



Western Australian Curriculum

The Arts | Music

Achievement standards | Pre-primary–Year 10
(Provisional)

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.

Pre-primary

By the end of Pre-primary, children explore and share their own music ideas through singing mostly in tune, moving and playing. Children listen to performances and make personal responses about the music and share their own musical ideas. They make mostly appropriate links between how and why music is important for people, places and occasions.

Children practise and prepare music ideas through repetition and perform in class and for familiar audiences with some accuracy.

Year 1

By the end of Year 1, children create, explore and share their music ideas by singing mostly in tune, moving appropriately to music, and playing instruments. They represent music ideas through pictures, symbols and/or simple notation.

Children listen to music from a range of sources and make personal responses about their ideas and feelings that indicate active listening. They make mostly appropriate links between places where and occasions when peoples from a variety of cultures experience and perform music

Children practise music and begin to refine and correct errors as they perform their music ideas in class and to familiar audiences.

Year 2

By the end of Year 2, children create and explore ways to combine the elements of music through singing, moving and playing instruments. They record their music ideas using simple notation with some correct, simple music terminology. Children begin to identify a specific element of music when listening to music that evokes a feeling and they explore the reasons why people of various cultures experience and perform music across times and places.

When practising and performing music ideas, they sing in tune and play with mostly correct technique. Children begin to improve and correct errors when singing moving and playing instruments for a familiar audience.

Year 3

By the end of Year 3, students can describe some specific elements of music and how they contribute to evoking a mood or meaning. Students identify some reasons why people of various cultures experience and perform music across different times and places. They offer feedback based on an appropriate level of conceptual understanding of the elements of music and their own personal response when listening to music created by others, including their peers.

Students improvise and compose music by organising the elements of music. They express and share their music ideas by singing in tune, playing instruments with mostly correct technique and timing. They use some music terminology when recording and communicating their ideas through music notation.

Year 4

By the end of Year 4, students create simple compositions with the elements of music to express a music idea through singing, moving and playing. They communicate and record their ideas using notation mostly appropriately music terminology. Students respond to music listened to and identify specific elements of music that combine to express mood or meaning.

Students identify some ways that people of various cultures use music to communicate their connection to and responsibility for Country/place across times and places. They reflect on own and others' performances and compositions. Students work in whole class or group settings to apply some teacher-directed rehearsal strategies and develop performance skills that demonstrate the elements of music.

Year 5

By the end of Year 5, students create musical ideas by organising and refining the musical elements through singing, moving and playing instruments. They identify with some accuracy how the elements of music have been combined to express a composer's mood or meaning using some appropriate music terminology. They describe how music is used to continue and revitalise cultures across times and places. They record and communicate their ideas through notation mostly accurately incorporating some music terminology and some expressive elements.

Students use some rehearsal strategies when practising in groups or as a class towards a performance and they continue to develop performance skills that demonstrate the elements of music. They reflect on their own and others' performances and compositions, identifying strengths and areas for improvement.

Year 6

By the end of Year 6, students create simple compositions, organising the elements of music to imitate some characteristics of a music style. They make choices about the elements of music when they share and record their music ideas. Students use notation and incorporate music terminology and some expressive elements when sharing and recording their ideas.

Students respond to music, identifying the use of the elements of music to express mood and meaning, and identify some factors that influence musical styles in a variety of cultures. Students apply rehearsal strategies and continue to develop performance skills that demonstrate the elements of music. They reflect on their own and others' performances and compositions, identifying strengths and areas for improvement.

Year 7

By the end of Year 7, students can usually identify and describe the use of the elements of music in specific styles of music in mainly generalised responses. They identify some ways the elements of music are used in works from a variety of different cultures, times and places. Students reflect on own and others' performances and compositions, identifying strengths and areas for improvement using some appropriate music terminology. They compose or arrange simple musical ideas that imitate some characteristics of musical styles using notation and expressive elements with some errors. Students sing or play instruments and practised repertoire with developing technique and some expression. With guidance, they develop ensemble, group work and performance skills when rehearsing and performing.

Year 8

By the end of Year 8, students can usually identify and describe the use of the elements of music and vocal/instrumental techniques in mainly generalised responses. They identify some ways the elements of music and vocal/instrumental techniques are used in works from a variety of different cultures, times and places. Students reflect on different music performances and compositions, identifying strengths and ways to improve. They compose or arrange musical ideas through the application of elements of music and relevant vocal/instrumental techniques. Students use generally accurate notation and incorporate some suitable dynamics and articulation. They sing or play instruments and practise repertoire with developing technique and some expression. With some guidance, they endeavour to create a balanced sound when rehearsing and performing within an ensemble.

Year 9

By the end of Year 9, students complete aural and visual analysis of the elements of music, compositional devices and vocal/instrumental techniques using some appropriate music terminology. They identify some of 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. Students evaluate music performances and compositions and analyse and discuss varied opinions and perspectives in a variety of music examples. They create musical ideas through the use of reflective processes to develop music compositions. Students use generally accurate notation and incorporate some appropriate expressive elements. They perform with style-specific technique and some appropriate expression. Students consider blend and balance when playing with an ensemble and endeavour to perform with expression.

Year 10

By the end of Year 10, students aurally and visually analyse the use of the elements of music, compositional devices and vocal/instrumental techniques in a variety of music examples, using some appropriate music terminology. They identify some of the ways the elements of music, relevant vocal/instrumental techniques and compositional devices create distinctive stylistic characteristics in works from a variety of different cultures, times and places. They create musical ideas through the use of reflective processes to develop music compositions. Students use generally accurate notation and incorporate some appropriate stylistic conventions and expressive devices. They perform with generally sound technique and some appropriate expression and stylistic performance conventions. With some guidance, they consider blend and balance when playing with an ensemble and endeavour to adjust pitch, tone and volume.