

Curriculum Alignment Summary

NSW Creative Arts Syllabus (2024) – Music – Early Stage 1 to Stage 3

The Fun Music Company Pty Ltd · Last updated: September 2026

This document lists every content statement in the NSW Creative Arts Syllabus (2024) for Music, Early Stage 1 to Stage 3, and the Fun Music Company curriculum unit that addresses it. It is intended as a quick-reference summary; the full lesson-by-lesson Scope and Sequence document remains available separately for detailed review.

Early Stage 1 (Kindergarten)

CAE-MUS-01

Experiments with and identifies ways sound is organised in music through singing, moving, playing instruments and using listening skills.

Performing and composing

NSW Curriculum content statement	Fun Music Company Unit	Covered
Demonstrate a steady beat using movement, body percussion, environmental sounds or by playing instruments.	SING & PLAY, COMPOSE	✓
Use singing, chanting or body percussion and listening skills to engage with rhymes or songs.	COMPOSE	✓
Demonstrate an awareness of pitch, using higher, lower and repeated pitches.	SKILLS	✓
Echo rhythm patterns using body percussion or movement.	SKILLS	✓
Play and organise sounds with non-melodic and melodic sound sources.	COMPOSE	✓
Use listening skills and memory to perform musical patterns by singing, using body percussion or playing instruments.	SING & PLAY	✓
Explore voice, body percussion, environmental sounds, instruments or digital sounds to identify how sounds are produced.	COMPOSE	✓
Use louder and softer sounds to explore dynamics with sound sources.	COMPOSE	✓
Perform music by singing, moving and playing instruments while interacting with others.	SING & PLAY	✓
Use informal symbols or graphic notation to represent sounds.	COMPOSE	✓
Demonstrate an awareness of safe music practices.	SING & PLAY	✓

Listening

NSW Curriculum content statement	Fun Music Company Unit	Covered
Identify contexts where music can be listened to or experienced.	CONNECT	✓
Use listening skills to identify ways that beat, rhythm, pitch, performing media, timbre and dynamics are used in music, using Tier 2 and Tier 3 vocabulary.	CONNECT	✓
Experience music from cultures around the world, using listening skills to develop aural awareness and recognise ways sounds are organised.	CONNECT	✓
Recognise ways Aboriginal Dreaming Stories or Torres Strait Islander Legends are represented through music.	CONNECT	✓
Recognise informal symbols or graphic notation that are used to represent sounds.	CONNECT	✓
Use listening skills and express ideas or feelings in response to music.	CONNECT	✓

Stage 1 (Years 1-2)

CA1-MUS-01

Performs, uses listening skills and composes to communicate ideas through sound, and describes ways musical ideas are conveyed.

Performing

NSW Curriculum content statement	Fun Music Company Unit	Covered
Engage in musical games and warm-up exercises for singing and playing instruments.	SING & PLAY	✓
Maintain a steady beat or change the speed of the beat through movement, body percussion, environmental sounds or by playing instruments.	SING & PLAY, SKILLS	✓
Sing, chant or engage with vocal repertoire, developing an aural awareness of pitch.	SING & PLAY	✓
Explore changes in pitch and pitch patterns, indicating changes with gestures.	COMPOSE	✓
Perform rhythmic and melodic patterns by singing, using body percussion or playing instruments.	SING & PLAY	✓
Produce sounds using voice, body percussion, environmental sounds, instruments or digital technologies to develop an awareness of timbre.	COMPOSE	✓
Develop playing skills using environmental sounds, instruments or technologies.	COMPOSE	✓
Use sound sources to experiment with dynamic effects, including gradual or sudden changes in volume.	COMPOSE	✓
Rehearse music and use listening skills to refine singing, moving or playing.	SING & PLAY	✓
Perform music repertoire through singing, moving, using body percussion and playing instruments to communicate musical ideas.	SING & PLAY, COMPOSE	✓
Perform music in small groups by layering sounds in cooperation with others.	SING & PLAY	✓
Demonstrate safe music practices with awareness of physical and social safety.	SING & PLAY	✓

Listening

NSW Curriculum content statement	Fun Music Company Unit	Covered
Use listening skills and describe duration, pitch, performing media, timbre, dynamics, expression and structure in music, using Tier 2 and Tier 3 vocabulary.	CONNECT	✓
Develop listening skills and aural awareness by experiencing music from cultural contexts around the world, and identify ways musical ideas are communicated.	CONNECT	✓

NSW Curriculum content statement	Fun Music Company Unit	Covered
Describe ways Aboriginal and/or Torres Strait Islander Peoples express connection to Country and Place through music.	CONNECT	✓
Explore ways to use symbols or graphic notation to represent sounds and musical ideas in repertoire.	COMPOSE	✓
Explore music from historical contexts, including ancient music practices, to recognise how music is influenced by time and place.	CONNECT	✓
Use listening skills and reflect on personal experiences, discussing ideas, feelings or opinions in response to music.	CONNECT	✓

Composing

NSW Curriculum content statement	Fun Music Company Unit	Covered
Imitate and vary rhythm patterns and tempo using body percussion, movement or instruments.	COMPOSE	✓
Experiment with ways to change rhymes or songs using body percussion or instruments.	COMPOSE	✓
Select and organise sounds into simple structures, using melodic or non-melodic sound sources.	COMPOSE	✓
Explore sound sources used in Aboriginal and/or Torres Strait Islander music.	CONNECT	✓
Use symbols or graphic notation to represent duration, pitch, dynamics and other musical ideas.	COMPOSE	✓

Stage 2 (Years 3-4)

CA2-MUS-01

Performs, uses listening skills and composes to communicate musical ideas, and describes ways the elements of music are used to convey musical ideas.

Performing

NSW Curriculum content statement	Fun Music Company Unit	Covered
Perform pitch and pitch patterns while singing, moving and playing.	SING & PLAY	✓
Sing songs or engage with vocal repertoire, using echo, partner songs or rounds, developing an aural awareness of pitch, duration and structure.	SING & PLAY	✓
Play rhythmic and melodic patterns from memory, as an accompaniment to music.	SING & PLAY	✓
Experiment with voice, environmental sounds, instruments or digital technologies to investigate how materials and technologies impact timbre.	COMPOSE	✓
Demonstrate playing skills using environmental sounds, instruments or technologies.	COMPOSE	✓
Experiment with instrumental techniques and sound sources to create changes in dynamics and expression.	COMPOSE, SING & PLAY	✓
Rehearse music as a group or class and use listening skills and memory to refine singing, moving or playing.	SING & PLAY	✓
Perform repertoire, including own compositions, by singing, moving, using body percussion and playing to communicate musical ideas.	COMPOSE	✓
Perform music to communicate musical ideas, developing an awareness of the elements of music, by collaborating with others.	SING & PLAY, COMPOSE	✓
Demonstrate safe music practices with respect for physical, social and digital safety.	SING & PLAY, COMPOSE	✓

Listening

NSW Curriculum content statement	Fun Music Company Unit	Covered
Use listening skills and describe how the elements of music are used to communicate musical ideas, using Tier 2 and Tier 3 vocabulary.	CONNECT	✓
Use listening skills and aural awareness to engage with music from cultural contexts around the world, and investigate ways music practices are influenced by people, time and place.	CONNECT	✓
Investigate ways Aboriginal and/or Torres Strait Islander Peoples engage with music for story sharing, celebrations or cultural expression.	CONNECT	✓
Use symbols, graphic notation or staff notation to represent the elements of music.	COMPOSE	✓
Experience music from historical periods to understand the influences of people, time and place.	CONNECT	✓

NSW Curriculum content statement	Fun Music Company Unit	Covered
Use listening skills and reflect on personal experiences of performing and composing music, recognising successes and challenges.	COMPOSE	✓
Use Tier 2 and Tier 3 vocabulary and a combination of written sentences to give an opinion about, describe or explain music.	CONNECT	✓

Composing

NSW Curriculum content statement	Fun Music Company Unit	Covered
Respond to changes in beat, rhythm and tempo while singing, playing and moving.	COMPOSE	✓
Improvise and combine musical ideas using voice, body percussion, movement, instruments, environmental sounds or digital technologies.	COMPOSE	✓
Explore ways to layer sounds using voice, environmental sounds, body percussion or instruments.	COMPOSE	✓
Vary or create new structures by adding or changing sections of music.	COMPOSE	✓
Explore music practices and protocols of Aboriginal and/or Torres Strait Islander artists to understand how cultural ideas are expressed.	SING & PLAY, CONNECT	✓
Use written annotations and musical symbols, graphic notation or staff notation to plan and document ideas for a musical composition.	COMPOSE	✓

Stage 3 (Years 5-6)

CA3-MUS-01 (Performing, Listening, Composing) · CA3-CWT-01 (Creating Written Texts)

Performs, uses listening skills and composes to communicate musical ideas using the elements of music, and explains how musical ideas are conveyed and ways contexts influence music. Also creates written texts to communicate ideas and understanding in Dance, Drama, Music and Visual Arts.

Performing

NSW Curriculum content statement	Fun Music Company Unit	Covered
Demonstrate an aural understanding of dynamics and expression while performing vocal repertoire.	COMPOSE	✓
Perform rhythm, melody or harmony patterns by singing, moving and playing independent parts in combination with others.	SING & PLAY	✓
Experiment with timbre to create mood and effects using voice, environmental sounds, instruments or digital technologies.	COMPOSE	✓
Experiment with repetition and contrast, varying ways the elements of music are used while performing.	COMPOSE, SING & PLAY	✓
Rehearse and refine music using listening skills and memory to enhance performance techniques.	SING & PLAY, COMPOSE	✓
Perform music, including own compositions, to develop solo and group playing skills.	COMPOSE, SING & PLAY	✓
Perform music in collaboration with others to communicate musical ideas or intent, with awareness of the elements of music.	SING & PLAY, COMPOSE	✓
Demonstrate safe music practices, with respect for physical, social, digital and cultural safety.	CONNECT, COMPOSE, SING & PLAY	✓

Listening

NSW Curriculum content statement	Fun Music Company Unit	Covered
Use listening skills and explain how the elements of music communicate musical ideas in music repertoire, using Tier 2 and Tier 3 vocabulary.	CONNECT	✓
Use listening skills and aural awareness to engage with music from cultural contexts around the world, and describe how musical ideas are conveyed by composers and musicians.	CONNECT	✓
Describe ways current Aboriginal and/or Torres Strait Islander music practices maintain cultural identity and belonging.	CONNECT	✓
Interpret the ways musical ideas are communicated using symbols, graphic notation or staff notation.	COMPOSE	✓
Compare music from historical and contemporary contexts to understand significant influences on music practices over time.	CONNECT	✓
Explain how other music influences own music practice.	COMPOSE, CONNECT	✓

NSW Curriculum content statement	Fun Music Company Unit	Covered
Use listening skills and reflect on personal experiences and contributions as a composer or musician.	COMPOSE	✓

Composing

NSW Curriculum content statement	Fun Music Company Unit	Covered
Create texture in music by combining or layering sounds such as voice, body percussion, instruments or environmental sounds.	COMPOSE	✓
Improvise and express musical ideas using voice, body percussion, movement, instruments, environmental sounds and digital technologies.	COMPOSE, SING & PLAY	✓
Arrange and organise rhythmic and melodic patterns into sections to create structure in own compositions.	COMPOSE	✓
Explore ways cultural knowledges, practices and protocols are used in Aboriginal and/or Torres Strait Islander music.	CONNECT	✓
Use symbols, graphic notation or staff notation to represent musical ideas in compositions.	COMPOSE	✓

Creating Written Texts

NSW Curriculum content statement	Fun Music Company Unit	Covered
Experiment with language, word order and repetition to adapt or create song lyrics.	COMPOSE	✓
Use Tier 2 and Tier 3 vocabulary to create a written review of music, using the elements of music to reinforce an opinion.	CONNECT	✓
Acknowledge artists, titles, origins of music and sources of information to add authority to written texts.	CONNECT	✓