



music

Scope and Sequence

Australian Curriculum v9



Introduction to the Scope and Sequence

History of the Australian curriculum v9.0 for Arts:Music.

The first Australian curriculum for Arts:Music was released in 2014.

In 2020-21 ACARA undertook a review of the curriculum, and revisions were made as a result of an extensive review process. In April 2022, version 9.0 of the curriculum was released.

The Fun Music Company curriculum program.

The Fun Music Company first released a curriculum program to match the requirements of the Australian curriculum for Arts:Music in 2017, for version 8. When v9.0 was announced in 2022 the Fun Music Company began working on its revision to match the program, which was released in 2024.

Mapping the Fun Music Company program to the Australian curriculum.

The Australian curriculum has four strands, which are *exploring and responding*, *developing practices and skills*, *creating and making*, and *presenting and performing*.

The Fun Music Company curriculum program has four UNITS based around those strands.

Developing practices and skills



SKILLS

Presenting and performing.



SING & PLAY

Creating and making



COMPOSE

Exploring and responding



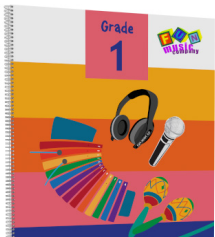
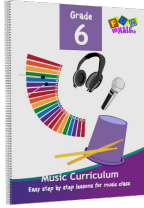
CONNECT

There are one (or two) content statements in each strand, which are different for each year level.

Of course there is some cross-over between strands. Students will present and perform music they have composed in the *COMPOSE* unit, and develop practices and skills while learning music to present and perform in the *SING & PLAY* unit. However, this is the broad structure we have used to make sure we are meeting the content statements of the curriculum with the lesson content.

Review the following pages to see the scope and sequence of the activities in the program that match the content statements for each strand.

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Foundation SKILLS scope and sequence



Every lesson in this unit is based around the following Australian curriculum content statement:

Students learn to use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas.

Lesson	Activity title	Outcome
1	Listening Game I - March in Time	Students will listen and respond to the feeling of beat while listening to this piece called <i>March in time</i> .
2	Echo Rhythm I	Students will listen and respond in echo to a clapping pattern.
4	Listening Game II - I had a dream	Students will listen to a piece called <i>I had a dream</i> and use scarves or movement to share their response.
5	Echo Singing I	Students will explore their singing voices and discover ways to use it with this echo singing activity.
6	Echo Rhythm II	Students will listen and respond in echo to a clapping pattern.
6	Listening Game III - The Happy Clown	Students will listen to a piece of music called <i>The Happy Clown</i> and imagine how the character may be moving in response to the music.
7	Listening Game IV - The Sad Clown	Students will listen to a piece of music called <i>The Sad Clown</i> and imagine the possibilities of what may be happening to the character.
8	Echo Singing II	Students will explore their singing voices and develop their sense of pitch with this echo singing activity.
9	Listening Game V - Fireworks	Students will respond to a piece of music called <i>Fireworks</i> and use movement to share their response.
10	Listening Game VI - The Old Tortoise	Students will listen to a piece of music called <i>The Old Tortoise</i> and create a response using movement to describe the character in the music.
12	Echo rhythm III	Students will develop the skill to improvise patterns for clapping by participating in this echo clapping game.
12	Listening Game VII - The Lively Dog	Students will listen to a piece called <i>The Lively Dog</i> and imagine what may happen next to the character in the musical story.
13	Echo Singing III	Students will explore their singing voices and further develop their sense of pitch with this echo singing activity.
13	Listening Game VIII - The Sleepy Cat	Students will listen to a piece called <i>The Sleepy Cat</i> and discuss what ideas are being communicated about the character(s) in the story.
16	Echo Rhythm IV	Students will develop the skill to improvise patterns for clapping by participating in this echo clapping game.
17	Listening game IX - The Elephant	Students will listen to a piece of music called <i>The Elephant</i> and discuss what may be happening in the story of the music.
18	Echo Singing IV	Students will discover new ways of using their singing voices in this echo singing game.
19	Listening game X - The surprise party	Students will listen to a piece of music called <i>The Surprise Party</i> and describe what happens in the "story" of the music.
20	Listening game XI - The grumpy old man	Students will listen to a piece of music called <i>The Grumpy Old Man</i> and describe the character that they imagine the music being about.
21	Listening Game XII The Train Journey	Students will listen to a piece of music called <i>The Train Journey</i> and imagine what may be happening in the musical story of this piece.
22	Echo Rhythm V	Students will develop more skills for improvising patterns through this clapping game.
23	Listening game XIII - The Xylophone.	Students will use movement to respond to piece of music called <i>The Xylophone</i> , responding particularly to hearing just the solo xylophone played.
24	Listening Game XIV - The Guitar.	Students will use movement to respond to a piece of music called <i>The Guitar</i> , responding when they hear the guitar played.
25	Listening Game XV- The Trumpet	Students will use movement to respond to a piece of music called <i>The Trumpet</i> , responding when they hear the trumpet played.

26	Listening Game XVI - The Saxophone	Students will use movement to respond to a piece of music called <i>The Saxophone</i> , responding when they hear the saxophone played.
26	Echo Rhythm VI	Students will develop the skill to improvise patterns in this echo clapping game.
27	Listening Game XVII - The Saxophone and trumpet	Students will use two different movements for the different instruments as they respond to a piece of music called <i>The Saxophone and Trumpet</i> .
27	Echo Singing V	Students will discover new ways of using their singing voices in this echo singing game.
28	Listening Game XVIII- Tuned and Untuned percussion	Students will use two different movements to respond to a piece of music featuring two different instruments.
28	Echo Singing VI	Students will develop their singing voices through this echo singing game.
31	Echo Rhythm VII	Students will develop more skills to improvise patterns in this echo clapping game.
31	Listening Game XIX - The Train Leaving the Station	Students will use movement to describe what they are hearing as they listen to a piece of music called <i>The Train leaves the station</i> .
32	Listening Game XX - The Train Coming to a Stop	Students will use movement to describe what they are hearing as they listen to a piece of music called <i>The Train Coming Past</i> .
33	Listening Game XXI - Cars coming past	Students will respond to a piece of music called <i>Cars coming past</i> with movement that describes what they are hearing.
34	Echo Singing VII	Students will develop their singing voices through this echo singing game.
35	Listening Game XXII - The Storm	Students will listen to a piece of music called <i>The Storm</i> and describe what is happening in the musical story, and what may occur next.
37	Echo Rhythm VIII	Students will develop more skills for improvising patterns through this clapping game.
37	Listening Game XXIII - The Sleepy Cat wakes Up	Students will listen to a piece of music called <i>The Sleepy Cat Wakes Up</i> and describe what may be happening in the musical story.
38	Echo Singing VIII	Students will further develop their singing voices through this echo singing game.
38	Listening Game XXIV - The Lively Dog Gets tired	Students will listen to a piece of music called <i>The Lively Dog Gets Tired</i> and explore what may be happening in the musical story of the piece, and what may happen next.

Foundation SING & PLAY Scope and sequence



SING & PLAY

Lessons in this unit are based around the following Australian curriculum content statements:

Students learn to use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas. (AC9AMUFD01)

Students learn to create art works that communicate ideas. (AC9AMUFC01)

Students learn to share their arts works with audiences (AC9AMUFP01)

Lesson	Song	Outcome
1	Cows in the kitchen	Students learn to sing a fun song called <i>Cows in the kitchen</i> and develop their steady beat skills.
2		Students develop their steady beat skills and learn untuned percussion parts for the song <i>Cows in the kitchen</i> .
3		Students extend and vary the song <i>Cows in the kitchen</i> with untuned and tuned percussion.
4		Students prepare the song <i>Cows in the kitchen</i> for a performance.
5		Students share their performance of the song <i>Cows in the kitchen</i> for an audience.
6	Frère Jacques	Students learn to sing a French song called <i>Frère Jacques</i> and add some untuned percussion.
7		Students develop their steady beat skills and learn a tuned percussion part for the song <i>Frère Jacques</i> .
8		Students extend and vary the song <i>Frère Jacques</i> with untuned and tuned percussion.
9		Students prepare the song <i>Frère Jacques</i> for a performance.
10		Students share their performance of the song <i>Frère Jacques</i> for an audience.
11	Wee Hee Nah	Students learn to sing a song called <i>Wee hee nah</i> and learn an associated movement game.
12		Students develop their steady beat skills and learn tuned and untuned percussion parts for the song <i>Wee Hee Nah</i> .
13		Students extend and vary the song <i>Wee hee nah</i> with untuned and tuned percussion.
14		Students prepare the song <i>Wee hee nah</i> for a performance.
15		Students share their performance of the song <i>Wee hee nah</i> for an audience.
16	Grandfather's Clock	Students learn to sing a song called <i>Grandfather's Clock</i> and add some untuned percussion.
17		Students develop their steady beat skills and learn a tuned percussion part for the song <i>Grandfather's clock</i> .
18		Students extend and vary the song <i>Grandfather's Clock</i> with untuned and tuned percussion.
19		Students prepare the song <i>Grandfather's Clock</i> for a performance.
20		Students share their performance of the song <i>Grandfather's Clock</i> for an audience.

21	Shake it up!	Students learn to sing a fun song called <i>Shake it up!</i> and add untuned percussion and movement.
22		Students develop their beat and rhythm skills and learn a tuned percussion part for the song <i>Shake it up!</i>
23		Students extend and vary the song <i>Shake it up!</i> with untuned and tuned percussion.
24		Students prepare the song <i>Shake it up!</i> for a performance.
25		Students share their performance of the song <i>Shake it up!</i> for an audience.
26	A sailor went to sea	Students learn a fun action song, and then transfer the rhythms learnt in the actions to untuned percussion.
27		Students sing and play untuned percussion parts, and then learn their first tuned percussion part with two notes.
28		Students extend and vary the song <i>A sailor went to sea</i> with untuned and tuned percussion.
29		Students prepare the song <i>A sailor went to sea</i> for a performance.
30		Students share their performance of the song <i>A sailor went to sea</i> for an audience.
31	Row, row, row your boat	Students learn to sing a fun song called <i>Row, Row, Row Your Boat</i> and learn to develop the idea of singing in rounds.
32		Students develop their beat and rhythm skills through learning tuned and untuned percussion parts for the song <i>Row, Row, Row Your Boat</i> .
33		Students extend and vary the song <i>Row, Row, Row Your Boat</i> with untuned and tuned percussion.
34		Students prepare the song <i>Row, Row, Row Your Boat</i> for a performance.
35		Students share their performance of the song <i>Row, Row, Row Your Boat</i> for an audience.
36	Aiken drum	Students learn to sing a fun song called <i>Aiken drum</i> and add some untuned percussion.
37		Students develop their steady beat skills and learn a tuned percussion part for the song <i>Aiken drum</i> .
38		Students extend and vary the song <i>Aiken drum</i> with untuned and tuned percussion.
39		Students prepare the song <i>Aiken drum</i> for a performance.
40		Students share their performance of the song <i>Aiken drum</i> for an audience.

Foundation COMPOSE Scope and sequence



COMPOSE

Every lesson in this unit is based around the following content statement:

Students learn to create art works that communicate ideas. (AC9AMU2C01)

Activity	Activity title	Outcome
1	Favourite food	Students create a chant with their name and their favourite food, and then draw a picture of themselves to notate their composition.
2	Sound and silence	Students create a piece of music using an icon representing sound and an icon representing silence.
3	Sequencing sound and silence	Students create a composition sequencing periods of sound and silence.
4	Once I caught a ...	Students improvise adding and changing words to a known song.
5	Loud and soft	Students create a sequence of musical sounds from three icons: a loud sound, a soft sound and silence.
6	Beat	Students create a sequence of musical sounds in a consistent beat from three icons: loud, soft and silence.
7	Mandy mandarin	Students devise a simple chant that can communicate a simple health message.
8	Pitch	Students create a sequence of musical sounds in two distinct pitches, represented by two coloured squares.
9	Recycle Reg	Students devise a simple chant that can communicate a sustainability message.
10	My pet	Students compose a two line chant about their pet or an animal, and accompany it with a rhythm pattern.
11	My pet poem	Students expand their simple chant about their pet or an animal to four lines
12	Favourite games	Students think about their favourite games and use that as a starting point for their compositions.
13	Story sounds	Students listen to a story and think about ways to represent the characters in music.
14	Rhyme from a story	Students create a rhyme and musical accompaniment to a known story.
15	Nature sounds	Students create a soundscape using three sounds: rain, wind and thunder and reproduce them with instruments.
16	Animals	Students create a soundscape of animal sounds, choosing four animal sounds from six choices.
17	Soundscape	Students choose between eight different musical fragments and sound effects to create a soundscape.
18	Musical story	Students choose from eight different musical fragments to represent the story of <i>Peter Rabbit</i> in music.
19	Story with instruments	Students create original ideas using instruments to represent the story of <i>Peter Rabbit</i> in music.
20	Presentation	Students present ideas and/or a completed composition representing the story of Peter Rabbit to the class.

Foundation **CONNECT** Scope and sequence



Every lesson in this unit is based around the following content statement:

Students explore how and why the arts are important for people and communities. (AC9AMUFE01)

Activity	Activity title	Outcome
1	Djarimirri	Students will explore a work by First Nations Australian Dr. G Yunupingu and discover how music is important for this community.
2	Prelude from Carmen	Students will explore how music can be used to introduce a story, by listening to the prelude of the opera Carmen by Georges Bizet
3	Flight of the bumblebee	Students will explore how the element of melody is used to create music through listening to a famous piece.
4	The entertainer	Students will learn about how the piano has been used for over a century to bring people together through listening to a famous piece of ragtime music.
5	In the hall of the mountain king	Students will explore how the elements of tempo and volume create an expressive effect in a famous piece of music.
6	Morning mood	Students will explore how music can create emotions and moods through listening to a famous piece of music.
7	The liberty bell	Students will explore how important marching bands have been for people and communities.
8	Jupiter from the planets suite	Students will explore how artistic expression about the planets of our solar system connects with science.
9	The elephant and the swan	Students will explore how composers can create imagery in music by listening to two movements from <i>Carnival of the Animals</i> by Camille Saint-Saëns.
10	When the saints go marching in	Students will listen to an excerpt of early jazz and explore how this style of music is important to communities.
11	The dance of the sugar plum fairy	Students will explore dance and the connection with music through listening to a famous excerpt of ballet music.
12	The moldau	Students will explore how music can create imagery through listening to a famous romantic piece.
13	Entry of the gladiators	Students will listen to a piece called Entry of the gladiators and explore purposes for this type of music.
14	Pizzicato	Students will listen to a famous excerpt of ballet music and explore how dancers may interpret it.
15	Swan lake	Students will explore a famous piece of ballet music and discover why it is important for people.
16	Etude op. 10, no. 1	Students will explore how music can create imagery through listening to a famous piano piece about a waterfall.
17	Mbube (The lion sleeps tonight)	Students will explore how a choir creates music together.
18	Hibiki	Students will discover Japanese taiko drumming and explore how and why it is important for this cultural group.
19	Sakura	Students will discover the koto and hear how playing it is important for this cultural group.
20	Ballad of North Henan Province	Students will discover the Erhu, and explore its importance for people and communities.

Grade 1 SKILLS scope and sequence



Every lesson in this unit is based around the following Australian curriculum content statement:

Develop listening skills and skills for singing and playing instruments (AC9AMU2D01)

Lesson	Activity title	Outcome of the lesson
1	Listening game I	Students will discover the musical element of tempo through listening to a short piece called <i>Train leaving the station</i> .
2	Echo rhythm I	Students will develop their rhythm skills through an echo clapping game
4	Echo singing I	Students will work on their singing skills and aural awareness through echo singing.
5	Listening game II	Students will discover the musical element of dynamics through listening to a short piece called <i>Fireworks</i> .
6	Echo rhythm II	Students will develop their rhythm skills through an echo clapping game
7	Listening game III	Students will explore the musical elements of pitch and tempo through listening to a piece of music called <i>Popcorn</i> .
8	Echo singing II - Call and response	Students will develop their vocal skills and improvisational ability through this fun call and response singing game.
9	Listening game IV	Students will listen for the musical element of pitch while listening to this short piece called <i>The Bird</i> .
11	Listening game V	Students will listen for the musical elements of pitch and tempo while listening to this short piece of music called <i>The Elephant</i> .
12	Echo singing III	Students will develop their vocal skills and pitch awareness with these echo singing exercises.
13	Listening game VI	Students will discover the musical element of tempo through listening to this short piece of music called <i>The Sleepy Cat</i> .
14	Echo singing IV	Students will develop their singing skills, particularly their ability to reproduce scale patterns with these echo singing patterns.
15	Listening game VII	Students will discover the musical element of pitch through listening to this short piece called <i>The Dragonfly</i> .
16	Echo rhythm III	Students will develop their rhythm skills and awareness of other elements of music such as dynamics and tempo through an echo clapping game.
17	Listening game VIII	Students will discover the musical elements of tempo and rhythm through listening to this short piece called <i>The Lively Dog</i>
19	Listening game IX	Students will discover the musical element of dynamics through listening to a piece of music called <i>The Fire going out</i> .
21	Listening game X	Students will discover the musical element of dynamics and explore its story telling potential through listening to a piece of music called <i>Train Going Past</i> .
22	Echo singing V - Vocal range	Students will develop their vocal skills and expand their vocal range with this echo singing game.
23	Listening game XI	Students will listen for a particular instrument (the xylophone) in a piece of music and respond with action.
24	Echo singing VI - High and low	Students will develop their vocal skills, particularly their ability to reproduce high and low notes with this echo singing game.
25	Listening game XII	Students will listen for a particular instrument (the guitar) in a piece of music and respond with action.
26	Echo rhythm IV	Students will develop their rhythm skills and awareness of other elements of music such as dynamics and tempo through an echo clapping game.
27	Listening game XIII	Students will listen for two different instruments in a piece of music and respond with actions when hearing them.
28	Echo rhythm V	Students will develop their rhythm awareness and skills through clapping back rhythm patterns.
31	Echo rhythm VI - Triple time	Students will become aware of triple time (3 beats per bar) rhythms through this clapping game.
32	Echo rhythm VII - Triple time	Students will develop their ability to perform triple time rhythms through this clapping game.
33	Listening game XIV	Students will explore elements of music and their storytelling potential through listening to a piece of music called <i>The Surprise Party</i> .
34	Echo singing VII - Pitch direction	Students will develop their singing skills, particularly their ability to reproduce scale patterns with these echo singing exercises.
35	Listening game XV	Students will explore elements of music including tempo and pitch and their storytelling potential through listening to a piece of music called <i>The Grumpy Old Man</i> .
36	Echo singing VIII - Long and short	Students will develop their vocal skills and ability, particularly their ability to perform long and short sounds with their voice.
37	Listening game XVI	Students will discover the storytelling potential of music by listening to a short piece of music called <i>The haunted house</i> .
38	Echo rhythm VIII - Duple and triple	Students will develop the skill of distinguishing between duple and triple time rhythm patterns through this clapping game.

Grade 1 SING & PLAY Scope and sequence



SING & PLAY

Every lesson in this unit is based around the following Australian curriculum content statement:

Sing and play music they have learnt and/or composed in informal settings.
(AC9AMU4P01)

Lesson	Song	Outcome of the lesson
1	Obwisana	Students will learn to sing and play untuned percussion for the song Obwisana.
2		Students will learn tuned and untuned percussion parts for the song Obwisana.
3		Students will refine their performance of the song Obwisana.
4		Students will prepare to perform the song Obwisana for an audience.
5		Students will perform the song Obwisana and evaluate their own performance.
6	Kye Kye Kule	Students will experience the song Kye kye kule and then learn the untuned percussion parts.
7		Students will learn a tuned percussion ostinato for the song Kye kye kule and perform it while singing.
8		Students can add tuned and untuned parts to the song Kye kye kule and bring it together as an ensemble.
9		Students refine their playing of the song Kye kye kule and prepare it for performance.
10		Students will perform the song Kye kye kule and discuss their performance.
11	Haru Ga Kita	Students will learn Japanese words and actions for the song Haru ga kita and add untuned percussion parts.
12		Students will learn a tuned percussion part for the song Haru ga kita.
13		Students will put tuned and untuned percussion parts together for the song Haru ga kita and refine their performance.
14		Students will prepare the song Haru ga kita for a performance for their peers and teachers.
15		Students will perform the song Haru ga kita and hold post-performance discussions and evaluations.
16	Kokoleoko	Students will learn a folk song called Kokoleoko, play the associated clapping game, then add untuned percussion parts.
17		Students will learn a tuned percussion part for the song Kokoleoko.
18		Students will put untuned and tuned percussion parts together for the song Kokoleoko.
19		Students will prepare the folk song Kokoleoko for a performance for their peers and teachers.
20		Students will perform the song Kokoleoko and hold post performance discussions and evaluations.
21	Alouette	Students will learn to sing and play an untuned percussion part for the French children's song Alouette.
22		Students will learn a tuned percussion part for the French children's song Alouette.
23		Students will put tuned and untuned percussion parts together for the song Alouette.
24		Students will prepare the song Alouette for a performance for an audience of peers and teachers.
25		Students will perform the song Alouette and participate in post performance discussions and evaluations.
26	Apples and Bananas	Students will learn to sing and play untuned percussion parts for the American students's song Apples and bananas.
27		Students will learn a tuned percussion part for the song Apples and bananas.
28		Students will put tuned and untuned parts together for the song Apples and bananas and refine their performance.
29		Students will prepare the song Apples and bananas for a performance for an audience of peers and teachers.
30		Students will perform the song Apples and bananas and participate in post-performance discussions and evaluations.
31	Botany Bay	Students will learn to sing the folk song Botany Bay, and then learn untuned percussion parts.
32		Students will learn a tuned percussion part for the folk song Botany Bay.
33		Students will put tuned and untuned parts together for the folk song Botany Bay.
34		Students will prepare the folk song Botany Bay for a performance for an audience of peers and teachers.
35		Students will perform the folk song Botany Bay and participate in post-performance discussions and evaluations.
36	Bingo	Students will learn to sing the song Bingo, and learn untuned percussion parts to accompany it.
37		Students will learn a tuned percussion part for the song Bingo.
38		Students will put tuned and untuned percussion parts together for the song Bingo.
39		Students will prepare the song Bingo for a performance for an audience of peers and teachers.
40		Students will perform the folk song Bingo and participate in post performance discussions and evaluations.

Grade 1 COMPOSE Scope and sequence



Every lesson in this unit is based around the following content statement:

Select and combine elements of music when composing and practising music for performance. (AC9AMU2C01)

COMPOSE

Activity title		Outcome of the lesson
1	The Tiger	Students perform a group chant and explore how the musical element of tempo creates an expressive effect.
2	Hickory Dickory Dock	Students create their own body percussion accompaniment to a familiar song.
3	Dark Dark Wood	Students perform a group chant and explore how the musical element of dynamics creates an expressive effect.
4	Sound and Silence	Students create a piece of music that explores the contrast of sound and silence.
5	Bees and Bugs	Students create a piece of music that explores the element of high and low pitch.
6	Bees and Bugs sequence	Students will order their previously created musical ideas into a composition.
7	Animal Sounds	Students will create a group composition to explore how the musical element of articulation creates an expressive effect.
8	The Three Bears	Students will perform a group song to explore how the musical element of pitch creates an expressive effect.
9	Elephant and Monkey	Students create a piece of music that explores the contrast of fast and slow tempo.
10	Loud and Soft sounds	Students create a piece of music that explores the contrast of loud and soft sounds.
11	Animal Sounds sequence	Students create an order for animal sounds and record it by sticking pictures in a line.
12	Animal squares	Students create ideas using a musical instrument to represent four different animals and record them.
13	Animal stories	Students create a musical story using two or more animal themes and discuss it with the class.
14	Rhythmic Q and A	Students improvise a rhythm on an untuned instrument in response to a given musical question.
15	Improvisation	Students improvise musical patterns on a single note in several different musical styles.
16	Singing Q and A	Students sing in response to musical questions using the notes mi and so and choose one response to write down.
17	Action Ideas	Students create four different patterns on an instrument to suggest different ways of moving.
18	Action Story	Students combine two or more musical ideas to create a short musical story.
19	Completion	Students listen to feedback from their classmates and teacher to further refine their musical ideas.
20	Presentation	Students present a final version of their work to their peers or informal audience.

Grade 1 CONNECT Scope and sequence



Every lesson in this unit is based around the following content statements:

Explore where, why and how people across cultures, communities and/or other contexts experience music.(AC9AMU4E01)

Explore examples of music composed and/or performed by First Nations Australians. (AC9AMU2E02)

Activity title		Outcome of the lesson
1	Kangaroo Dance	Students will watch an example of some music composed and performed by First Nation Australians.
2	The string section	Students will explore the function of the string instruments in an orchestra.
3	The woodwind section	Students will explore the function of the woodwind instruments in an orchestra.
4	The brass section	Students will explore the function of the brass instruments in an orchestra.
5	The percussion section	Students will explore the function of the percussion instruments in an orchestra.
6	The Can Can	Students will watch an orchestra perform a famous piece of music.
7	Maple Leaf Rag	Students will learn about a famous piano piece and explore how people experienced music in the ragtime era.
8	Trisch Träsch Polka	Students will listen to an orchestral piece and explore how and why it was composed and performed.
9	The Fountain	Students will listen to a piano piece and explore how the composer is creating imagery.
10	Spring from the four seasons	Students will listen to a string orchestra piece and explore observations about the music.
11	Overture from Carmen	Students will listen to an orchestral overture from a famous opera and explore how the music is used.
12	Peter and the Wolf	Students will explore how music can be used to illustrate stories through listening to a famous piece called <i>Peter and the Wolf</i> .
13	Glass Duo	Students will explore how innovative musicians can create an instrument using wine glasses and recreate famous music.
14	Take the A Train	Students will listen to a famous jazz musician and explore the context of early jazz music.
15	Burning Love	Students will listen to a performance of Elvis Presley and share observations about the music.
16	Three O'clock Blues	Students will watch a performance by blues musician B.B. King and explore the context of blues music.
17	Shake a Tailfeather	Students will watch a performance by Ray Charles and the Blues Brothers band and share their observations about the music.
18	Homeless	Students will watch a performance by an African choir and explore where and why this culture creates music.
19	Taiko drumming	Students will watch a performance by a group of Japanese taiko drummers and explore where and why this culture creates music.
20	Funga Alafia	Students will watch a performance from a well known African musician and explore music from this cultural group.

Grade 2 SKILLS scope and sequence



Every lesson in this unit is based around the following Australian curriculum content statement:

Develop listening skills and skills for singing and playing instruments (AC9AMU2D01)

Lesson	Activity title	Outcome of the lesson
1	Listening game I	Students will identify the musical element of pitch while listening to music about a dragonfly
2	Echo Singing I, high and low	Students will develop their singing skills and an understanding of high and low pitches.
4	Echo Rhythm I, simple time I	Students will develop their rhythm awareness and skills through clapping back rhythm patterns.
5	Listening game II	Students will develop their awareness of the musical element of tempo through listening to a piece of music entitled Train journey.
6	Echo Rhythm II, compound time I	Students will develop their rhythm awareness of compound (triplet) based rhythm patterns.
7	Listening game III	Students will develop their awareness of the musical element of tempo through listening to a piece of music entitled Train Station.
8	Echo Rhythm III, compound time II	Students will develop their rhythm awareness of compound (triplet) based rhythm patterns.
9	Listening game IV	Students will develop their awareness of the musical elements of Dynamics through listening to a piece of music entitled Train coming past.
10	Echo Rhythm IV, Simple and compound time	Students will develop their ability to distinguish between simple (duple) and compound (triple) based rhythm patterns.
11	Listening game V	Students will develop their awareness of the musical element of note duration through listening to a piece of music entitled Popcorn.
12	Echo Rhythm V, simple time II	Students will develop their rhythm awareness and skills through clapping back rhythm patterns.
13	Listening game VI	Students will develop their awareness of the musical element of tempo through listening to a piece of music called The lively dog gets tired.
14	Echo Singing II, Pitch direction	Students will develop their singing skills and awareness of pitch through echo singing.
15	Listening game VII	Students will develop their awareness of the musical element of dynamics through listening to a piece of music called The Fire going out.
16	Echo Rhythm VI, simple time III	Students will develop their beat and rhythm skills, while at the same time increasing their awareness of the musical element of dynamics.
17	Listening game VIII	Students will listen for the musical elements of beat and rhythm in listening to a piece of music called The happy clown.
18	Echo Singing III, Long and Short	Students will develop their ability to create long and short sounds with their voices.
19	Listening game IX	Students will analyse the musical elements creating a piece of music called The sad clown, and compare it to the elements creating the piece called The happy clown.
21	Listening game X	Students will discover the musical element of pitch when listening to a piece of music called The Bird.
22	Echo singing IV, unison	Students will learn about the skill of performing in unison through this singing exercise.
23	Listening game XI	Students will discover the musical elements of pitch when listening to a piece of music called The Elephant.
24	Solfège with pitch matching I	Students will develop their awareness of pitch through playing a pitch matching game with solfège
25	Listening game XII	Students will listen for the musical elements of pitch and tempo through listening to a piece of music called The Turtle.
26	Solfège with pitch matching II	Students will further develop their awareness of pitch through playing a pitch matching game with solfège
27	Listening game XIII	Students will discover the musical effect of the element of dynamics through listening to a piece of music called Cars coming past.
28	Echo rhythm VII, dynamics	Students will work on their ability to control the musical element of dynamics through clapping echo patterns.
31	Listening game XIV	Students will discover the effect of the musical element of tempo through listening to a piece of music called The sleepy cat wakes up.
32	Poison rhythm I	Students will develop their ability to distinguish the musical element of rhythm through this echo clapping game.
33	Listening game XV	Students will discover the musical element of dynamics through listening to a piece of music called The storm.
34	Solfège with pitch matching III	Students will further develop their awareness of pitch through playing a pitch matching game with solfège
35	Listening game XVI	Students will discover the musical element of timbre through the skill of picking out one particular instrument while listening to a piece of music called The trumpet.
36	Poison rhythm II	Students will develop their ability to distinguish the musical element of rhythm through this echo clapping game.
37	Listening game XVII	Students will discover the musical element of timbre through the skill of picking out one particular instrument while listening to a piece of music called The saxophone.
38	Poison rhythm III	Students will develop their ability to distinguish the musical element of rhythm through this echo clapping game.

Grade 2 SING & PLAY Scope and sequence



SING & PLAY

Every lesson in this unit is based around the following Australian curriculum content statement:

Sing and play music they have learnt and/or composed in informal settings.
(AC9AMU4P01)

Lesson	Song	Outcome of the lesson
1	Bow wow wow	Students will learn to sing and play untuned percussion for the song Bow wow wow.
2		Students will learn tuned and untuned percussion parts for the song Bow wow wow.
3		Students will refine their performance of the song Bow wow wow.
4		Students will prepare to perform the song Bow wow wow for an audience.
5		Students will perform the song Bow wow wow and evaluate their own performance.
6	Charlie over the ocean	Students will experience the song Charlie over the ocean and play the associated game, and then learn the untuned percussion parts.
7		Students will build on their rhythm patterns in the song Charlie over the ocean and transfer them to tuned percussion.
8		Students can add rhythmic and melodic improvisation to the song Charlie over the ocean and bring it together as an ensemble.
9		Students refine their performance of the song Charlie over the ocean and prepare it for performance.
10		Students will perform the song Charlie over the ocean for an audience of peers and teachers, and discuss their performance.
11	La Cucaracha	Students will learn the Spanish words of the song La cucaracha and add some untuned percussion parts.
12		Students will learn a tuned percussion part for the song La cucaracha.
13		Students will put tuned and untuned percussion parts together for the song La cucaracha and refine their performance.
14		Students will prepare the song La cucaracha for a performance for their peers and teachers.
15		Students will perform the song La cucaracha and hold post performance discussions and evaluations.
16	Peg Leg Pirate Band	Students will learn a rhythmic rap song called Peg leg pirate band and add untuned percussion parts.
17		Students will learn a tuned percussion interlude for the rap song Peg leg pirate band.
18		Students will refine their performance of the rap song Peg leg pirate band and make decisions about how the music should sound.
19		Students will prepare the rap song Peg leg pirate band for a performance for their peers and teachers.
20		Students will perform the song Peg leg pirate band and hold post performance discussions and evaluations.
21	Auld Lang Syne	Students will learn to sing and play untuned percussion parts for the folk song Auld lang syne.
22		Students will learn a tuned percussion part for the folk song Auld lang syne.
23		Students will put tuned and untuned percussion parts together for the folk song Auld lang syne.
24		Students will prepare the folk song Auld lang syne for a performance for an audience of peers and teachers.
25		Students will perform the folk song Auld lang syne and participate in post performance discussions and evaluations.
26	Funga Alafia	Students will learn to sing and play untuned percussion parts for the African folk song Funga Alafia.
27		Students will learn a tuned percussion part for the African folk song Funga Alafia.
28		Students will put tuned and untuned parts together for the African folk song Funga Alafia and refine their performance.
29		Students will prepare the African folk song Funga Alafia for a performance for an audience of peers and teachers.
30		Students will perform the African folk song Funga Alafia and participate in post performance discussions and evaluations.

Grade 2 SING & PLAY Scope and sequence (cont)



Lesson	Song	Outcome of the lesson
31	Zum Gali Gali	Students will learn to sing the Israeli folk song Zum Gali Gali in Hebrew and English, and then learn untuned percussion parts.
32		Students will learn a tuned percussion part for the Israeli folk song Zum Gali Gali.
33		Students will put tuned and untuned parts together for the Israeli folk song Zum Gali Gali.
34		Students will prepare the Israeli folk song Zum Gali Gali for a performance for an audience of peers and teachers.
35		Students will perform the Israeli folk song Zum Gali Gali and participate in post performance discussions and evaluations.
36	Haida	Students will learn to sing the Hebrew folk song Haida, and learn its associated dance.
37		Students will learn a tuned percussion part for the folk song Haida.
38		Students will put tuned and untuned percussion parts together for the folk song Haida.
39		Students will prepare the folk song Haida for a performance for an audience of peers and teachers.
40		Students will perform the folk song Haida and participate in post performance discussions and evaluations.

Grade 2 COMPOSE Scope and sequence



Every lesson in this unit is based around the following content statement:

Select and combine elements of music when composing and practising music for performance. (AC9AMU2C01)

COMPOSE

Activity title		Outcome of the lesson
1	Boom Chicka Boom	Students will perform a group chant or song and explore how the musical elements of dynamics create an expressive effect.
2	Sound and silence	Students create a piece of music that explores the contrast of sound and silence.
3	Engine, engine, number nine	Students perform a group chant and explore how the musical element of tempo creates an expressive effect.
4	Stairs	Students create a piece of music that explores the element of high and low pitch.
5	Itsy Bitsy Monkey	Students create their own body percussion accompaniment to a familiar song.
6	Monkey sounds	Students perform a group chant or song and explore how the musical element of articulation creates an expressive effect.
7	The Turtle and the Rabbit	Students create a piece of music that explores the contrast of fast and slow tempo.
8	Loud and soft sounds	Students create a piece of music that explores the contrast of loud and soft sounds.
9	Telling a story	Students explore how the different elements of music create an expressive effect when telling a story.
10	Expressing emotion	Students create a musical idea to express an emotion using an instrument of their choice and write it down.
11	Improvisation	Students choose a three-note balloon and create a musical idea using those notes and write it down.
12	Teamwork	Students demonstrate and explain their musical ideas to the class and then work with a partner to combine ideas.
13	Soundscaping	Students use technology to combine and sequence sounds to make a composition with a specific purpose.
14	Poem accompaniment	Students create an accompaniment with two instrumental parts for a given poem.
15	Musical Q and A	Students listen to a musical phrase, and respond with an answer on their instrument.
16	Musical conversation	Students work in pairs to create both a musical question and a musical answer, using a given set of three notes.
Composition project		
17	Idea creation	Students create two short melodic phrases using the pentatonic scale and notate them.
18	Development	Students work with a partner to refine and develop their personal musical ideas into a completed composition.
19	Completion	Students refine and complete their piece of music and prepare it for performance.
20	Presentation	Students present a piece of their own composition for the class and describe its expressive intent.

Grade 2 CONNECT Scope and sequence



Every lesson in this unit is based around the following content statements:

Explore where, why and how people across cultures, communities and/or other contexts experience music.(AC9AMU4E01)

Explore examples of music composed and/or performed by First Nations Australians. (AC9AMU2E02)

Activity title		Outcome of the lesson
1	William Barton	Students will explore an example of music composed and performed by First Nations Australian William Barton.
2	Instruments of the orchestra	Students will explore and describe instruments used in an orchestra.
3	Radetsky March	Students will explore an orchestral march and identify the purpose the music was composed for.
4	Swan Lake	Students will explore music composed for a ballet, and describe how it is communicating meaning.
5	Eine Kleine Nachtmusik	Students explore music created for string orchestra by Wolfgang Amadeus Mozart.
6	Stoptime rag	Students explore an early ragtime work for the piano by Scott Joplin.
7	Toy soldiers' march	Students explore and describe how music for the violin is created.
8	Lagrima	Students explore a work for classical guitar by Spanish composer Francisco Tarrega.
9	The Gaelic Symphony	Students explore a symphony composed by American composer Amy Beach.
10	Aquarium	Students explore and describe a piece of music called Aquarium by Camille Saint-Saens.
11	Yo Yo Ma	Students watch cellist Yo-Yo Ma performing music composed by J.S. Bach.
12	Glen Miller	Students explore and discover wartime big band music by Glen Miller and his big band.
13	Ella Fitzgerald and Duke Ellington	Students watch a performance by two outstanding jazz musicians and explore its context.
14	The Beatles	Students explore and describe music by British rock band The Beatles.
15	Paul Simon	Students explore and describe American musician Paul Simon's collaboration with African choir Ladysmith Black Mambazo.
16	Chuck Berry	Students explore and describe music created by Rock and roll pioneer Chuck Berry.
17	Animusic	Students explore and describe music created with computers for animation and how it communicates meaning for audiences.
18	Somewhere over the rainbow	Students explore and describe a performance by Israel Kamakawiwo'ole and how it communicates meaning.
19	Sakura	Students explore music from Japan and discuss how and why it was created.
20	Jiangzhou drum show	Students explore music from China and discuss how and why it was created.

Grade 3 SKILLS scope and sequence

Every lesson in this unit is based around the following Australian curriculum content statement:

Develop listening skills and skills for manipulating elements of music when singing and playing instruments. (AC9AMU4P01)



Lesson	Activity title	Outcome of the lesson
1	Echo rhythm I	Students will develop their rhythm skills and awareness of the musical element of dynamics through the use of an echo clapping game.
2	Echo rhythm II	Students will further develop their rhythm skills and awareness of the musical element of dynamics through the use of an echo clapping game.
3	Tempo clapping	Students will develop an awareness of the musical element of tempo through a clapping game.
4	Rhythm notation worksheet	Students will learn about essential rhythm notation elements including bars, barlines and time signatures.
5	Echo rhythm assessment	Students will perform an echo clapping pattern for assessment.
6	Echo singing, pitch direction	Students will echo sing pitch patterns moving up and down
7	Echo singing, pitch	Students will echo sing pitch patterns using solfege.
8	Roller coaster singing I	Students will develop their singing voices by following a roller coaster graphic.
9	The music staff worksheet	Students will learn about the music staff, and practise drawing notes on lines and in spaces.
10	Echo singing assessment	Students will echo sing a simple pattern for assessment.
11	Star Breathing	Students will work on the essential skill of deep diaphragmatic breathing.
12	Solfège and pitch matching I	Students will echo sing a pattern, naming the pitch of a sounded (but not sung) note with solfege.
13	Solfège and pitch matching II	Students will further develop their pitch awareness through echo singing a pattern and naming a sounded note with solfege.
14	Timbre worksheet	Students will develop their listening skills, specifically for the musical element of timbre in an instruments sound.
16	Roller coaster singing II	Students will further develop their singing voices by following a roller coaster graphic using more than one vocal sound.
17	Poison rhythm game I	Students will increase their listening skill and awareness of beat and rhythm through playing a poison rhythm game.
18	Poison rhythm game II	Students will further develop their listening skills and identification of rhythms with the poison rhythm game.
19	Duration worksheet	Students will learn about how conventional music notation represents the duration of notes.
21	Tumble Dryer breathing	Students will work on their deep diaphragmatic breathing control and depth.
22	Roller coaster singing III	Students will develop their singing voices by following a roller coaster graphic, including working on length of note control.
23	Echo singing - volume control	Students will develop the skill of learning to sing softly, and loudly without shouting.
24	Notes and clefs worksheet	Students will learn about essential pitch notation elements of clefs and notes on the staff.
25	Singing skills assessment	Students will be assessed on their singing skills development, including breathing, pitch awareness and volume control.
26	Echo Rhythm III	Students will expand their rhythmic awareness by varying elements of music while echoing a rhythm pattern.
27	Echo Rhythm IV	Students will develop their rhythmic skills by echoing more complex rhythm patterns.
28	Poison Rhythm III	Students will further develop their listening skills with the poison rhythm game, including patterns that do not start on the beat.
29	Rhythm notation worksheet	Students will learn about how multiple notes in one beat are notated in music.
31	Echo singing - Step and Leap I	Students will echo sing to develop the skill of using different combinations of steps and jumps in a melody.
32	Echo singing - Step and Leap 2	Students will develop their vocal skills and ability to use close and wide intervals in a melody.
33	Worksheet - Rests	Students will learn about the essential symbols used for representing silence in music notation.
36	Roller coaster singing IV	Students will develop their singing voices by following a roller coaster graphic with multiple vocalisation sounds.
37	Echo Singing - call and response	Students will sing back a different phrase in answer to a musical question.
38	Worksheet - Dynamics	Students will learn about essential symbols used in music notation to denote dynamics.

Grade 3 SING & PLAY Scope and sequence



SING & PLAY

Every lesson in this unit is based around the following Australian curriculum content statement:

Sing and play music they have learnt and/or composed in informal settings.
(AC9AMU4P01)

Lesson	Song	Outcome of the lesson
1	A ram sam sam	Learn about the background of the song A Ram Sam Sam and sing it, then begin learning untuned percussion parts.
2		Students will learn tuned percussion parts for the song A Ram Sam Sam.
3		Students will put accompaniment parts together to form an ensemble performance of the song A Ram Sam Sam.
4		Students will plan how they will introduce and stage a performance of the song A Ram Sam Sam.
5		Students will prepare and present a performance of the song A Ram Sam Sam for assessment
6	Robot bop	Students will learn a unison rap song called Robot Bop and create their own dance moves.
7		Students will read music notation to create instrumental accompaniment for the song Robot Bop.
8		Students will follow music notation as they put instrumental parts together to form an ensemble playing Robot Bop.
9		Students will plan how to stage and introduce a performance of their song Robot Bop.
10		Students will perform the song Robot Bop for assessment.
11	Tideo	Students will learn about the background of the American folk song Tideo and learn to sing it with actions.
12		Students will learn tuned and untuned percussion accompaniment parts for the folk song Tideo.
13		Students will put accompaniment parts together to form an ensemble performance of the folk song Tideo.
14		Students will develop their performance of the folk song Tideo and add some improvisation.
15		Students will prepare and perform the folk song Tideo for assessment.
16	Cheese pizza	Students will learn rhythms through word association using the song Cheese Pizza.
17		Students will learn untuned percussion parts with rhythm word association through the song Cheese Pizza.
18		Students will put together an ensemble using tuned and untuned percussion for the song Cheese Pizza.
19		Students will develop their performance of Cheese Pizza and prepare it for performance and assessment.
20		Students will present the song Cheese Pizza for performance and assessment.
21	Inanay gupu wana	Students will sing the traditional song Inanay Gupu Wana and learn about its background.
22		Students will learn some tuned and untuned percussion accompaniment parts for Inanay Gupu Wana.
23		Students will put together an ensemble including tuned and untuned instruments to accompany Inanay Gupu Wana.
24		Students will plan how they will stage and introduce a performance of Inanay Gupu Wana.
25		Students will introduce and share their performance of the traditional song Inanay Gupu Wana.
26	The mexican walking fish	Students will learn about pitch and rhythm through learning a fun song called The Mexican Walking Fish.
27		Students will learn tuned and untuned percussion accompaniment parts for The Mexican Walking Fish.
28		Students will combine tuned and untuned percussion parts in The Mexican Walking Fish ensemble.
29		Students will develop their performance of The Mexican Walking Fish and include some improvisation.
30		Students will perform The Mexican Walking Fish for assessment.
31	Debka hora	Students will learn a dance called the Debka Hora, and some untuned percussion parts to accompany it.
32		Students will learn two tuned percussion parts to add to the folk song Debka Hora.
33		Students will put together tuned and untuned percussion accompaniment parts for the song Debka Hora.
34		Students develop their performance of the song Debka Hora and expand it with improvisation.
35		Students will prepare and perform the song Debka Hora for assessment.
36	Taba naba	Students learn about the background of the traditional song Taba Naba from the Torres Strait Islands.
37		Students learn some untuned percussion parts for the song Taba Naba.
38		Students put together untuned percussion parts and singing to form an ensemble of the song Taba Naba.
39		Students plan how they will stage a performance of the song Taba Naba.
40		Students perform the song Taba Naba for assessment.

Grade 3 COMPOSE Scope and sequence

Every lesson in this unit is based around the following content statement:

Manipulate elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance. (AC9AMU4C01)



	Activity title	Outcome of the lesson
1	Dynamics story	Students will work in small groups to create an untuned percussion piece which tells a story using dynamics.
2	Tempo story	Students will work together with a partner to create a piece of music using untuned percussion which tells a story using the musical element of tempo.
3	Pitch story	Students will use a tuned percussion instrument or a recorder to create a story using high and low pitches.
4	Melodic emotions	Students will use a tuned instrument to communicate two different emotions, and notate it using invented notation.
5	Musical pictures	Students will create their own composition to suggest a photograph.
6	Found sounds I	Students will create their own composition from inspired by a sound in their classroom environment.
7	Found sounds II	Students will create an accompaniment for a given chant using a found sound from their environment
8	Weather graphic notation	Students will notate a piece based on the weather which can be played as a class.
9	Collecting and refining	Students will collect their musical ideas and refine one of their works to prepare it for presentation to the class.
10	Refining and presenting	Students will refine and present their work to the class, and explain their connections to expressive intent.
11	Choosing and ordering.	Students will create a body percussion composition as a class and record it in their books.
12	Three Parts.	Students will create a body percussion composition with more than one part by ordering already created patterns.
13	Creating patterns	Students will create their own body percussion ideas, and then order the patterns to make a composition.
14	Creating and recording.	Students will create their own body percussion composition with more than one part, with all of their own ideas.
15	Single note improvisation	Students will create a rhythmic improvisation on a tuned instrument using just one note.
16	Two note improvisation	Students will create an improvisation using two notes: the note C and the white note above or below.
17	Improvisation and notation	Students will create an improvisation on up to three notes and notate it with simple notation.
18	Musical dominoes I	Students will create two different melodic patterns and record them on musical dominoes.
19	Musical dominoes II	Students will add words to their musical dominoes, creating segments that have words, pitch and rhythm elements.
20	Creating and presenting	Students will create a complete composition using musical dominoes and present it to the class.

Grade 3 CONNECT Scope and sequence

Every lesson in this unit is based around the following content statements:

Explore where, why and how music is composed and/or performed across cultures, times, places and/or other contexts. (AC9AMU4E01)



Explore how First Nations Australians use music to communicate their connection to and responsibility for country/place. (AC9AMU4E02)

	Activity title	Outcome of the lesson
1	Yothu Yindi	Students will listen to Australian indigenous Rock band Yothu Yindi perform one of their famous songs called Djapana, and explore how they use it to communicate their connection to Country/place.
2	Für Elise	Students will listen to the piano solo Für Elise by Ludwig Van Beethoven and explore its background and context.
3	Hungarian Dance	Students will listen to the orchestral work Hungarian Dance by Johannes Brahms and explore the main themes.
4	Notturmo in G Minor	Students will listen to a piano solo composed by Fanny Mendelssohn and learn about its background and context.
5	Adagio for Strings	Students will listen to this orchestral work by Samuel Barber and explore how it makes them feel as a listener.
6	1812 Overture	Students will listen to a large scale orchestral work by Pytor Illich Tchaikovsky and describe aspects of it.
7	Afro American Symphony	Students will listen to an orchestral work by William Grant Still and explore its background and effect.
8	Fantasy Impromptu	Students will listen to a piano solo composed by Frederic Chopin and describe it to others.
9	Turtle Island String Quartet	Students will listen to a string quartet performing a contemporary work and describe it.
10	Chariots of Fire	Students will watch a comical performance to explore reasons of when and why music is composed and performed.
11	Juliard Jazz Ensemble	Students will watch a jazz group perform, and explore reasons for music being played in the community.
12	Benny Goodman	Students will watch a performance of Benny Goodman and his band and explore its background and context.
13	Ella Fitzgerald	Students will listen to Ella Fitzgerald performing Summertime and explore the elements of music used.
14	Michael Bublé	Students will listen to Michael Bublé performing one of his songs and compare it to other music they have heard.
15	Elvis Presley	Students will watch a performance of Elvis Presley from the early years of television and explore its context.
16	Chuck Berry	Students will watch a performance of Chuck Berry and learn more about the history of rock music.
17	Yossou N' Dour	Students will listen to African musician Yossou N' Dour and explore how cultural background influences this music.
18	Enya	Students will listen to Irish musician Enya and explore how she uses the elements of music to evoke emotion.
19	Astor Piazzola	Students will listen to a famous Tango (a style of dance music), and explore its background and purpose.
20	Waltzing Matilda	Students will listen to a famous folk song from Australia, and explore its history and purpose.

Grade 4 SKILLS scope and sequence

Every lesson in this unit is based around the following Australian curriculum content statement:

Develop listening skills and skills for manipulating elements of music when singing and playing instruments (AC9AMU4P01)



Lesson	Activity title	Outcome of the lesson
1	Hexagon breathing	Students will develop the essential skill of breath control for singing.
2	Echo singing, step and leap 1	Students will develop awareness of pitch through singing back phrases.
3	Echo singing, step and leap 2	Students will develop their awareness of pitch through singing back phrases, incorporating steps and leaps.
4	Worksheet 1 - The staff and clefs	Students will learn essential knowledge about staff notation.
5	Skills assessment - pitch skills	Students will develop their skills for awareness of pitch.
6	Echo Rhythm I	Students will develop their awareness of beat and rhythm.
7	Echo Rhythm II	Students will listen to the effects of manipulating the element of music of dynamics while echoing rhythm patterns.
8	Rhythm pattern variation I	Students will start with a given pattern, and then make choices to vary the elements of music of dynamics or tempo to change it.
9	Worksheet 2 - Bars and Time signatures	Students will learn essential skills for understanding staff notation
10	Skills Assessment - Rhythm Skills	Students will develop their awareness of beat and rhythm.
11	Breathing control	Students will develop the essential skill of deep diaphragmatic breathing
12	Roller Coaster I	Students will develop their ability to control pitch in their voice.
13	Echo Singing, volume control I	Students will develop the essential skill of learning to sing louder without shouting.
14	Worksheet 3 - Pitch Notation	Students will learn about pitch notation in music.
15	Skills assessment - singing skills	Students will develop skills for singing and vocalisation
16	Echo Rhythm III	Students will develop their skills and control of beat and rhythm
17	Echo Rhythm IV	Students will explore the effects of manipulating elements of music when echoing a rhythm pattern.
18	Rhythm pattern variation II	Students will start with a given rhythm pattern, and make choices to vary the elements of music of dynamics, tempo or timbre.
19	Worksheet 4 - Note and rest duration	Students will learn about note and rest duration in music notation.
20	Skills Assessment - Dynamics and Tempo	Students will be assessed on their skill in manipulating the elements of music of dynamics and/or tempo while recreating a rhythm pattern.
21	Clapping volume control I	Students will work on their skill in controlling the element of music of dynamics in their playing.
22	Echo singing, volume control II	Students will work on their skill in controlling the element of dynamics in their singing, as they learn to sing louder without shouting.
23	Worksheet 5 - Dynamic markings	Students will learn about dynamic markings in music notation.
26	Roller coaster II	Students will develop their awareness of pitch and control of their voice.
27	Directed Listening 1 - The sad clown	Students will listen to a piece of music and look for specific rhythm patterns and discuss how they are used in the piece.
28	Worksheet 6 - Form	Students will create a graphic score to represent the form of a piece of music.
31	Echo Rhythm V	Students will develop their awareness of rhythm, particularly the skill of subdividing the beat.
32	Echo singing, compound time	Students will develop their awareness of pitch and rhythm together by echo singing phrases in compound time.
33	Worksheet 7 - Eighth and sixteenth notes	Students will learn about the way more than one note in a beat is represented in music notation.
36	Clapping volume control II	Students will develop their ability to control the musical element of dynamics as they clap and play instruments.
37	Directed listening II - Fireworks	Students will listen to a piece of music and explore how dynamics and timbre is used to create a specific effect.
38	Worksheet 8 - Timbre	Students will explore the musical element of timbre and listen to the sounds of different instruments and find words to describe the sounds.

Grade 4 SING & PLAY Scope and sequence



SING & PLAY

Every lesson in this unit is based around the following Australian curriculum content statement:

Sing and play music they have learnt and/or composed in informal settings.
(AC9AMU4P01)

Lesson	Song	Outcome of the lesson
1	Day-O (The Banana Boat Song)	Learn the background of the Banana boat song from Jamaica and learn to sing it, then add some untuned percussion parts.
2		Students will learn a tuned percussion part for the Banana boat song from Jamaica using notation.
3		Students will read from notation as they put together an ensemble performance of the Banana boat song from Jamaica.
4		Students will refine their performance of the Banana boat song and prepare it for performance and assessment.
5		Students will finalise a performance of the Banana boat song from Jamaica and plan how they will introduce it and perform it for assessment.
6	The Goose with an Attitude	Students will learn a unison rap song called The goose with an attitude and prepare accompaniment parts.
7		Students will add a tuned percussion part to their performance of The Goose with an attitude by reading music notation.
8		Students will read from music notation to prepare a performance of The goose with an attitude.
9		Students will prepare their rap song The goose with an attitude for performance and make decisions about staging and introducing their performance.
10		Students will finalise and introduce their performance of the rap song The goose with an attitude for assessment.
11	Aquaqua Dela Omar	Students will learn the Israeli folk song A qua qua dela omar and the clapping game associated with it, manipulating the element of beat and rhythm to communicate the idea of the game.
12		Students will add a untuned and tuned percussion parts to the Israeli folk song A qua qua dela omar creating ostinato and drone accompaniment parts.
13		Students will develop their performance of the Israeli folk song A qua qua dela omar and prepare it for assessment.
14		Students will demonstrate their ability to manipulate elements of music to communicate the idea of beat through preparing the Israeli folk song A qua qua dela omar for assessment.
15		Students will practice introducing performances by presenting the Israeli folk song A qua qua dela omar for assessment.
16	Whack-a-boom!	Students will learn a simple unison rap song called Whack-a-boom! and add ostinato percussion parts to it.
17		Students will read from notation and learn a tuned percussion part for their song called Whack-a-boom!
18		Students will develop their performance of Whack-a-boom! and improve and improvise accompaniment parts.
19		Students will plan how they will stage and present a performance of Whack-a-boom! for assessment.
20		Students will present a performance of Whack-a-boom! for assessment and introduce the performance.

Lesson	Song	Outcome of the lesson
21	Bound for South Australia	Students will learn about the background and sing the traditional folk song Bound for South Australia.
22		Students will add tuned and untuned percussion parts to the folk song Bound for South Australia.
23		Students will develop their accompaniment parts to the folk song Bound for South Australia.
24		Students will prepare the folk song Bound for South Australia for performance and assessment.
25		Students will perform the folk song Bound for South Australia for a performance and/or assessment.
26	Tafta Hindi	Students will learn about the background and sing the folk song Tafta Hindi.
27		Students will learn tuned and untuned percussion accompaniment parts for the folk song Tafta Hindi.
28		Students will put together all the accompaniment parts and the vocal parts of the folk song Tafta Hindi to make an ensemble.
29		Students will prepare the music and accompaniment parts for the folk song Tafta Hindi for performance and assessment.
30		Students will perform and/or be assessed on their performance of the folk song Tafta Hindi.
31	Bim Bom	Students will learn a fun folk song called Bim Bom and learn an associated rhythm game.
32		Students will learn untuned and tuned percussion parts for the folk song Bim Bom.
33		Students will put tuned and untuned percussion parts together to make an accompaniment for the folk song Bim Bom.
34		Students will experiment with ways to expand the folk song Bim Bom and prepare it for performance and/or assessment.
35		Students will perform the folk song Bim Bom for assessment.
36	Monkey and the Turtle	Students will learn a song from the Torres Strait Islands known as Monkey and the Turtle.
37		Students will add untuned percussion parts to the song Monkey and the Turtle.
38		Students will continue working on adding parts to the song Monkey and the Turtle to make a full ensemble performance.
39		Students will plan how they can stage a performance of Monkey and the Turtle
40		Students will present a performance of Monkey and the Turtle for assessment.

Grade 4 COMPOSE Scope and sequence



COMPOSE

Every lesson in this unit is based around the following content statement:

Manipulate elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance. (AC9AMU4C01)

	Activity title	Outcome of the lesson
1	Improvisation	Students improvise a melody on a tuned instrument using the first five notes of the A minor scale.
2	Single bar melody	Students create a one bar, four beat melodic pattern and learn to notate it with stick notation.
3	Elements of music - rhythm	Students will explore the expressive possibilities of manipulating the musical element of Rhythm in their compositions.
4	Elements of music - Dynamics	Students will explore the expressive possibilities of Dynamics in music that they compose.
5	Elements of music - tempo	Students will tell a musical story through the manipulation of the musical element of tempo.
6	Elements of music - pitch	Students will use recorders to help tell a story using the musical element of pitch.
7	Creating musical dominoes	Students create a composition using musical dominoes or single bar patterns which they notate using stick notation.
8	Ordering musical dominoes	Students create a class composition using prepared musical dominoes on the whiteboard, and practice their stick notation by writing it down in their music book.
9	Pitched ostinato	Students will work in pairs to create their own ostinato using a tuned instrument.
10	Unpitched ostinato	Students will work in pairs to create a rhythmic ostinato using two different untuned percussion instruments.
11	Ostinato jam	Students will experiment in small groups by joining different Ostinati together.
12	Pentatonic scale	Students learn to improvise with the C major pentatonic scale, and record their improvisation with any available technology.
13	Major and minor pentatonic	Students will choose to improvise in major or minor pentatonic scales, and connect it to musical intentions.
14	Major and minor choices	Students will choose to improvise in either C major or A minor, and connect their choice to an artistic intention.
15	Expanding artistic improvisation	Students will expand their artistic improvisations by manipulating other elements of music.
16	Words into music	Students choose their own subject for a composition, and write a single musical phrase with words, pitch and rhythm elements.
17	Musical dominoes with words	Students expand their compositions with words, pitch and rhythm by adding alternative phrases and ordering differently.
18	Mixing a percussion accompaniment	Students choose the accompaniment patterns for an existing melody using technology.
19	Creating a percussion beat	Students continue with the idea of creating a percussion accompaniment, this time with live instruments.
20	Presenting a finished work	Children present their completed compositions to the class, along with rhythmic accompaniment on percussion.

Grade 4 CONNECT Scope and sequence

Every lesson in this unit is based around the following content statements:

Explore where, why and how music is composed and/or performed across cultures, times, places and/or other contexts. (AC9AMU4E01)



Explore how First Nations Australians use music to communicate their connection to and responsibility for country/place. (AC9AMU4E02)

	Activity title	Outcome of the lesson
1	My Island Home	Students will listen to two First Nations Australians sing the same song about their connection to country/place.
2	Symphony #40	Students will listen to part of a classical symphony and explore aspects of its time and context.
3	Dr Who theme	Students will watch an orchestral performance of a TV show theme and explore how elements of music are used.
4	Symphony #5	Students will listen to part of a classical symphony and explore how a main motif is used and developed.
5	Short ride in a fast machine	Students will listen to an orchestral performance and explore how the elements of music used create an expressive effect.
6	O fortuna	Students will listen to a work for choir and orchestra and consider how and why the music is composed and performed.
7	Moonlight sonata	Students will listen to a famous classical work for piano and consider how it communicates feelings and emotions.
8	Lyric for strings	Students will listen to a piece by composer George Walker and consider how it communicates emotions and feelings.
9	Three romances	Students will listen to three short pieces for violin and piano by Clara Schumann and compare them
10	Prélude à l'après-midi d'un faune	Students will listen to an orchestral piece by Claude Debussy and explore aspects of its time and context.
11	Soweto gospel choir	Students will listen to a choir from Africa and share what they enjoy about the performance.
12	Louis Armstrong	Students will listen to a performance of Louis Armstrong and explore when and why it was created.
13	Elvis Presley	Students will watch a performance from Elvis Presley and learn about aspects of its time and context.
14	The Beatles	Students will learn about The Beatles, watch a performance and discuss its time and context.
15	Whitney Houston	Students will watch a pop music performance and explore what they like about it and why.
16	Jimi Hendrix	Students will listen to a performance of electric guitarist Jimi Hendrix and explore how he utilizes the elements of music in his performance for expressive effect.
17	King Sunny Adé	Students will watch an interview and performance with African musician King Sunny Adé to examine the purpose music has in his community.
18	Bulgarian voices	Students will listen to a traditional Bulgarian choir, respond to it and explore what makes it unique.
19	Ernest Raglin	Students will watch a performance by Jamaican guitarist Ernest Raglin and compare the pieces performed.
20	Midnight Oil	Students will watch a film clip of Australian band Midnight Oil and consider why this music was composed and performed.

Grade 5 SKILLS scope and sequence

Every lesson in this unit is based around the following Australian curriculum content statement:

Develop listening skills and skills for manipulating elements of music when singing and playing instruments (AC9AMU4P01)



Lesson	Activity title	Outcome of the lesson
1	Echo rhythm I	Students will develop their skills for manipulating the element of rhythm.
2	Echo rhythm II	Students will develop their awareness of rhythm, particularly at a fast tempo.
3	Echo singing I	Students will develop their pitch awareness
4	Basic music notation worksheet	Students will revise basic concepts in music notation, such as clefs, bars and barlines.
5	Notes and values worksheet	Students will learn about rhythmic values in music notation.
6	Echo rhythm III	Students will learn more complex rhythms for a hip-hop style.
7	Solfege with pitch matching I	Students will develop their pitch awareness through a type of note-guessing game.
8	Notes in the treble clef worksheet	Students will learn pitch notation using the treble clef.
9	Dynamics worksheet	Students will learn the notation for the musical element of dynamics.
10	Clapping volume control I	Students will develop the skill of controlling the musical element of dynamics.
11	Clapping volume control II	Students will develop the skill of controlling the musical element of dynamics.
12	Notes in the bass clef worksheet	Students will learn pitch notation using the bass clef.
13	Echo rhythm IV	Students will develop their skills for manipulating the element of rhythm.
14	Echo singing, arpeggio	Students will learn about and replicate an arpeggio in their singing.
15	Form worksheet	Students will learn about common and popular song forms and create a song form map for a popular song.
16	Echo rhythm V	Students will develop their rhythm skills as they learn more complex rhythm patterns.
17	Clapping volume control III	Students will develop the skill of controlling the musical element of dynamics.
18	Solfege with pitch matching II	Students will develop their pitch awareness through a type of note-guessing game.
19	Notes in the treble and bass clefs worksheet	Students will learn pitch notation using both treble and bass clefs.
20	Echo rhythm VI, compound time	Students will learn to replicate compound time rhythms.
21	Only clap if swung game	Students will learn to discriminate between straight (duple) and swung (triple) rhythms.
22	Timbre worksheet	Students will explore the musical element of timbre, writing down descriptive words.

Grade 5 SING & PLAY Scope and sequence



SING & PLAY

Most lessons in this unit are based around the following Australian curriculum content statement:

Perform music in a range of forms they have learnt and/or composed in informal and/or formal settings. (AC9AMU6P01)

MARIMBA BAND		
1	Calypso Dream	Students will learn marimba playing skills while they learn a bass part for the piece Calypso Dream.
2		Students will learn rhythm and ensemble skills while learning a harmony part for the piece Calypso Dream.
3		Students will learn a melody part and ensemble skills for the piece Calypso Dream.
4		Students will learn improvisation to add to the melody part in the piece Calypso Dream as they prepare it for performance.
5		Students will prepare and present the work Calypso Dream for performance.
6	Beat Machine	Students will improve their rhythm skills while they learn a bass part for the marimba piece Beat Machine.
7		Students will learn rhythm and ensemble skills as they add a harmony part to the piece Beat Machine.
8		Students will develop their ensemble skills as they add three parts together for the marimba band piece Beat Machine.
9		Students will refine and prepare the work Beat Machine for performance, focusing on dynamics and balance.
10		Students will prepare and perform the work Beat Machine for assessment.
11	In The Groove	Students will improve their marimba playing skills as they learn a bass part for the piece In The Groove.
12		Students will develop their ensemble playing skills as they add a harmony part to the piece In The Groove.
13		Students will work on their ensemble playing skills as they add the melody part to the piece In The Groove.
14		Students will rehearse and refine the piece In The Groove, preparing it for performance.
15		Students will refine and perform the piece In The Groove for assessment.
16	Lemon Merengue Pie	Students will work on their marimba playing technique as they learn a bass part for Lemon Merengue Pie.
17		Students will develop their ensemble playing skills as they add a harmony part to the piece Lemon Merengue Pie.
18		Students will work on their ensemble skills as they add a melody part and rehearse Lemon Merengue Pie.
19		Students will rehearse and refine the piece Lemon Merengue Pie, and prepare it for performance.
20		Students will refine and perform the piece Lemon Merengue Pie for assessment.
BUCKET DRUMMING		
1	Funky Buckets	Students will be introduced to bucket drumming for the first time and learn essential skills.
2		Students will develop their bucket drumming skills and prepare to play the piece Funky Buckets.
3		Students will rehearse and refine their ensemble skills while learning the piece Funky Buckets.
4		Students will refine and improve their ensemble performance of the piece Funky Buckets.
5		Students will refine and perform the piece Funky Buckets for assessment.
6	Infinity II	Students will refine their bucket drumming skills by learning the piece Infinity II.
7		Students will develop their bucket drumming skills while preparing to play the piece Infinity II.
8		Students will rehearse and refine their ensemble skills while learning the piece Infinity II.
9		Students will refine and improve their ensemble performance of the piece Infinity II.
10		Students will refine and perform the piece Infinity II for assessment.
11	Bucket Cheer Squad	Students will develop their rhythm and ensemble skills by learning the piece Bucket Cheer Squad.
12		Students will refine their bucket drumming skills while preparing to play the piece Bucket Cheer Squad.
13		Students will rehearse and refine their ensemble skills while learning the piece Bucket Cheer Squad.
14		Students will refine and improve their ensemble performance of the piece Bucket Cheer Squad.
15		Students will refine and perform the piece Bucket Cheer Squad for assessment.
16	Hip Hop Harry	Students will learn a hip-hop bucket drumming rhythm for the piece Hip Hop Harry.
17		Students will develop their rhythm and ensemble skills while preparing to play the piece Hip Hop Harry.
18		Students will work on their rhythmic improvisation while learning the piece Hip Hop Harry.
19		Students will refine and improve their ensemble performance of the piece Hip Hop Harry.
20		Students will refine and perform the piece Hip Hop Harry for assessment.

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Grade 5 COMPOSE Scope and sequence



COMPOSE

Every lesson in this unit is based around the following content statement:

Manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meaning when composing and practicing music for performance, and notate, document and/or record the music they compose.
(AC9AMU6C01)

Project 1 - Improvise to compose

Lesson title	Lesson outcome
1 - Improvisation	Students will improvise an 8-beat pattern on any tuned instrument using the C major pentatonic scale.
2 - Improvisation and Notation	Students will create a one-bar improvised pattern using the C major pentatonic scale and record it with notation.
3 - Using a sequencer	Students will record a sequence of notes using a software sequencing application.
4 - Musical Dominoes	Students will create an eight-bar musical composition using musical dominoes.
5 - Piano roll editing	Students will use the piano roll editor in a sequencing application to create and edit a short melody.

Project 2 - Musical ingredients

Lesson title	Lesson outcome
1 - Starting ingredient - rhythm	Students will create their own piece of music by exploring the manipulation of the elements of music when given a starting rhythm.
2 - Starting Ingredient - melody	Starting with a given set of notes, students will use the elements of music to create a musical composition
3 - Starting Ingredient - harmony	Starting with a given chord progression, students explore ways to turn it into a musical composition.
4 - The mystery box	Starting with either a given rhythm, melody or chord progression, students manipulate the elements of music to create a composition with artistic intention.
5 - Refining and presenting	Students will refine and present their "mystery box" work and explain their connection to expressive intent.

Project 3 - Starting with words

Lesson title	Lesson outcome
1 - Words into music	Students will create a rhythmic four-line verse, poem or chant, about a subject of personal interest.
2 - Sequence a drum beat	Students will create a backing beat for their own chant using an online sequencing tool.
3 - Sequence a melody	Students will create a melody to go with their four-line chant.
4 - Prepare composition	Students will record their four-line chant into music software, refine the arrangement and prepare it for presentation.
5 - Present composition	Students will present their work to the class and discuss and reflect on their compositions.

Project 4 - Musical emotions

Lesson title	Lesson outcome
1 - Portraying emotion in music	Students will create a piece of music based on one of two emotions.
2 - Elements to show emotion	Students will start a project to create a piece of music based on one of five emotions
3 - Emotion with digital tools	Students will use digital tools to add parts and expand their musical emotions project.
4 - Refinement and Completion	Students will refine and complete their compositions based on an emotion.
5 - Presentation and Evaluation	Students will present their completed works for assessment and self evaluate their project.

Every lesson in this unit is based around the following content statements:

Explore ways that the elements of music are combined in music across cultures, times, places and/or other contexts (AC9AMU6E01)

Explore ways First Nations Australians use music to continue and revitalise culture. (AC9AMU6E02)

	Activity title	Outcome of the lesson
1	Yothu Yindi	Students will investigate how music was used by the band Yothu Yindi to share their culture.
2	Theme from Star Wars	Students will explore ways the elements of music are used in a screen based context in a movie soundtrack.
3	Toccata and fugue in D minor	Students will listen to a famous work for organ, and explore the effect of changing instruments and other elements of music in a reimagined version.
4	Fanfare for the common man	Students will listen to a famous brass fanfare, and then explore the effect of changing instruments and other elements of music in a reimagined version.
5	Symphony no.1 in E minor	Students will evaluate and discuss music by Florence Price using their own words and learned music terminology.
6	Overture in C Major	Students will explore the music of Fanny Mendellsohn and use their own words to discuss their preference for the music.
7	Metamorphosis One	Students will listen to an example of minimalist music and explore the ways that elements of music are manipulated to create it.
8	Asteroid 4179: Toutatis	Students will listen to and describe an example of 20th century music that creates an effect of an Asteroid flying through space.
9	Flying Banner (After Wang To)	Students will listen to a piece of music by Australian Composer Liza Lim and discuss what they like about the music and why they think the composer chose to create it.
10	Jake Shimabukoro	Students will watch a performance by Ukulele virtuoso Jake Shimabukoro and compare his performance of a song with the original.
11	Gotye	Students will explore the way pop musician Gotye uses the elements of music to create his compositions, and compare it to their personal preferences for music.
12	Benny Goodman	Students will listen to a performance by jazz great Benny Goodman and discuss what they liked about the music.
13	James Brown	Students will listen to a performance by rhythm and blues musician James Brown and explore how elements of music are combined.
14	Michael Bublé	Students will listen to a performance by Canadian singer Michael Bublé and explore how the elements of music create expressive feeling.
15	Chuck Berry	Students will listen to a performance by Rock n' roll musician Chuck Berry and discuss the process of lyric writing to tell a story.
16	The Corrs	Students will listen to a performance by Irish band The Corrs and explore how elements of music are used to create a unique sound.
17	Tito Puente	Students will watch a performance by musician Tito Puente and discuss what they like about the performance and why the performer chose to write/perform the music.
18	Ofra Haza	Students will watch a performance by Israeli singer Ofra Haza and learn about the fusion of music from different times and places.
19	Wagakki Band	Students listen to a performance from Japanese pop group Wagakki Band, and discuss what they liked or did not like about the performance.
20	Midnight Oil	Students will listen to Australian band Midnight Oil and respond to the music, discussing what they liked and did not like about the music.

Grade 6 SKILLS scope and sequence

Every lesson in this unit is based around the following Australian curriculum content statement:

Develop listening skills and skills for manipulating elements of music when singing and playing instruments (AC9AMU4P01)



Lesson	Activity title	Outcome of the lesson
1	Echo rhythm I	Students will develop their rhythm skills, and awareness of other elements of music.
2	Solfège with pitch matching I	Students will work on their pitch awareness.
3	Worksheet - treble and bass clef notes	Students will reinforce their learning on pitch notation.
4	Worksheet - dynamics	Students will learn how dynamics are notated in music.
5	Dynamics control I	Students will learn the skill of controlling their level of volume.
6	Echo rhythm II	Students will develop their rhythm skills, learning how to replicate complicated patterns for a hip-hop style.
7	Echo singing, scale or arpeggio	Students will learn to aurally discriminate between scale patterns and arpeggio patterns.
8	Worksheet - scales and arpeggios	Students will learn how scales and arpeggios are notated in traditional music notation.
9	Echo rhythm III, accents	Students will learn how to replicate accents, a key skill in making music more expressive.
10	Worksheet - accents and other articulations	Students will learn how accents and other articulations are notated.
11	Echo singing, legato and staccato	Students will learn to identify legato and staccato phrases.
12	Dynamics control II	Students will develop the skill of controlling their level of volume.
13	Echo singing, melodic patterns	Students will improve their pitch awareness and singing skills with this exercise.
14	Solfège with pitch matching II	Students will develop their pitch awareness.
15	Worksheet - song form	Students will learn about standard song form and look for it in songs they know or are learning.
16	Echo rhythm IV, triplet/compound	Students will replicate patterns in a triplet/compound time signature.
17	'Don't clap back swung' game	Students will learn to discriminate between straight (duple) and swung (triple) rhythm patterns.
18	'Don't clap back straight' game	Students will learn to discriminate between straight (duple) and swung (triple) rhythm patterns.
19	Worksheet - triplets	Students will learn how triplets are notated.
20	Solfège with pitch matching III	Students will develop on their pitch awareness and expression in their singing.
21	Worksheet - timbre	Students will explore the musical element of timbre, writing down descriptive words for each musical example.

Grade 6 SING & PLAY Scope and sequence



SING & PLAY

Most lessons in this unit are based around the following Australian curriculum content statement:

Perform music in a range of forms they have learnt and/or composed in informal and/or formal settings. (AC9AMU6P01)

MARIMBA BAND		
1	Juggling	Students will learn marimba playing skills while they learn a bass part for the piece Juggling.
2		Students will learn rhythm and ensemble skills while learning a harmony part for the piece Juggling.
3		Students will learn a melody part and ensemble skills for the piece Juggling.
4		Students will improve their ensemble skills for the piece Juggling as they prepare it for performance.
5		Students will prepare and present the work Juggling for performance.
6	Hip-hop Marimba	Students will improve their rhythm skills while they learn a bass part for the marimba piece Hip-hop Marimba.
7		Students will learn rhythm and ensemble skills as they add a harmony part to the piece Hip-hop Marimba.
8		Students will develop their ensemble skills as they add three parts together for the marimba band piece Hip-hop Marimba.
9		Students will refine and prepare the work Hip-hop Marimba for performance and assessment.
10		Students will prepare and perform the work Hip-hop Marimba for assessment.
11	La Bamba	Students will improve their marimba playing skills as they learn a bass part for the piece La Bamba.
12		Students will develop their ensemble playing skills as they add a harmony part to the piece La Bamba.
13		Students will work on their ensemble playing skills as they add the melody part to the piece La Bamba.
14		Students will rehearse and refine the piece La Bamba, preparing it for performance.
15		Students will refine and perform the piece La Bamba for assessment.
16	Summer Marimba Band	Students will work on their marimba playing technique as they learn a bass part for Summer Marimba Band.
17		Students will develop their ensemble playing skills as they add a harmony part to the piece Summer Marimba Band.
18		Students will work on their ensemble skills as they add a melody part and rehearse Summer Marimba Band.
19		Students will rehearse and refine the piece Summer Marimba Band, and prepare it for performance.
20		Students will refine and perform the piece Summer Marimba Band for assessment.

BUCKET DRUMMING		
1	In Da House	Students will be introduced to bucket drumming for the first time and learn essential skills.
2		Students will develop their bucket drumming skills and prepare to play the piece In Da House.
3		Students will rehearse and refine their ensemble skills while learning the piece In Da House.
4		Students will refine and improve their ensemble performance of the piece In Da House.
5		Students will refine and perform the piece In Da House for assessment.
6	Electromatic	Students will refine their bucket drumming skills by learning the piece Electromatic.
7		Students will develop their bucket drumming skills while preparing to play the piece Electromatic.
8		Students will rehearse and refine their ensemble skills while learning the piece Electromatic.
9		Students will refine and improve their ensemble performance of the piece Electromatic.
10		Students will refine and perform the piece Electromatic for assessment.
11	Jive Box	Students will develop their rhythm and ensemble skills by learning the piece Jive Box.
12		Students will refine their bucket drumming skills while preparing to play the piece Jive Box.
13		Students will rehearse and refine their ensemble skills while learning the piece Jive Box.
14		Students will refine and improve their ensemble performance of the piece Jive Box.
15		Students will refine and perform the piece Jive Box for assessment.
16	Time Machine	Students will learn a hip-hop bucket drumming rhythm for the piece Time Machine.
17		Students will develop their rhythm and ensemble skills while preparing to play the piece Time Machine.
18		Students will work on their rhythmic improvisation while learning the piece Time Machine.
19		Students will refine and improve their ensemble performance of the piece Time Machine.
20		Students will refine and perform the piece Time Machine for assessment.

Grade 6 COMPOSE Scope and sequence



COMPOSE

All lessons in this unit are based around the following Australian curriculum content statement:

Manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meaning when composing and practising music for performance, and notate, document and/or record the music they compose. (AC9AMU6C01)

Project 1 - Starting with a fragment	
1 - A melodic fragment	Students compose their own musical fragment using a melodic instrument.
2 - Contrast and repetition	Students use their already created musical fragment to explore compositional devices such as contrast, repetition and balance.
3 - Adding parts	Students explore digital tools to add other parts to their already created music, and record their piece.
4 - Rehearse, refine and present	Students rehearse and present their piece and use listening skills to assist in improving their work.
Project 2 - Musical landscapes	
1 - Musical landscapes	Students will create a piece of music with a picture of a landscape as inspiration.
2 - Moods and feelings	Using their already composed work, students will make decisions on how to use the elements of music to vary mood or atmosphere to communicate ideas and feelings.
3 - Orchestration and notation	Students will complete their collaborative imagery piece by adding parts and notating the composition.
4 - Presentation and reflection	Students will present their completed collaborative imagery piece to the class and explain their artistic intention.
Project 3 - Improvise to compose	
1 - Improvise to compose	Students will record an improvisation using a sequencing application.
2 - Recording improvisation	Students will record a one-bar improvisation and make it into a repeated riff in their sequencing application.
3 - Adding tracks	Students will record something using more than one track or instrument in their sequencing application.
4 - Refine and present	Students will present their completed improvisation pieces to the class and use their listening skills to refine them.
Project 4 - Vocal raps	
1 - Creating a chant	Students will create a four-line spoken chant that can be performed rhythmically.
2 - Backing beat	Students will create a backing drum beat for their chant using an online sequencing tool.
3 - Recording vocals	Students will record their chant with technology and enhance it with backing music.
4 - Presenting vocals	Students will present their vocal chant piece in notation and/or a recording and refine their work.
Project 5 - Creating a film score	
1 - The film score project	Students will choose a short public domain movie clip and import it into a software application.
2 - Emotions in film score music	Students will begin the process of creating music for their movie clip based on an emotion of their choice.
3 - Evaluating film score music	Students will continue working on their movie clip projects, and also complete a listening assignment for homework.
4 - Presenting film score work	Students will present their work to the class and answer the self-evaluation questions.

Grade 6 CONNECT Scope and sequence

Every lesson in this unit is based around the following content statements:

Explore ways that the elements of music are combined in music across cultures, times, places and/or other contexts. (AC9AMU6E01)



Explore ways First Nations Australians use music to continue and revitalise culture. (AC9AMU6E02)

	Activity title	Outcome of the lesson
1	Dr. G Yunupingu	Students will investigate how Dr. G Yunupingu used music to share his culture and language.
2	Hedwig's Theme	Students will explore ways that composer John Williams uses the elements of music in a movie soundtrack.
3	Ride of the Valkyries	Students will explore the ways that composers use the elements of music to show action.
4	Rhapsody in Blue	Students will investigate how composer George Gershwin used elements of jazz in a work for orchestra.
5	La Mer	Students will discover how composer Claude Debussy manipulated elements of music to create an effect.
6	Atmospheres	Students will discover Avant-garde music and discuss its purpose and context.
7	Pie Jesu	Students will listen to a song composed by Lili Boulanger and discuss how it creates emotion using the elements of music.
8	Petite Suite	Students will listen to a piece by composer Germaine Tailleferre and discuss the idea of "music for music's sake" versus impressionist music.
9	Violin Concerto in D Major	Students will listen to a piece by composer Winton Marsalis and identify and describe the ways that the elements of music are manipulated.
10	Concerto Grosso	Students will explore ways that composer Errolyn Wallen used the elements of music and instrumental techniques to create an effect in her music.
11	Gary Burton	Students will listen to a jazz duo performance and describe how the elements of music are used and combined in this musical style.
12	Richie Valens	Students will learn about rock and roll history through evaluating and discussing an iconic song.
13	Miles Davis	Students will discover small ensemble jazz music and discuss how improvisation is used and their preferences for this style of music.
14	Buddy Rich	Students will listen to a performance by jazz drummer Buddy Rich and his band, and evaluate preferences for this style of music among others.
15	Turtle Island String Quartet	Students will explore the ways that a modern string quartet can use and combine the elements of music to create expressive effects.
16	Stevie Wonder	Students evaluate and discuss the rhythm and blues music of Stevie Wonder and compare and contrast it to rock and roll music.
17	Angelique Kidjo	Students will listen to a song created in collaboration between African musicians and discuss why they think this song may have been created.
18	Pham Thang	Students will listen to famous folk song featuring the Vietnamese stringed instrument, the đàn bầu and describe its sound.
19	Ravi Shankar	Students will listen to an example of Indian classical music using the Sitar, and describe its sound.
20	Redgum	Students will listen to a song by Australian band Redgum and describe how elements of music are used to create a sound that compliments the lyrics and story.