures, standard notation: crotchet, quaver, semiquaver, rest)
- tempo (changing tempos; terminology (allegro, largo, moderato))
- pitch (staff; treble clef; melodic shape)
- dynamics (terminology and symbols forte (f), piano (p), crescendo, decrescendo)
- form (binary (AB); repeat sign (:||))
- timbre (how sounds are produced on different instruments, differentiate between two instruments when played together)
- texture (two rhythmic or melodic patterns played together)

mostly



### AURAL

Students learn to recognize rhythm, pitch, tempo and dynamics changes through regular work on the *AURAL* unit

### SING & PLAY

Students are exposed to musical notation on the video screen for every aspect of the *SING & PLAY* Unit, and various activities provide opportunities for the students to recognize music theory features of this music.

Details NOT covered from this list:  
Tempo terminology (allegro, largo, moderato)  
Timbre ( differentiate between two instruments when played together)

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to create and perform music (ACAMUM084)

Application of teacher directed rehearsal processes to improve music performances and engage an audience (ACAMUM086)



### SING & PLAY

Teachers are given detailed lesson plans to develop rehearsal processes for the music included in the *SING & PLAY* unit.

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Development of performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics) (ACAMUM085)



### SING & PLAY

There are detailed videos showing the performance skills of singing and playing classroom instruments with correct timing and technique.

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## Responding

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- Responses to, and respect for, the music of others as performers and audience members (ACAMUR087)



### CONNECT

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

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- Reasons why people make music across different places, events or occasions (ACAMUR087)



### CONNECT

Through the discussion questions on the *CONNECT* worksheets the students connect with reasons why people make music across different places, events or occasions.

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- Responses that identify how the elements of music combine to communicate ideas, mood and meaning (ACAMUR087)



### CONNECT

Students connect ideas about how the elements of music come together in the music that they listen to.

Example discussion questions which do this:

*Was this music the same all the way through?  
How did the different sections vary?  
Why do you think the composer chose to vary the music in this way?*

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# The Western Australian Curriculum - The Arts: Music

## Grade 4

The Western Australian Curriculum

Matching Fun Music Company content  
Grade 4

### Making

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Improvisation with the elements of music to create a simple composition (ACAMUM085)



#### COMPOSE

Improvisation with the elements of music to create musical ideas is a core element of the *COMPOSE* module, and a simple composition is completed and performed to the class in Grade 4.

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Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology, and relevant technology (ACAMUM086)



#### COMPOSE

Grade 4 *COMPOSE* has a focus on the recording of musical ideas, firstly involving 'stick notation' - a commonly understood simple music notation system. Students also record their musical ideas via relevant technology.

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Development and consolidation of aural and theory skills, including:

- rhythm (dotted minim)
- tempo (changing tempos; terminology (presto, andante, adagio, allegretto))
- pitch (intervals (recognising leaps and steps, pentatonic scale))
- dynamics (terminology and symbols pianissimo (pp), fortissimo (ff)); expressive devices (smoothly, short, detached)
- form (ternary (ABA); bridge; coda)
- timbre (instrument groups (e.g. strings, woodwind, brass, percussion), differentiate between two or more instruments when played together)
- texture (two or more rhythmic or melodic patterns played together)

mostly



#### AURAL

Students learn to recognize rhythm, pitch, tempo and dynamics changes through the *AURAL* unit. Interval leaps and steps are covered in Lessons 3 and 5. Beat and tempo changes are covered in lesson 10.

#### SING & PLAY

Students are exposed to musical notation on the video screen for every aspect of the *SING & PLAY* Unit, and various activities provide opportunities for the students to recognize music theory features of this music.

Details NOT covered from this list:  
Tempo terminology (presto, andante, adagio, allegretto)

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Application of specific rehearsal processes to improve music performance and engage an audience (ACAMUM086)



#### SING & PLAY

Teachers are given detailed lesson plans to develop rehearsal processes for the music included in the *SING & PLAY* unit.

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Development of performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and tempo when performing with others) (ACAMUM086)



#### SING & PLAY

There are detailed videos showing the performance skills of singing and playing classroom instruments with correct timing and technique.

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## Responding

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- Responses to, and respect for, the music of others as performers and audience members (ACAMUR087)



### CONNECT

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

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- Reasons why and how people make music across different cultures, events or occasions (ACAMUR087)



### CONNECT

Through the discussion questions on the *CONNECT* worksheets the students connect with reasons why people make music across different places, events or occasions.

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- Responses that identify and describe how the elements of music are combined and used to communicate ideas, mood and meaning (ACAMUR087)



### CONNECT

Students connect ideas about how the elements of music come together in the music that they listen to.

Example discussion questions which do this:

*Was this music the same all the way through?  
How did the different sections vary?  
Why do you think the composer chose to vary the music in this way?*

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# The Western Australian Curriculum - The Arts: Music Grade 5

The Western Australian Curriculum

Matching Fun Music Company content  
Grade 5

## Making

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Improvisation with and organisation of the elements of music to create simple compositions



### COMPOSE

Improvisation with the elements of music to create musical ideas is a core element of the *COMPOSE* module, and a simple composition is completed and performed to the class for the final lesson.

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Communication and recording of music ideas using graphic and standard notation, dynamics, terminology and relevant technology (ACAMUM090)



### COMPOSE

In Grade 5 *COMPOSE* students will use graphic and standard notation to record their ideas, plus use relevant technology to record their own work.

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Development and consolidation of aural and theory skills, including:

- rhythm (simple time: quaver semiquavers, semiquavers quaver, minim rest minim-rest; compound time: 6/8, dotted crotchet, quavers, crotchetquaver )
- tempo (changing tempos; terminology (accelerando, ritardando/ rallentando))
- pitch (intervals (tones, semitones); major scale; tonality: pentatonic and major)
- dynamics (terminology and symbols mezzo piano (mp), mezzo forte (mf)); expressive devices (legato, staccato)
- form (rondo (ABACA); riff)
- timbre (instrumental and vocal ensembles (e.g. rock band, orchestra, jazz band, different tone colour for particular purposes))
- texture (individual layers of sound (e.g. bass line, harmony line))

mostly



### AURAL

Students learn to recognize rhythm, pitch, tempo and dynamics changes through the *AURAL* unit. Compound time is covered in Lesson 5. Expressive devices (legato, staccato) are covered in Lesson 8.

### SING & PLAY

Students are exposed to musical notation on the video screen for every aspect of the *SING & PLAY* Unit, and various activities provide opportunities for the students to recognize music theory features of this music.

Details NOT covered from this list:  
Tempo terminology (accelerando, ritardando/rallentando)  
(intervals (tones, semitones)  
form (rondo (ABACA))

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to create and perform music (ACAMUM084)

Application of rehearsal processes to improve music performances and sustain audience engagement



### SING & PLAY

Teachers are given detailed lesson plans to develop rehearsal processes for the music included in the *SING & PLAY* unit.

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Development of performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and tempo when performing with others) (ACAMUM086)



### SING & PLAY

There are detailed videos showing the performance skills of singing and playing classroom instruments with correct timing and technique.

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## Responding

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Responses to and contributions as performers and audience members, appropriate to culture or context (ACAMUR091)



### CONNECT

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

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Role of music from different times and cultures



### CONNECT

Through the discussion questions on the *CONNECT* worksheets the students connect with reasons why people make music across different places, events or occasions.

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Responses that identify and describe how the elements of music work together to convey meaning and purpose, using music terminology (ACAMUR091)



### CONNECT

Students connect ideas about how the elements of music come together in the music that they listen to.

Example discussion questions which do this:

*Was this music the same all the way through?  
How did the different sections vary?  
Why do you think the composer chose to vary the music in this way?*

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# The Western Australian Curriculum - The Arts: Music Grade 6

## The Western Australian Curriculum

## Matching Fun Music Company content Grade 6

### Making

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Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles (ACAMUM089)



#### COMPOSE

Improvisation with the elements of music to create musical ideas is a core element of the *COMPOSE* module, and a simple composition is completed and performed to the class for the final lesson.

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Communication and recording of music ideas using standard notation, dynamics and expressive devices, terminology and relevant technology (ACAMUM090)



#### COMPOSE

In Grade 5 *COMPOSE* students will use graphic and standard notation to record their ideas, plus use relevant technology to record their own work.

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Development and consolidation of aural and theory skills, including:

- rhythm (simple time, compound time: 6 semiquavers, dotted minim, dotted crotchet rest)
- tempo (changing tempos; terminology)
- pitch (intervals occurring in scales); tonality: minor
- dynamics (terminology and symbols); expressive devices (accents)
- form
- timbre (individual instruments within ensembles and instrument groups; acoustic and electronic sounds)
- texture (layers of sound)

mostly



#### AURAL

Students learn to recognize rhythm, pitch, tempo and dynamics changes through the *AURAL* unit. Expressive devices (accents) covered in lesson 6.

to create and perform music (ACAMUM084)

#### SING & PLAY

Students are exposed to musical notation on the video screen for every aspect of the *SING & PLAY* Unit, and various activities provide opportunities for the students to recognize music theory features of this music.

Details NOT covered from this list:  
Rhythm (6 semiquavers)

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Application of appropriate rehearsal processes to improve musical performances and sustain and enhance audience engagement (ACAMUM090)



#### SING & PLAY

Teachers are given detailed lesson plans to develop rehearsal processes for the music included in the *SING & PLAY* unit.

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Development of performance skills (singing in tune, playing a variety of instruments with correct timing and technique, incorporating dynamics; maintaining and balancing their own part at correct pitch and tempo when performing with others) (ACAMUM090)



#### SING & PLAY

There are detailed videos showing the performance skills of singing and playing classroom instruments with correct timing and technique.

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## Responding

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Responses to and contributions as performers and audience members, appropriate to culture and/or context (ACAMUR091)



### CONNECT

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

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Factors that influence musical styles in particular cultures, times and contexts (ACAMUR091)



### CONNECT

Through the discussion questions on the *CONNECT* worksheets the students connect with reasons why people make music across different places, events or occasions.

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Responses that identify and explain how the use and combination of the elements of music define a particular style or context, using relevant music terminology (ACAMUR091)



### CONNECT

Students connect ideas about how the elements of music come together in the music that they listen to.

Example discussion questions which do this:

*Was this music the same all the way through?  
How did the different sections vary?  
Why do you think the composer chose to vary the music in this way?*

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