



Government of **Western Australia**
School Curriculum and Standards Authority

Western Australian Curriculum

The Arts | Music

Year level descriptions | 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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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

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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.

Pre-primary

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

In Music, children engage in experiences that allow them to explore, create and communicate and reflect on, their musical ideas. They develop socially and emotionally as they engage with others in music-making activities that are movement and play-based, and include individual, group and class-based activities. They explore the relationship between music and the world in which they live.

Children explore the elements of music through singing, movement and play. They create music ideas that arise from their imagination or as a response to the music of others and are expressed through moving, singing and playing.

Children develop performance skills in singing, moving and playing through repetition, and perform individually, in groups and as a class in familiar settings and to familiar audiences. Children listen to a range of music and begin to develop an understanding of the reasons why music is an important form of expression for people of various cultures, and for different places and occasions.

Year 1

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.

In Music, children engage in experiences that allow them to explore, create and express, communicate and reflect on, their own and others’ musical ideas. They develop socially and emotionally as they engage with others in music-making activities that are movement and play-based, which may be conducted individually, in groups or as a class. They explore the relationship between Music and the world in which they live.

Children explore and develop their capacity in applying the elements of music through singing, moving and playing. They begin to use simple patterns of rhythm and pitch to create and express their own music ideas that arise from their imagination or as a response to the music of others. They begin to use simple notation to represent what they hear.

Children develop performance skills through focused repetition for improvement, and perform individually, in groups and as a class for familiar audiences. Children listen to music from a range of sources, cultures, places and occasions and respond by expressing ideas and feelings.

Year 2

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

In Music, children engage in experiences that allow them to explore, create and communicate their own and others' musical ideas. They engage with others in music-making activities that include moving, playing, singing, and participating in music games which may be conducted individually, in groups or as a class.

Children explore and develop an understanding of the elements of music through singing, moving and playing. They create and express music ideas that arise from their imagination or as a response to the music of others, and share and record their ideas with simple notation.

Children develop performance skills through practising music and performing individually, in groups and as a class for familiar audiences. They express how the elements of music are used to represent a particular music idea. Children begin to express their understanding of the different places and occasions where people of various cultures experience and perform music.

Year 3

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Music provides opportunities for students to work collaboratively and develop social skills inherent in group planning and decision-making. They reflect on the musical ideas they listen to, improvise, create and perform, and explore the meaning of music in relation to times, places and cultures.

Students sing, play instruments, use body percussion and movement as they apply the elements of music to express music ideas that arise from their imagination or as a response to the music of others. They incorporate patterns of rhythm and melody and demonstrate their understanding of tempo and dynamics.

Students communicate their music ideas through the use of a notation and music terminology. They participate in class and group performances of music ideas and begin to use rehearsal strategies that improve and refine their performance. Students listen and respond appropriately to music from a variety of cultures, times and places and identify why people make and listen to music. They apply the elements of music that occur in the music listened to, to inform the development and creation of their own music ideas through singing, moving and playing instruments.

Students think about how composers communicate a specific mood or meaning by using the elements of music in a specific way in their music. They develop the capacity to think about and reflect constructively on the music they, their peers and others improvise and create.

Year 4

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Music provides opportunities for students to work collaboratively and develop social skills inherent in group planning and decision-making. They reflect on the musical ideas they listen to, improvise, create and perform and explore meaning in music contextual to time, place, culture and meaning.

Students sing, play instruments, and move appropriately as they express music ideas, through improvisation that arise from their imagination or as a response to the music of others. They develop some rehearsal strategies to improve class and group performances of their own and others' music ideas.

Students listen to a range of music from many cultures. They explore reasons why people use music to communicate their connection to and responsibility for Country/place across different times and identify how composers use the elements of music in specific ways to communicate a particular mood or meaning in their music. They reflect on their own and other's performances and compositions. Students apply the elements of music they identify in the music listened to, to inform the creation and development of their own music ideas and communicate, and record music ideas using notation and music terminology.

Year 5

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Students work collaboratively to engage with music activities that develop social skills. They reflect on the musical ideas listened to, improvised, created and performed and explore meaning in music contextual to time, place, culture and purpose.

Students continue to develop and consolidate music skills and knowledge of the elements of music through singing, movement and playing instruments.

Students select and organise elements of music to improvise and create music ideas and record their music ideas using notation, music terminology and some expressive elements.

Students develop performance skills through a range of rehearsal strategies and processes and perform as a class and as part of a group.

Students listen to music, identifying and describing how the elements of music are combined to express mood and meaning. They explore the role music plays in continuing and revitalising various cultures.

Year 6

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Students work collaboratively and independently to engage with music activities that develop their understanding of the elements of music. They reflect on the musical ideas listened to, improvised, created and performed and explore meaning and the purpose of music contextual to style and culture.

Students continue to develop and consolidate music skills and knowledge of the elements of music through singing, moving and playing instruments. They select, organise and change the elements of music to develop and refine music ideas and use notation and music terminology to communicate and record their ideas. Students reflect on their own and other's performances and compositions, identifying strengths and areas for improvement.

Students continue to develop performance skills and use a range of rehearsal strategies and processes to refine a performance as individuals and as part of a group. Students listen to music from a range of cultures, identify factors that influence different music styles and how the elements of music can be combined.

Year 7

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Teaching and learning programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Music provides opportunities for students to explore and respond to the ways that music influences their own lives and the world around them. Students have opportunities to work with their peers to extend their group work skills as they develop their music ensemble performance skills.

In Year 7, students experience music through listening, discussing and identifying the elements of music in a variety of music examples from a variety of different cultures, times and places. Students reflect on their own and others' performances and compositions, using some appropriate music terminology to identify strengths and areas for improvement.

Students create and refine music ideas by using the elements of music. They communicate and record music ideas using notation, music terminology and a range of expressive elements.

Students perform solo or ensemble music, by singing and/or playing instruments, developing rehearsal skills and processes and technical and expressive skills.

Year 8

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Teaching and learning programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Music provides opportunities for students to explore and respond to the ways that music influences their own lives and the world around them. Students continue to work with their peers to extend their group work skills as they further develop their music ensemble performance skills.

In Year 8, students identify and describe how the elements of music are used in a variety of musical examples through aural analysis activities, including works from a variety of cultures, times and places. Students provide feedback about their own and others' music performances and compositions.

Students create and refine music ideas by using the elements of music and relevant vocal/instrumental techniques. They communicate and record music ideas using notation, music terminology and a range of expressive elements.

Students perform solo or ensemble music, by singing or playing, developing rehearsal skills and processes and technical and expressive skills in a variety of forms and styles.

Year 9

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Music provides opportunities for students to gain a wider perspective of the role of music in their lives, in their society, and the world. Students develop music skills and rehearsal practices, which equip them with the ability for lifelong music making and participation in music creation.

In Year 9, students identify and describe the elements of music, compositional devices and vocal/instrumental techniques through aural and visual analysis and notation of a variety of music examples, including works from a variety of cultures, times and places. Students evaluate their own and others' music and performances using some music terminology.

Students create music ideas by using the elements of music, including compositional devices and relevant vocal/instrumental techniques. They communicate and record music ideas using notation, music terminology and a range of expressive elements.

Students perform solo and ensemble music, developing style-specific technical and expressive skills in a variety of forms and styles.

Year 10

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Music provides opportunities for students to gain a wider perspective of the role that music plays in their lives, in their society and the world. Students apply their understanding of the elements of music to exploring, creating and performing tasks and developing music skills and rehearsal practices. This equips them with the ability for lifelong music making and participation in music creation.

In Year 10, students identify and describe the elements of music, compositional devices and vocal/instrumental techniques through aural and visual analysis and notation of a variety of music examples from different cultures, times and places. Students evaluate music performances and compositions and analyse and discuss varied opinions.

Students create music ideas by using the elements of music, including compositional devices and relevant vocal/instrumental techniques. They communicate and record music ideas using notation, music terminology and a range of expressive elements.

Students perform solo and ensemble music, with some style-specific technique, developing rehearsal skills and processes and technical and expressive skills in a variety of forms and styles.