

Curriculum Matching Document

The Victorian Curriculum

Matching the content of the Fun Music Company Curriculum program to the content standards of the Victorian Curriculum.



The Fun Music Company curriculum program was created through a detailed analysis of many major music curricula internationally including the Australian National Curriculum, so it fits the Victorian Curriculum almost perfectly.

Although the wording differs for the different levels, each of the content statements is based around the same area in both the Australian National Curriculum and the Victorian Curriculum.

Where the Victorian Curriculum differs from the Australian National Curriculum is the absence of the first content statement from the Australian curriculum which is “develop aural skills...”, and the inclusion of two content statements which talk about “Sing and play...” and “Rehearse and perform...”

The Australian National Curriculum

Content statement is built around the words:	Fun Music Company content
“Develop aural skills...”	AURAL
“Sing and play instruments...”	SING & PLAY
“Create, perform and record compositions....”	COMPOSE
“Identify purposes and meanings through listening to music”	CONNECT

The Victorian Curriculum

Content statement is built around the words:	Fun Music Company content
“Explore and create musical ideas”	COMPOSE
“Sing and play instruments...”	SING & PLAY
“Rehearse and perform...”	SING & PLAY
“respond to music...”	CONNECT

This does not mean that teachers in Victoria should ignore the *AURAL* section of the Fun Music Company materials, rather just note that they are not specifically identified in the curriculum. *AURAL* is a wonderful methodology to learn the elements of music, so teachers should still use these activities as a warm-up and introduction to the other elements in the *SING & PLAY*, *COMPOSE* and *CONNECT* units.

The third content statement (“rehearse and perform”) also references performing the music *they have composed*, which students do in the later lessons of all the lessons of the *COMPOSE* unit.

Curriculum Links: The Victorian Curriculum Grade K

The Victorian Curriculum Foundation Level

Matching Fun Music Company content Grade K

Content Descriptions

COMPOSE

Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)



In the Fun Music Company curriculum *COMPOSE* unit students will explore the concepts of sound and silence from the very first lesson and learn about expressing ideas through creating soundscapes with weather sounds (lesson 5) and animal sounds (lesson 6). They will express ideas by creating music to represent the story of “Peter Rabbit” in lessons 8,9 and 10.

SING & PLAY

Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (VCAMUM018)



Students will *SING & PLAY* four folk songs at this level including *Cows in the kitchen*, *A sailor went to sea*, the french folk song *Frere jacques* and the traditional native American *Wee hee nah*. These fulfill the requirement of songs used by cultural groups in the local community.

SING & PLAY

COMPOSE

Rehearse and perform songs and short instrumental pieces which they have learnt and composed (VCAMUP019)



Students rehearse and perform the songs in the *SING & PLAY* unit to performance standard. They also prepare and present their composition for the “Peter Rabbit” activity in lessons 9 and 10 of the *COMPOSE* unit.

CONNECT

Respond to music, expressing what they enjoy and why (VCAMUR020)



In the *CONNECT* unit students will listen to a variety of music examples, and complete a worksheet for each one where they will draw a picture and colour a pictograph to express what they enjoy and why.

Curriculum Links: The Victorian Curriculum Grade 1

The Victorian Curriculum
Level 1 and 2

Matching Fun Music Company content
Grade 1

Content Descriptions

Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)



COMPOSE

In the *COMPOSE* unit for Grade 1 students will use their imagination and experimentation to explore the musical ideas in many different ways. For example, in lesson 7 students create different patterns to suggest different types of movement, and in lesson 8 they combine two or more musical ideas to create a short musical story.

Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community (VCAMUM022)



SING & PLAY

Students will *SING & PLAY* four folksongs, including those used by cultural groups in the community, including the african *Kye kye kule*, the Japanese folksong *Haru ga kita*, the Irish/Australian song *Botany bay* and the traditional folksong *Bingo*.

Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (VCAMUP023)



SING & PLAY COMPOSE

Students rehearse and perform the folksongs in the *SING & PLAY* unit and work on the ideas of communicating ideas to an audience by learning about the themes in *Haru ga kita* and *Botany bay*. They also rehearse and perform their own composition ideas in the *COMPOSE* unit.

Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR024)



CONNECT

Students respond to a variety of music examples in the *CONNECT* unit and communicate their preferences through the use of a pictogram on their worksheet. They also explore where and why people make music with the worksheet elements. Music of Aboriginal and Torres Strait Islander peoples is included at Lesson 10.

Curriculum Links: The Victorian Curriculum Grade 2

The Victorian Curriculum Level 1 and 2

Matching Fun Music Company content Grade 2

Content Descriptions

Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)



COMPOSE

In the *COMPOSE* unit for Grade 2 students will use their imagination and experimentation to explore the musical ideas in many different ways. This begins from the very first lesson where students create a musical idea to express an emotion, and they work with partners in other lessons to combine and experiment with ideas.

Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community (VCAMUM022)



SING & PLAY

In the *SING & PLAY* unit for Grade 2 students will learn four folk songs, which include songs used by cultural groups in the community. Grade 2 includes *Charlie over the ocean*, the fun African song *Funga alafia*, the Spanish *La cucaracha*, and the Israeli folk song *Zum gali gali*.

Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (VCAMUP023)



SING & PLAY

Students will rehearse and perform the four folk songs in the *SING & PLAY* unit, and communicate the ideas embedded in the songs, such as the idea of “welcome” in *Funga alafia*. Students also rehearse and perform the songs they have composed in the *COMPOSE* unit.

Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR024)



CONNECT

Students respond to a variety of music examples in the *CONNECT* unit and communicate their preferences through the use of a pictogram on their worksheet. They also explore where and why people make music with the worksheet elements. Music of Aboriginal and Torres Strait Islander peoples is included at lesson 10.

Curriculum Links: The Victorian Curriculum Grade 3

*The Victorian Curriculum
Level 3 and 4*

*Matching Fun Music Company content
Grade 3*

Content Descriptions

Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)



COMPOSE

Students develop the ideas of pitch, rhythm/time and form, dynamics and tempo throughout the first four lessons of the *COMPOSE* unit using body percussion. Students use their imagination and creativity with instruments in lessons 5-10.

Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms (VCAMUM026)



SING & PLAY

COMPOSE

Students learn four different folk songs from different cultures, times and locations including the traditional American *Tideo* and *A ram sam sam*, plus the Australian *Wild colonial boy* and Torres Strait Islander song *Taba naba*. In the *COMPOSE* unit students improvise and compose music in different forms.

Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience (VCAMUP027)



SING & PLAY

COMPOSE

Students rehearse and perform the four songs in the *SING & PLAY* unit, and they learn to shape the elements of music to communicate ideas to audience. They also perform the compositions they put together in the *COMPOSE* unit.

Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for, including the music of Aboriginal and Torres Strait Islander peoples, using music terminology (VCAMUR028)



CONNECT

Students explore a variety of musical examples in the *CONNECT* unit and identify features of that music with the questions on their worksheets. The music of Aboriginal and Torres Strait Islander peoples is included at Lesson 9.

Curriculum Links: The Victorian Curriculum Grade 4

The Victorian Curriculum
Level 3 and 4

Matching Fun Music Company content
Grade 4

Content Descriptions

Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments (VCAMUE025)



COMPOSE

In the *COMPOSE* unit students use their imagination and creativity to explore the elements of music to express ideas. Students use their voices in lesson 6 by creating a rhythmic chant.

Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms (VCAMUM026)



SING & PLAY

Students use voice and instruments to *SING & PLAY* four folksongs which represent music from different cultures, times and locations. This grade includes the Israeli folk song *Tafta hindi*, the American *Bim bom*, plus Australian folk song *Click go the shears* and the song *Monkey and the turtle* from the Torres Strait Islands.

Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience (VCAMUP027)



SING & PLAY COMPOSE

Students rehearse and perform the four folk songs in the *SING & PLAY* unit, shaping the elements of music to communicate ideas to an audience. Students also perform the works they have composed in the *COMPOSE* unit.

Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for, including the music of Aboriginal and Torres Strait Islander peoples, using music terminology (VCAMUR028)



CONNECT

Students listen to a wide variety of musical examples in the *CONNECT* unit, and identify features of the music on their worksheets. The music of Aboriginal and Torres Strait Islander peoples is included at lesson 9.

Curriculum Links: The Victorian Curriculum Grade 5

The Victorian Curriculum Level 5 and 6

Matching Fun Music Company content Grade 5

Content Descriptions

Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects (VCAMUE029)



COMPOSE

Students explore ways of combining sounds in various ways using instruments and technology in the Grade 5 *COMPOSE* unit. Students use voice and instruments and record them using music technology on individual devices or computers.

Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing (VCAMUM030)



SING & PLAY

Students develop and practise technical skills using four folk songs in the Grade 5 *SING & PLAY* unit. Grade five includes the Spanish *Cheki morena*, American *Alabama gal*, plus the Australian classic *Waltzing matilda* and indigenous song *Inanay gupu wana*.

Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience (VCAMUP031)



SING & PLAY

COMPOSE

Students rehearse and perform the four folk songs in the *SING & PLAY* unit, plus they rehearse and perform the music they have created in the *COMPOSE* unit.

Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR032)



CONNECT

Students listen to a wide variety of music examples in the *CONNECT* unit, and the exercises and discussion questions encourage them to *explain how aspects of the elements of music are used*. Music from many different cultures, times and locations are explored, including the music of Aboriginal and Torres strait islander peoples at lesson 10.

Curriculum Links: The Victorian Curriculum Grade 6

*The Victorian Curriculum
Level 5 and 6*

*Matching Fun Music Company content
Grade 5*

Content Descriptions

Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects (VCAMUE029)



COMPOSE

Students explore different ways of combining sounds using technology in this grade, recording sounds from instruments and their voices to express ideas.

Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing (VCAMUM030)



SING & PLAY

Students learn four folk songs in this grade including the American folk song *Lil' liza jane*, the classic *Auld lang syne*, plus the Australian sea shanty *Bound for South Australia* and the song *Sesere eeye*, which comes from the Torres Strait Islands.

Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience (VCAMUP031)



SING & PLAY COMPOSE

Students rehearse and perform the four folk songs in the *SING & PLAY* unit, plus present their own compositions created in the *COMPOSE* unit. They are encouraged to explore ideas and ways to communicate ideas and intentions to an audience.

Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR032)



CONNECT

Students listen to a wide variety of music examples in the *CONNECT* unit, and the exercises and discussion questions encourage them to *explain how aspects of the elements of music are used*. Music from many different cultures, times and locations are explored, including the music of Aboriginal and Torres Strait Islander peoples at lesson 9.
