

Curriculum matching notes

The Queensland Curriculum - Arts:Music

Matching the requirements of the Queensland Curriculum with
The Fun Music Company curriculum program.



When viewing the Queensland curriculum for Arts:Music at the website:
<https://www.qcaa.qld.edu.au/p-10/qld-curriculum/yrs-1-9-arts>

The first line on this website states: “*Queensland schools continue to plan, teach, assess and report using the F-10 Australian Curriculum.*” So the first thing to note is that Queensland schools must follow the overall framework of the Australian curriculum, which is what the Fun Music Company program has been created around. Please refer to the curriculum matching notes for the Australian curriculum which are available in our resource guides to see how each requirement in the Australian curriculum is met.

The Queensland Curriculum, Assessment and Reporting authority of the Queensland government also provide a number of other documents to support the implementation of the Australian Curriculum.

The other documents they supply are the **Essential Learnings**, which provide a series of statements of student achievements at the end of year 3, at the end of year 5, year 7 and year 9.

Because the Fun Music Company curriculum currently covers to the end of year 6 we will focus on just the first two documents and show how our program meets each of the requirements in these two documents.

The Queensland Curriculum **Essential Learnings** documents consist of three parts: the **Learning and assessment focus**, the **ways of working** and the **knowledge and understanding**.

Learning and assessment focus and **ways of working** are the same across all arts subjects, however **knowledge and understanding** has a specific set of requirements for each subject.

The Queensland Curriculum
The Arts - Essential Learnings by the end of Year 3

Learning and assessment focus

Queensland curriculum statement:

Students use their creativity, imagination and senses to express their ideas, experiences and feelings through Dance, Drama, Music, Media and Visual Art. They begin to develop their aesthetic understandings of arts elements and languages. They create their own arts works, and present and respond to their own and others' arts works, considering particular audiences and particular purposes. They see the place of the arts in people's work and community lives.

Students gain awareness of the diversity of Aboriginal and Torres Strait Islander artists, arts works and practices, and understand some of the protocols regarding Indigenous arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to relate the arts to their own experiences. They develop their interpretations of arts works and reflect on the creative process that has occurred, within one or across many arts disciplines.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, to create and present arts works, and to communicate decisions about their own arts practice and that of others.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and understanding
- Creating
- Presenting
- Responding
- Reflecting

Fun Music Company Content:

COMPOSE

Students use their creativity, imagination and senses to express their ideas, experiences and feelings throughout the **COMPOSE** unit of the Fun Music Company curriculum.

For example in Grade 2, lesson 2 of **COMPOSE** students will create a musical idea to express an emotion using an instrument of their choice and write it down.

Throughout the **COMPOSE** unit they are creating their own art works, presenting and responding to their own and others' art works.

CONNECT

Through listening to a wide variety of musical examples in the Fun Music Company **CONNECT** unit students develop their knowledge and understanding of arts elements techniques, skills and processes.

Aboriginal and Torres Strait Islander artists, art works and practices are covered specifically in Lesson 10 of each Grade, to help students gain awareness of the diversity and protocols regarding indigenous art works.

SING & PLAY

AURAL

In the Fun Music Company **SING & PLAY** unit students develop the essential processes of their arts practice through active engagement with arts elements, techniques, skills and processes.

Students can demonstrate evidence of their learning over time through structured assessments in each of the areas of **AURAL**, **COMPOSE**, **SING & PLAY** and **CONNECT**, and these cover all of the assessable elements.

The Queensland Curriculum
The Arts - Essential Learnings by the end of Year 3

Ways of working

Queensland curriculum statement:

Fun Music Company Content:

Students are able to:

- Select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages.



COMPOSE

Students use a wide variety of ways of selecting ideas throughout the *COMPOSE* materials in the Fun Music Company curriculum program.

- Create and shape arts works by combining arts elements to express personal ideas, feelings and experiences.



COMPOSE

Students combine arts elements to express personal feelings, ideas and experiences throughout the *COMPOSE* materials.

- Practise arts works, using interpretive and technical skills.



SING & PLAY

AURAL

Students practise technical skills through the *AURAL* activities, and then work on those interpretive and technical skills in the *SING & PLAY* songs.

- Present arts works to familiar audiences, using arts techniques, skills and processes.



SING & PLAY

Students present their performances to familiar audiences throughout the process of learning and performing the *SING & PLAY* songs.

- Follow guidelines to apply safe practices.



SING & PLAY

Students are shown safe practices for performing instruments throughout the *SING & PLAY* instructional videos.

- Respond to arts works and describe initial impressions and personal interpretations, using arts elements and languages.



CONNECT

Students respond to art works and describe impressions and interpretations through the responding section on the *CONNECT* worksheets in Grades K-2.

- Reflect on learning to identify new understandings.



CONNECT

Students reflect on their learning through discussion questions and written responses on the *CONNECT* worksheets in Grades 2 and 3.

Knowledge and understanding

Music

Music involves singing, playing instruments, listening, moving, improvising and composing by using the music elements to express ideas, considering particular audiences and particular purposes, through sound.

- Duration, beat, time values and meter are used to create repeated rhythmic patterns.

E.g. using minims, crotchets, quavers, semiquavers and crotchet rests to create rhythmic ostinatos in simple time.



Students create a wide variety of rhythmic patterns and Ostinati throughout the Fun Music Company *COMPOSE* unit using all of the identified note types. They first become familiar with these note structures through exposure in the *AURAL* unit and then create their own in the *COMPOSE* unit.

AURAL

COMPOSE

- Pitch and intervals are used to create melodic phrases and sequences.

E.g. using an improvised melody to accompany a known nursery rhyme.



Students become aware of pitch and intervals through structured activities in the *AURAL* unit from the very early stages through to the end of Grade 3. Students create their own melody and accompaniment for a poem in activities in the *COMPOSE* unit of each grade.

AURAL

COMPOSE

- Repetition is used to structure music.

E.g. using the same, similar and different phrases within a known song.



Students discover repetition through rehearsing and learning the *SING & PLAY* songs for performance. They perform improvisation using tuned and untuned percussion in their known songs and through familiar scales and structures in the *COMPOSE* unit.

SING & PLAY

COMPOSE

- Familiar sound sources, including vocal and instrumental sources, have characteristic sound qualities (tone colour.)

E.g. hearing the mellow tone of a cello, compared with the bright sound of a trumpet.



Students are exposed to a variety of sound sources through the videos and musical examples of the *CONNECT* unit. They discover the musical element of timbre through discussions and specific listening exercises.

COMPOSE

CONNECT

- Relative softness and loudness of sounds are used to change the dynamic level of music.

E.g. using forte (f) to sing loudly or piano (p) to play softly.



Students work with dynamics throughout the learning of songs in the *SING & PLAY* unit, the exercises in the *AURAL* unit and the listening examples in the *CONNECT* unit.

SING & PLAY

CONNECT

The Queensland Curriculum
The Arts - Essential Learnings by the end of Year 5

Learning and assessment focus

Queensland curriculum statement:

Students use their creativity, imagination and senses to express their observations, values and beliefs in personal and community contexts through Dance, Drama, Music, Media and Visual Art. They develop their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering different audiences and different purposes. They are aware that people of all ages and backgrounds choose to work in arts or arts-related careers.

Students recognize that past and present experiences of artists influence the ways in which Aboriginal and Torres Strait Islander knowledges, peoples, histories, cultures, protocols and relationships are represented and valued in Indigenous arts works.

Students use the essential processes of *Ways of working* to develop and demonstrate their *Knowledge and understanding*. They develop their arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and to interpret the arts from their own experiences and those of other artists. They develop their interpretations of arts works and reflect on the creative process that has occurred within one or across many arts disciplines.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire and solve artistic problems, to create and present arts works, and to interpret and communicate within arts contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and understanding
- Creating
- Presenting
- Responding
- Reflecting

Fun Music Company Content:

COMPOSE

Students use their creativity, imagination and senses to express their observations, values and beliefs throughout the *COMPOSE* unit of the Fun Music Company curriculum. They also develop their aesthetic understandings of the elements of music and how they are used to demonstrate meaning.

For example in Lesson 6 of Grade 5 Students will create a rhythmic four-line verse, poem or chant, about a subject of personal interest.

Throughout the *COMPOSE* unit they are creating their own art works, presenting and responding to their own and others' art works, and considering different audiences and different purposes.

In the *COMPOSE* unit from Grade 5 onwards students are using information and communication technologies to create and present their compositions.

CONNECT

Through listening to a wide variety of musical examples in the Fun Music Company *CONNECT* unit students develop their aesthetic understandings of arts elements techniques, skills and processes.

Australian works, including the work of Aboriginal and Torres Strait Islander artists are specifically covered two lessons of each Grade, to help students gain awareness of the diversity and protocols regarding indigenous art works.

SING & PLAY

AURAL

In the Fun Music Company *SING & PLAY* unit students develop the essential processes of their arts practice through active engagement with arts elements, techniques, skills and processes.

Students can demonstrate evidence of their learning over time through structured assessments in each of the areas of *AURAL*, *COMPOSE*, *SING & PLAY* and *CONNECT*, and these cover all of the assessable elements.

The Queensland Curriculum
The Arts - Essential Learnings by the end of Year 5

Ways of working

Queensland curriculum statement:

Students are able to:

Fun Music Company Content:

- Select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages.



COMPOSE

Students use a wide variety of ways of selecting and developing ideas throughout the *COMPOSE* materials in the Fun Music Company curriculum program.

- Create and shape arts works by organizing arts elements to express personal and community values, beliefs and observations.



COMPOSE

Students organize arts elements to express personal feelings, ideas and experiences throughout the *COMPOSE* materials.

- Rehearse and rework arts works, using interpretive and technical skills.



SING & PLAY

AURAL

Students practise interpretive and technical skills through the *AURAL* activities, and then develop those skills by rehearsing and reworking the *SING & PLAY* songs.

- Present arts works to informal and formal audiences, using arts techniques, skills and processes.



SING & PLAY

COMPOSE

Students present their performances to informal and formal audiences throughout the process of learning and performing the *SING & PLAY* songs, and presenting their *COMPOSE* compositions.

- Identify and apply safe practices.



SING & PLAY

Students identify and apply safe practices for performing instruments throughout the *SING & PLAY* activities.

- Respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages.



CONNECT

Students respond to musical works and interpret the influences of social, cultural and historical contexts through the responding section and discussion questions on the *CONNECT* worksheets.

- Reflect on learning to identify new understandings and future applications.



CONNECT

Students reflect on their learning through discussion questions and written responses on the *CONNECT* worksheets in each grade.

Knowledge and understanding

Music

Music involves singing, playing instruments, listening, moving, improvising and composing by using the music elements to express ideas, considering particular audiences and particular purposes, through sound.

- Duration, beat, time values and meter are used to create rhythmic patterns.

E.g. using dotted notes and rests to create rhythmic patterns in compound time.



AURAL

COMPOSE

Students create a wide variety of rhythmic patterns in both simple and compound time signatures throughout the Fun Music Company *COMPOSE* unit. They are exposed to these elements in the *AURAL* unit and then create rhythmic patterns in the *COMPOSE* unit.

- Pitch and intervals are used to create the melodic arrangement of sound.

E.g. singing a melodic ostinato to accompany a song.



AURAL

COMPOSE

Students become aware of pitch and intervals through structured activities in the *AURAL* unit. These develop an awareness of the melodic arrangement of sound, and melodic ostinati are created in the *COMPOSE* unit to accompany songs.

- Tonalties and harmonies are used to organize music.

E.g. hearing and identifying major and minor songs and chords.



AURAL

COMPOSE

Students work in both major and minor tonalties in the *AURAL* unit, and then develop their ideas in these tonalties in the *COMPOSE* Unit.

- Musical forms are used to structure music
E.g. a recurring theme in rondo form, ABACA; verse/chorus form.



SING & PLAY

COMPOSE

Students discover a variety of musical forms through rehearsing and learning the *SING & PLAY* songs for performance.

- Familiar and unfamiliar sound sources, including vocal, instrumental and environmental sources, have characteristic sound qualities (tone colour.)

E.g. hearing the hum of city traffic; the resonating bass of a didgeridoo.



COMPOSE

CONNECT

Students are exposed to a variety of familiar and unfamiliar sound sources through the videos and musical examples of the *CONNECT* unit.

- Relative softness and loudness and articulation of sounds are used to change dynamic levels and expression of music.

E.g. using crescendo – gradually get louder
Using staccato – play short, detached notes.



SING & PLAY

CONNECT

Students work with dynamics and articulations to create expression throughout the songs in the *SING & PLAY* unit, the exercises in the *AURAL* unit and the listening examples in the *CONNECT* unit.
