



# Western Australian Curriculum

## The Arts | Music

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Scope and sequence of the mandated curriculum content

Pre-primary–Year 10 | Revised curriculum

For familiarisation in 2026

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Overview

The current Western Australian Curriculum: The Arts was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: The Arts, Music are adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

The Scope and sequence Western Australian Curriculum: The Arts, Music shows the proposed content across the years of schooling from Pre-primary to Year 10.

The Scope and sequence for The Arts shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

The Arts learning area consists of five subjects: Dance, Drama, Media Arts, Music and Visual Arts. All students study at least two of the five Arts subjects (including at least one performance arts subject [Dance, Drama or Music] and one visual arts subject [Media Arts or Visual Arts]) from Pre-primary to the end of Year 8. It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10. In Years 9 and 10, the study of The Arts is optional.

The Arts				
Performance arts			Visual arts	
Dance	Drama	Music	Media Arts	Visual Arts
Explore	Explore	Explore	Explore	Explore
Create	Create	Create	Develop	Develop
Perform	Perform	Perform	Create	Create

The Western Australian Curriculum: The Arts, Music should be taught in an integrated way across the three subject strands of **Explore, Create** and **Perform**. The subject strands in Music are organisers, ensuring content is progressive and developmental in the planning, teaching and learning of content from Pre-primary to Year 10.

An Addendum has been created for the elements of music from Pre-primary to Year 10 that can be applied to the **Explore, Create** and **Perform** strands. This should be read in conjunction with the curriculum to support teaching and learning.

The content descriptions in the **Explore** strand develop an understanding of how music communicates ideas, feelings, mood and perspectives (of culture, time and place) through the combination and application of the elements of music to express a composer's intent. Music literacy and the conventions of music making are essential to communicating music ideas.

The content descriptions in the **Create** strand encourage students to improvise, compose, develop and refine music ideas, engaging with, organising and manipulating the elements of music to express a particular musical intent and purpose. Students record their music ideas using standard and invented notation, software and audiovisual technology.

The content descriptions in the **Perform** strand develop skills and an understanding of the elements of music through practical performance of improvised, composed and rehearsed music ideas. Students apply rehearsal strategies and feedback processes to develop and refine performance activities for a variety of purposes and audience types.

## Pre-primary–Year 6

### Strand: Explore

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen actively to music to make a personal response	Listen actively to a range of music and respond expressing ideas and feelings	Listen actively to music and identify how specific elements of music express feelings	Listen actively to describe specific elements of music and how they express mood and meaning	Listen actively to identify and describe how elements of music combine to express mood and meaning	Listen actively to identify and describe, using music terminology, how elements of music combine to express mood and meaning	Listen actively to identify and describe, using music terminology, how elements of music combine to express mood and meaning
Explore how and why music is important for people, places and occasions	Explore places where and occasions when peoples from a variety of cultures experience and perform music	Explore reasons why people of various cultures experience and perform music across times and places	Identify reasons why people of various cultures experience and perform music across times and places	Identify how people of various cultures use music to communicate their connection to and responsibility for Country/place across times and places	Identify how people of various cultures use music to continue and revitalise their culture across times and places	Identify factors that influence musical styles in a variety of cultures
No content	No content	No content	Reflect on own and others' performances and compositions	Reflect on own and others' performances and compositions	Reflect on own and others' performances and compositions, identifying strengths and areas for improvement	Reflect on own and others' performances and compositions, identifying strengths and areas for improvement

## Strand: Create

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create and explore music ideas by singing, moving and playing	Create and explore music ideas through singing, moving and playing instruments	Create and explore the elements of music to share music ideas through singing, moving and playing instruments	Create using the elements of music to express music ideas through singing, moving and playing instruments	Create simple compositions through singing, moving and playing instruments using the elements of music	Create simple compositions through singing, moving and playing instruments and by organising the elements of music and refining choices	Create simple compositions through singing, moving and playing instruments and by organising the elements of music, to imitate some simplistic characteristics of musical styles
Explore and share students' own music ideas	Share and record music ideas using simple notation	Share and record music ideas using simple notation and music terminology	Communicate and record music ideas using notation and music terminology	Communicate and record music ideas using notation and music terminology	Communicate and record music ideas using notation, incorporating music terminology and some expressive elements	Communicate and record music ideas using notation, incorporating music terminology and some expressive elements

## Strand: Perform

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prepare and perform own and others' music for a familiar audience	Prepare and perform own and others' music for a familiar audience	Engage with teacher-directed rehearsals to prepare a performance of own and others' music for a familiar audience	Engage with teacher-directed rehearsal strategies to develop a class/group performance of own and others' music	Apply teacher-directed rehearsal strategies to develop a class/group performance of own and others' music	Apply rehearsal strategies to develop a group performance of own and others' music	Apply rehearsal strategies to develop a group performance of own and others' music
Develop performance skills through repetition	Develop and improve performance skills through repetition	Develop and improve performance skills through purposeful repetition	Develop performance skills that demonstrate the elements of music	Develop performance skills that demonstrate the elements of music	Develop performance skills that demonstrate the elements of music and confident stage presence	Develop performance skills that demonstrate the elements of music and confident stage presence

## Years 7–10

### Strand: Explore

Year 7	Year 8	Year 9	Year 10
Develop aural skills to identify and describe the ways that the elements of music are used in a variety of music examples	Develop aural skills to identify and describe the ways that the elements of music are used in a variety of music examples	Develop aural and visual analysis skills to identify and describe the ways that the elements of music, compositional devices and vocal/instrumental techniques are used in a variety of music examples	Develop aural and visual analysis skills to identify and describe the ways that the elements of music, compositional devices and vocal/instrumental techniques are used in a variety of music examples
Identify the ways the elements of music are used in works from a variety of different cultures, times and places	Identify the ways the elements of music and relevant vocal/instrumental techniques are used in works from a variety of different cultures, times and places	Identify the ways the elements of music, relevant vocal/instrumental techniques and compositional devices are used in works from a variety of different cultures, times and places	Identify the ways the elements of music, relevant vocal/instrumental techniques and compositional devices are used to create distinctive stylistic characteristics in works from a variety of different cultures, times and places
Reflect on own and others' performances and compositions, identifying strengths and areas for improvement using some appropriate music terminology	Provide feedback on identified strengths and ways to improve own and others' music performances and compositions using appropriate music terminology	Evaluate own and others' music performances and compositions using appropriate music terminology	Evaluate own and others' music performances and compositions using specific criteria and appropriate music terminology

## Strand: Create


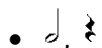




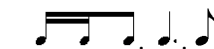

Year 7	Year 8	Year 9	Year 10
Create simple compositions organising the elements of music to imitate some characteristics of musical styles	Create music compositions by applying reflective processes to inform the choices they make when using the elements of music and relevant vocal/instrumental techniques	Create music compositions by applying reflective processes to inform the choices they make when using the elements of music including compositional devices and relevant vocal/instrumental techniques	Create music compositions by applying reflective processes to inform the choices they make when using the elements of music including compositional devices and relevant vocal/instrumental techniques and techniques from a variety of forms and/or styles
Communicate and record music ideas in a given form/style using notation, music terminology and some expressive elements	Communicate and record music ideas in a given form/style using notation, music terminology and some expressive elements	Communicate and record music ideas using notation, music terminology and a range of expressive elements in a variety of forms and styles	Communicate and record music ideas using notation, music terminology and a range of expressive elements in a variety of forms and styles

## Strand: Perform

Year 7	Year 8	Year 9	Year 10
Apply rehearsal strategies to develop ensemble, group work and performance skills	Apply rehearsal strategies to develop ensemble, group work and performance skills to achieve a balanced sound	Apply rehearsal strategies to develop ensemble, group work and performance skills to perform with an awareness of ensemble	Apply rehearsal strategies to develop ensemble and performance skills to perform with an awareness of ensemble
Develop technical and expressive skills for rehearsing and performing the elements of music	Develop technical and expressive skills in a variety of forms and styles for rehearsing and performing the elements of music	Develop style-specific technical and expressive skills in a variety of forms and styles for rehearsing and performing the elements of music	Develop style-specific technical and expressive skills in a variety of forms and styles for rehearsing and performing the elements of music


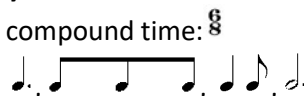
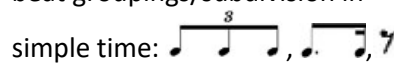


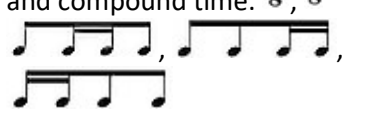
# Addendum

## Pre-primary–Year 6

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• sound, silence</li> <li>• long and short</li> <li>• beat</li> <li>• <b>Tempo</b> <ul style="list-style-type: none"> <li>▪ fast and slow</li> </ul> </li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• high and low</li> <li>• pitch direction</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>• soft and loud</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• same and different</li> <li>• echo patterns</li> </ul>	<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• </li> <li>• <b>Tempo</b> <ul style="list-style-type: none"> <li>▪ getting faster</li> <li>▪ getting slower</li> </ul> </li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• explore a limited pitch set</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>• soft (<i>p</i>) <i>piano</i></li> <li>• loud (<i>f</i>) <i>forte</i></li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>• call and response/question and answer</li> </ul>	<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• experience groups of beats (2, 3, 4)</li> <li>• time signature: <math>\frac{2}{4}</math></li> <li>• </li> <li>• <b>Tempo</b> <ul style="list-style-type: none"> <li>▪ change of tempos (e.g. fast then slow)</li> </ul> </li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• small range of pitch patterns</li> <li>• melodic shape</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>• very soft (<i>pp</i>) <i>pianissimo</i></li> <li>• very loud (<i>ff</i>)</li> </ul>	<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• time signature: <math>\frac{4}{4}</math></li> <li>• </li> <li>• minim rest </li> <li>• <b>Tempo</b> <ul style="list-style-type: none"> <li>▪ fast <i>allegro</i></li> <li>▪ medium <i>moderato</i></li> <li>▪ slow <i>adagio</i></li> </ul> </li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• steps, skips and leaps</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>• moderately soft (<i>mp</i>) <i>mezzo piano</i></li> </ul>	<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• time signature: <math>\frac{3}{4}</math></li> <li>• </li> <li>• <b>Tempo</b> <ul style="list-style-type: none"> <li>▪ very fast <i>presto</i></li> <li>▪ very slow <i>largo</i></li> </ul> </li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• intervals (steps, skips and leaps)</li> <li>• pentatonic scale</li> </ul> <p><b>Expressive elements</b></p> <ul style="list-style-type: none"> <li>• <b>Dynamics</b> <ul style="list-style-type: none"> <li>▪ getting louder <i>crescendo</i></li> </ul> </li> </ul>	<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• </li> <li>• </li> <li>• semibreve rest </li> <li>• anacrusis</li> <li>• <b>Tempo</b> <ul style="list-style-type: none"> <li>▪ getting faster <i>accelerando</i></li> <li>▪ getting slower <i>ritardando</i> or <i>rallentando</i></li> </ul> </li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• intervals: major second, minor third and major third</li> </ul>	<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p><b>Rhythm</b></p> <p>(prior content)</p> <ul style="list-style-type: none"> <li>• <b>Tempo</b> (prior content)</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• intervals: perfect fifth, perfect octave/eighth</li> <li>• tonality: changing tonalities</li> </ul> <p><b>Expressive elements</b></p> <ul style="list-style-type: none"> <li>• <b>Dynamics</b> (prior content)</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>speaking and singing voice</li> <li>body percussion</li> </ul>	<p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>untuned percussion instruments</li> <li>everyday objects as percussion instruments</li> </ul>	<p><i>fortissimo</i></p> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>beat and rhythm played together</li> <li>unison</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>ostinato</li> <li>binary (AB)</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>sound qualities of instruments</li> </ul>	<ul style="list-style-type: none"> <li>moderately loud (<i>mf</i>) <i>mezzo forte</i></li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>two rhythmic or melodic patterns played together</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>round</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>how sounds are produced on different instruments</li> <li>identify instruments by their sound</li> </ul>	<ul style="list-style-type: none"> <li>getting softer <i>decrescendo</i></li> </ul> <p><b>Articulation</b></p> <ul style="list-style-type: none"> <li>smooth, short/detached</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>two or more rhythmic or melodic patterns played together</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>ternary (ABA)</li> <li>intro, verse, chorus</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>instrument families</li> <li>identify instruments by sound when two are played together</li> </ul>	<ul style="list-style-type: none"> <li>staff notation</li> <li>treble clef</li> </ul> <p><b>Expressive elements</b></p> <ul style="list-style-type: none"> <li><b>Dynamics</b> <ul style="list-style-type: none"> <li>change of dynamics within a work</li> </ul> </li> <li><b>Articulation</b> <ul style="list-style-type: none"> <li>smooth <i>legato</i>, short/detached <i>staccato</i></li> </ul> </li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>individual layers of sound within small ensembles</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>rondo (ABACA)</li> <li>bridge, coda</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>instrumental ensembles</li> <li>vocal ensembles</li> </ul>	<ul style="list-style-type: none"> <li><b>Articulation</b> <ul style="list-style-type: none"> <li>accent</li> <li>phrasing</li> </ul> </li> </ul> <p><b>Texture</b> (prior content)</p> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>riff</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>identify and differentiate between acoustic, electronic and found sounds</li> </ul>

## Years 7–10

Year 7	Year 8	Year 9	Year 10
<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p>*indicates new content for Year 7</p> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>beat and rhythm</li> <li></li> <li>experience groups of beats (2, 3, 4)</li> <li>time signatures: <math>\frac{2}{4}</math>, <math>\frac{4}{4}</math>, <math>\frac{3}{4}</math></li> <li>anacrusis</li> <li><b>Tempo</b> <ul style="list-style-type: none"> <li>fast <i>allegro</i>, medium <i>moderato</i>, slow <i>adagio</i>, very fast <i>presto</i>, very slow <i>largo</i>, getting faster <i>accelerando</i>, getting slower <i>ritardando</i> or <i>rallentando</i></li> <li>change of tempos</li> </ul> </li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>pitch direction, melodic shape</li> <li>intervals <ul style="list-style-type: none"> <li>steps, skips and leaps</li> <li>major second, minor third and major third, perfect fifth,</li> </ul> </li> </ul>	<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>compound time: <math>\frac{6}{8}</math> </li> <li>ties</li> <li><b>Tempo</b> (prior content)</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>bass clef</li> <li>intervals <ul style="list-style-type: none"> <li>perfect fourth</li> </ul> </li> <li>scales <ul style="list-style-type: none"> <li>minor pentatonic</li> </ul> </li> <li>chords <ul style="list-style-type: none"> <li>triads: minor</li> <li>primary triads (I, IV, V) in isolation and simple progressions</li> </ul> </li> <li>tonality</li> </ul> <p><b>Expressive elements</b></p> <ul style="list-style-type: none"> <li><b>Dynamics</b> (prior content)</li> <li><b>Articulations</b> (prior content)</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>monophonic</li> </ul>	<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>beat groupings/subdivision in simple time:  and compound time: </li> <li>swung rhythms</li> <li><b>Tempo</b> (prior content)</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>intervals <ul style="list-style-type: none"> <li>minor second, minor sixth, major sixth, minor seventh, major seventh</li> </ul> </li> <li>scales <ul style="list-style-type: none"> <li>major scales up to two sharps and two flats in treble and bass clefs</li> <li>natural minor scales up to two sharps and two flats in treble and bass clefs</li> </ul> </li> <li>chords <ul style="list-style-type: none"> <li>vi in major keys</li> </ul> </li> </ul>	<p>Examples of the elements of music that can be applied to Explore, Create, Perform</p> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>beat groupings/subdivision in simple time:  and compound time: <math>\frac{12}{8}</math>, <math>\frac{9}{8}</math> </li> <li>rhythmic motif</li> <li>syncopation</li> <li>irregular metres</li> </ul> <p><b>Tempo</b></p> <ul style="list-style-type: none"> <li><i>rubato</i></li> <li><i>a tempo</i></li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>scales <ul style="list-style-type: none"> <li>harmonic minor up to two sharps and flats in treble and bass clefs</li> <li>blues up to two sharps and flats in treble and bass clefs</li> </ul> </li> <li>chords <ul style="list-style-type: none"> <li>ii in major keys</li> <li>V<sup>7</sup> in minor keys</li> <li>i, iv, V in minor keys</li> </ul> </li> </ul>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>perfect octave/eighth               <ul style="list-style-type: none"> <li>▪ tones and semitones*</li> </ul> </li> <li>• scales: pentatonic scale</li> <li>• chords               <ul style="list-style-type: none"> <li>▪ triads: major*</li> </ul> </li> <li>• tonality: pentatonic, major, minor, changing tonalities</li> <li>• staff notation</li> <li>• treble clef</li> </ul> <p><b>Expressive elements</b></p> <ul style="list-style-type: none"> <li>• pause*</li> <li>• <b>Dynamics</b> <ul style="list-style-type: none"> <li>▪ soft (<i>p</i>) <i>piano</i>, loud (<i>f</i>) <i>forte</i></li> <li>▪ very soft (<i>pp</i>) <i>pianissimo</i>, very loud (<i>ff</i>) <i>fortissimo</i></li> <li>▪ moderately soft (<i>mp</i>) <i>mezzo piano</i>, moderately loud (<i>mf</i>) <i>mezzo forte</i></li> <li>▪ getting louder <i>crescendo</i>, getting softer <i>decrescendo</i></li> <li>▪ change of dynamics within a work</li> </ul> </li> <li>• <b>Articulations</b> <ul style="list-style-type: none"> <li>▪ smooth <i>legato</i>, short, detached <i>staccato</i></li> <li>▪ accent</li> <li>▪ phrasing</li> </ul> </li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>▪ two or more rhythmic or</li> </ul>	<p><b>Form and structure</b></p> <ul style="list-style-type: none"> <li>• outro/coda, hook, head</li> <li>• compositional devices               <ul style="list-style-type: none"> <li>▪ pedal</li> </ul> </li> </ul> <p><b>Timbre</b> (prior content)</p>	<ul style="list-style-type: none"> <li>▪ V<sup>7</sup> in major keys</li> <li>• tonality               <ul style="list-style-type: none"> <li>▪ relevant to the scales listed</li> </ul> </li> </ul> <p><b>Expressive elements</b></p> <ul style="list-style-type: none"> <li>• <b>Dynamics</b> (prior content)</li> <li>• <b>Articulations</b> <ul style="list-style-type: none"> <li>▪ <i>sforzando</i></li> </ul> </li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• homophonic</li> </ul> <p><b>Form and structure</b></p> <ul style="list-style-type: none"> <li>• use of theme</li> <li>• compositional devices               <ul style="list-style-type: none"> <li>▪ sequence</li> </ul> </li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>• method of sound production, mutes, pedals and distortion</li> </ul>	<ul style="list-style-type: none"> <li>• tonality               <ul style="list-style-type: none"> <li>▪ relevant to the scales listed</li> <li>▪ modulation to relative major/minor</li> </ul> </li> </ul> <p><b>Expressive elements</b></p> <ul style="list-style-type: none"> <li>• <b>Dynamics</b> (prior content)</li> <li>• <b>Articulations</b> <ul style="list-style-type: none"> <li>▪ articulations, ornamentation relevant to style and context</li> </ul> </li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• polyphonic</li> </ul> <p><b>Form and structure</b></p> <ul style="list-style-type: none"> <li>• through-composed</li> <li>• strophic</li> <li>• theme and variation</li> <li>• 12-bar blues</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>• use of idiomatic techniques relevant to style and context, for example: arco/pizzicato, harmonics, vibrato, glissando/slide. sticks/mallets, slap bass, digitally manipulated sound, pedals</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>melodic patterns played together</p> <ul style="list-style-type: none"> <li>▪ individual layers of sound within small ensembles</li> <li>▪ unison</li> </ul> <p><b>Form and structure</b></p> <ul style="list-style-type: none"> <li>• round</li> <li>• binary (AB), ternary (ABA), rondo (ABACA)</li> <li>• intro, verse, chorus, bridge, coda</li> <li>• repeat sign <math>\text{  :}</math> , <math>\text{:  *}</math></li> <li>• verse/chorus form*</li> <li>• compositional devices* <ul style="list-style-type: none"> <li>▪ riff/ostinato</li> </ul> </li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>• speaking and singing voice</li> <li>• body percussion</li> <li>• sound qualities of instruments</li> <li>• instrument families</li> <li>• acoustic, electronic and found sounds</li> <li>• vocal and instrumental ensembles</li> </ul>			