



# Western Australian Curriculum

## The Arts | Music

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Scope and sequence | 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 **examples** illustrate the content and are **not mandated**.

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
<p>Listen actively to music to make a personal response</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• responding to music by moving to reflect the way the music makes them feel</li> <li>• moving in time and appropriately to music using body percussion and whole-body movements</li> </ul>	<p>Listen actively to a range of music and respond expressing ideas and feelings</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• moving to music that reflects an idea arising from the music</li> </ul>	<p>Listen actively to music and identify how specific elements of music express feelings</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• composers make choices about <ul style="list-style-type: none"> <li>▪ a specific tempo, such as fast to evoke a feeling of being rushed or agitated or slow and soft to evoke a feeling of peace and calm</li> <li>▪ using a particular</li> </ul> </li> </ul>	<p>Listen actively to describe specific elements of music and how they express mood and meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• composers make choices about <ul style="list-style-type: none"> <li>▪ instrumentation and timbre, such as selecting flutes to represent birds or wooden xylophones to represent bones</li> <li>▪ dynamics and tempo to represent a mood, such as fast and loud can evoke a</li> </ul> </li> </ul>	<p>Listen actively to identify and describe how elements of music combine to express mood and meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• composers make choices about <ul style="list-style-type: none"> <li>▪ instrumentation</li> <li>▪ combining instruments from different families</li> <li>▪ combinations of particular dynamics and tempo, such as soft and fast</li> <li>▪ using indigenous instruments combined with orchestral</li> </ul> </li> </ul>	<p>Listen actively to identify and describe, using music terminology, how elements of music combine to express mood and meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• composers make choices about <ul style="list-style-type: none"> <li>▪ particular styles of music chosen to represent a central idea, such as a dance or a march</li> <li>▪ tonality suggests specific origins of music, such</li> </ul> </li> </ul>	<p>Listen actively to identify and describe, using music terminology, how elements of music combine to express mood and meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• composers make choices about <ul style="list-style-type: none"> <li>▪ instruments that reflect a musical style, such as <ul style="list-style-type: none"> <li>○ traditional instruments for an Aboriginal and Torres Strait Islander</li> </ul> </li> </ul> </li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>instrument to represent a musical idea, such as the double bass for an elephant</p>	<p>feeling of excitement</p> <ul style="list-style-type: none"> <li>▪ commemorations have meaning, such as <ul style="list-style-type: none"> <li>○ ANZAC Day</li> <li>○ Remembrance Day</li> </ul> </li> </ul>	<p>instruments, such as William Barton’s music or indigenous fusion bands, such as Yothu Yindi and Warumpi Band</p>	<p>as pentatonic for Asian music</p> <ul style="list-style-type: none"> <li>▪ rhythm styles that define a genre, such as calypso rhythms or syncopation in jazz</li> </ul>	<p>piece of music</p> <ul style="list-style-type: none"> <li>○ bush bass and washboard for an Australian bush band piece</li> <li>○ angklungs for a gamelan orchestra in Indonesia</li> <li>▪ changes in tonality, such as minor to major</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore how and why music is important for people, places and occasions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• discussing events when music is heard, such as <ul style="list-style-type: none"> <li>▪ Happy birthday</li> <li>▪ concerts in performance halls</li> <li>▪ ANZAC songs at services</li> <li>▪ Acknowledgement of Country songs at the start of events, such as assemblies</li> </ul> </li> </ul>	<p>Explore places where and occasions when peoples from a variety of cultures experience and perform music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• traditional storytelling songs, such as Jessie Lloyd’s Torres Strait Islander songs, Gina Williams’ songs about animal Dreaming storytelling</li> <li>• listening to music created for specific cultural contexts, such as <ul style="list-style-type: none"> <li>▪ Chinese New Year</li> <li>▪ Maori ‘Haka’</li> <li>▪ national anthems</li> <li>▪ ANZAC Day</li> </ul> </li> </ul>	<p>Explore reasons why people of various cultures experience and perform music across times and places</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• listening to music and songs of contemporary Aboriginal and Torres Strait Islander artists</li> <li>• Japanese songs celebrate special events, such as Cherry Blossom season</li> </ul>	<p>Identify reasons why people of various cultures experience and perform music across times and places</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• listening to traditional music, such as Dreamtime story music or traditional song line cycles as a way of passing on cultural traditions</li> <li>• Maori traditional songs and dances teach skills for self-defence</li> </ul>	<p>Identify how people of various cultures use music to communicate their connection to and responsibility for Country/place across times and places</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• exploring music and songs of contemporary artists that depict traditional lifestyles or events, such as the music of George Walley</li> <li>• exploring music and songs from Native American First Nations peoples</li> </ul>	<p>Identify how people of various cultures use music to continue and revitalise their culture across times and places</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• exploring and learning about songs that use Aboriginal language, such as Gina Williams’s translation of ‘Twinkle Little Star’ into Noongar language</li> <li>• listening to music that tells a traditional story or exemplifies an event, such as Madjtil Moorna’s ‘Six seasons’ song</li> </ul>	<p>Identify factors that influence musical styles in a variety of cultures</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• exploring music styles that have developed as a response to environmental or social changes, such as <ul style="list-style-type: none"> <li>▪ music that reflects social themes and/or issues</li> </ul> </li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	No content	No content	<p>Reflect on own and others' performances and compositions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>discussing as a class the aspects of the performance that went well</li> </ul>	<p>Reflect on own and others' performances and compositions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>slowing down the tempo to ensure that everyone can play their part</li> <li>counting in before the group starts playing</li> </ul>	<p>Reflect on own and others' performances and compositions, identifying strengths and areas for improvement</p> <p>For example:</p> <ul style="list-style-type: none"> <li>videorecording student group performances of music ideas and offering a written or verbal reflection</li> </ul>	<p>Reflect on own and others' performances and compositions, identifying strengths and areas for improvement</p> <p>For example:</p> <ul style="list-style-type: none"> <li>completing a prepared reflection sheet</li> <li>sharing a reflective response in group or class discussion</li> </ul>

## Strand: Create

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create and explore music ideas by singing, moving and playing</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• singing a simple response that is improvised</li> <li>• improvising the sounds that can be produced using the voice and body percussion</li> <li>• explore the sounds of an instrument, such as a homemade ‘found’ sound – rice or lentils in a plastic bottle, ice cream containers with</li> </ul>	<p>Create and explore music ideas through singing, moving and playing instruments</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• expressing music ideas through singing, movement and exploring sound from a variety of sources, such as <ul style="list-style-type: none"> <li>▪ environmental sounds (zippers, sand in a bottle, leaves, seed pods)</li> <li>▪ vocal sounds</li> <li>▪ body percussion</li> </ul> </li> </ul>	<p>Create and explore the elements of music to share music ideas through singing, moving and playing instruments</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• combining pitch and rhythm in a range of different ways, such as body percussion to accompany a song or singing a simple melody to a spoken phrase</li> <li>• applying dynamics and tempo to music ideas</li> </ul>	<p>Create using the elements of music to express music ideas through singing, moving and playing instruments</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• taking turns to improvise a rhythm, making choices about: <ul style="list-style-type: none"> <li>▪ instruments</li> <li>▪ dynamics</li> <li>▪ tempo</li> <li>▪ patterns of rhythm and pitch</li> <li>▪ repeating patterns</li> </ul> </li> </ul>	<p>Create simple compositions through singing, moving and playing instruments using the elements of music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• making choices about: <ul style="list-style-type: none"> <li>▪ rhythm and pitch patterns</li> <li>▪ length of music</li> <li>▪ tempo</li> <li>▪ dynamics</li> <li>▪ instruments, including simple percussion instruments</li> </ul> </li> <li>• improvising with a narrow pitch set, such as</li> </ul>	<p>Create simple compositions through singing, moving and playing instruments and by organising the elements of music and refining choices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• organising combinations of the elements of music, such as dynamics, tempo, form or texture to express an idea musically</li> <li>• improvising with rhythm and pitch on a variety of instruments, such as simple</li> </ul>	<p>Create simple compositions through singing, moving and playing instruments and by organising the elements of music, to imitate some simplistic characteristics of musical styles</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• organising and changing one or more elements of music, such as <ul style="list-style-type: none"> <li>▪ rhythm and beat patterns</li> <li>▪ varying the combinations of the elements to create a different style</li> </ul> </li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
chopsticks as beaters				singing back a response to a sung question	percussion instruments including tuned instruments <ul style="list-style-type: none"> <li>improvise a simple song comprised of three pitches</li> </ul>	of music from the original <ul style="list-style-type: none"> <li>improvising with a single element of music, such as rhythm, to sound like a particular style of music</li> </ul>
<p>Explore and share students' own music ideas</p> <p>For example:</p> <ul style="list-style-type: none"> <li>representing explored sounds by: <ul style="list-style-type: none"> <li>drawing pictures of the sounds</li> <li>using words to describe their musical idea</li> <li>using descriptive words for sounds produced on</li> </ul> </li> </ul>	<p>Share and record music ideas using simple notation</p> <p>For example:</p> <ul style="list-style-type: none"> <li>representing music ideas explored by: <ul style="list-style-type: none"> <li>drawing representations of a sequence of sounds</li> <li>exploring ways of representing rhythms</li> </ul> </li> <li>discovering the types of sounds</li> </ul>	<p>Share and record music ideas using simple notation and music terminology</p> <p>For example:</p> <ul style="list-style-type: none"> <li>using: <ul style="list-style-type: none"> <li>standard rhythmic notation</li> <li>symbols and drawings that represent sounds, such as a large symbol for loud or a snail</li> </ul> </li> </ul>	<p>Communicate and record music ideas using notation and music terminology</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notating a musical phrase or melody using: <ul style="list-style-type: none"> <li>symbols</li> <li>note names</li> <li>standard rhythm/pitch representations which can be written or represented by using manipulatives</li> </ul> </li> </ul>	<p>Communicate and record music ideas using notation and music terminology</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recording a music idea that is written using standard or invented notation, such as a graphic score or a combination of both and shows a representation of:</li> </ul>	<p>Communicate and record music ideas using notation, incorporating music terminology and some expressive elements</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recording a music idea that shows a standard symbolic representation of <ul style="list-style-type: none"> <li>dynamics using music terminology</li> </ul> </li> </ul>	<p>Communicate and record music ideas using notation, incorporating music terminology and some expressive elements</p> <p>For example:</p> <ul style="list-style-type: none"> <li>applying to own music: <ul style="list-style-type: none"> <li>phrase lines or breath marks</li> <li>dynamic and tempo symbols</li> </ul> </li> <li>notating simple rhythm and</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
different instruments	that can be produced and the rhythms that can be played on environmental 'instruments', such as buckets, plastic bins, filled containers for shaking	for slow or a spiral for the sound of a maraca <ul style="list-style-type: none"> <li>▪ a shape/line that represents pitch direction</li> <li>▪ symbols or drawings that represent a rhythm such as the use of felt hearts to represent beat</li> </ul>	<ul style="list-style-type: none"> <li>▪ melodic shapes</li> <li>▪ representation of dynamics and tempo through the use of drawings and symbols including standard symbolic representation of dynamics</li> </ul>	<ul style="list-style-type: none"> <li>▪ selected instruments</li> <li>▪ dynamics</li> <li>▪ tempo</li> <li>▪ pitch and rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>▪ tempo using music terminology</li> <li>▪ pitch and rhythm, such as notating a simple three-pitch phrase on a staff</li> </ul>	limited pitch patterns on a standard staff or as invented notation

## Strand: Perform

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Prepare and perform own and others' music for a familiar audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• singing a simple song, playing or moving to music together at the end of a class</li> <li>• preparing to demonstrate a new concept or song to another class/teacher/group of students</li> </ul>	<p>Prepare and perform own and others' music for a familiar audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• completing a learned dance/game as a class or small group at the end of a lesson</li> <li>• preparing a short musical piece for a class Parents' Day</li> </ul>	<p>Engage with teacher-directed rehearsals to prepare a performance of own and others' music for a familiar audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• preparing a short performance of a song for an assembly</li> <li>• taking turns in sharing a simple rhythmic or melodic pattern with members of the class and the teacher</li> </ul>	<p>Engage with teacher-directed rehearsal strategies to develop a class/group performance of own and others' music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• rehearsal strategies include: <ul style="list-style-type: none"> <li>▪ practising as a class and identifying places where the music is not together</li> <li>▪ applying strategies, such as a 'beat keeper' to keep everyone in time</li> </ul> </li> </ul>	<p>Apply teacher-directed rehearsal strategies to develop a class/group performance of own and others' music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• selecting a specific rehearsal strategy from a range</li> <li>• small groups in the class perform, in turn, a section of the whole class composition</li> </ul>	<p>Apply rehearsal strategies to develop a group performance of own and others' music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• practising together and identifying the aspects that need reinforcing with repetition</li> <li>• peer coaching one another in skills and understanding</li> <li>• isolating the problematic components and repeatedly practising</li> </ul>	<p>Apply rehearsal strategies to develop a group performance of own and others' music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• practising together and identifying the aspects that need reinforcing with repetition</li> <li>• peer coaching one another in skills and understanding</li> <li>• isolating the problematic components and repeatedly practising in order to perform</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>positioning in the classroom so students can communicate with each other as they play</li> </ul>			for a formal performance
<p>Develop performance skills through repetition</p> <p>For example:</p> <ul style="list-style-type: none"> <li>moving in time to music</li> <li>singing/saying chants, songs and rhymes in different ways, such as slow/fast, loud/soft</li> <li>playing 'found' sound instruments, such as hitting chopsticks together or</li> </ul>	<p>Develop and improve performance skills through repetition</p> <p>For example:</p> <ul style="list-style-type: none"> <li>singing chants, songs and rhymes in tune with dynamics, such as getting louder as the pitch goes higher or softer as the song is sung faster</li> <li>playing 'found' sound instruments in time, such as</li> </ul>	<p>Develop and improve performance skills through purposeful repetition</p> <p>For example:</p> <ul style="list-style-type: none"> <li>singing simple songs in tune and at different dynamics and different tempos</li> <li>moving appropriately, such as matching speed of movements with the tempo of the music</li> </ul>	<p>Develop performance skills that demonstrate the elements of music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>singing partner songs or rounds in tune as two classroom groups</li> <li>playing classroom instruments, such as maracas, triangles, tambourines, drums and claves</li> </ul>	<p>Develop performance skills that demonstrate the elements of music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>maintaining own part when playing, singing, moving as a class or in groups/pairs</li> <li>playing and/or singing a piece of music and demonstrating appropriate application of dynamics</li> </ul>	<p>Develop performance skills that demonstrate the elements of music and confident stage presence</p> <p>For example:</p> <ul style="list-style-type: none"> <li>audience interaction</li> <li>playing or accompanying a piece of music that demonstrates a short and detached style,</li> <li>singing or playing a phrase</li> </ul>	<p>Develop performance skills that demonstrate the elements of music and confident stage presence</p> <p>For example:</p> <ul style="list-style-type: none"> <li>reflecting a mood or emotion through body language</li> <li>maintaining and balancing own part when playing and/or singing as a class or in groups or pairs</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
scrunching cellophane in time	home-made maracas, ice-cream container drums, body percussion or water bottles	<ul style="list-style-type: none"> <li>staying in time when playing the beat or rhythm to a piece of music, such as keeping in time with body percussion and changing the action when indicated</li> </ul>	<p>with correct technique</p> <ul style="list-style-type: none"> <li>staying in time when playing or singing with others</li> <li>changing the rhythm pattern when a new section of music is heard</li> </ul>		that is smooth and well-connected	<ul style="list-style-type: none"> <li>being aware of the other parts being performed and how each individual part fits together</li> </ul>

## Years 7–10

### Strand: Explore

Year 7	Year 8	Year 9	Year 10
<p>Develop aural skills to identify and describe the ways that the elements of music are used in a variety of music examples</p> <p>For example:</p> <ul style="list-style-type: none"> <li>aural identification of intervals, scales, chords, tonalities and timbre in music examples</li> <li>examine how the characteristics of a particular style/genre are evident in a musical example, such as romantic music, blues or punk rock</li> </ul>	<p>Develop aural skills to identify and describe the ways that the elements of music are used in a variety of music examples</p> <p>For example:</p> <ul style="list-style-type: none"> <li>aural identification of expressive elements, form/structures and textures</li> <li>identify how music technology has been implemented in recordings and its effect on the elements of music within a piece</li> </ul>	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> <li>clap, sing, play and notate rhythmic and melodic dictations and simple chord progressions</li> <li>interpret music notation and symbols, such as score directions, through score annotations</li> </ul>	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> <li>aurally and visually identify isolated and combined elements of music within a variety of music examples</li> <li>identifying chord progressions in major and minor keys</li> </ul>
<p>Identify the ways the elements of music are used in works from a variety of different cultures, times and places</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explore the development of popular music styles associated with a particular culture (e.g. K-Pop)</li> </ul>	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare music performed and written by Aboriginal and Torres</li> </ul>	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare stylistic differences</li> </ul>	<p>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</p>

Year 7	Year 8	Year 9	Year 10
	<p>Strait Islander peoples, such as Warumpi Band with that of other traditional cultures, such as Irish musicians The Chieftains or The Dubliners</p>	<p>between French, German and Italian opera in a particular time period</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>consider how the elements of music are manipulated to evoke emotional responses in music by artists, such as Deborah Cheetham and William Barton</li> </ul>
<p>Reflect on own and others' performances and compositions, identifying strengths and areas for improvement using some appropriate music terminology</p> <p>For example:</p> <ul style="list-style-type: none"> <li>verbal reflection of own and others' performances and compositions</li> </ul>	<p>Provide feedback on identified strengths and ways to improve own and others' music performances and compositions using appropriate music terminology</p> <p>For example:</p> <ul style="list-style-type: none"> <li>written reflection of a live or recorded performance, considering the performer's stage presence, posture, appearance and balance of program</li> </ul>	<p>Evaluate own and others' music performances and compositions using appropriate music terminology</p> <p>For example:</p> <ul style="list-style-type: none"> <li>analysis of peer's individual or group performances or composition</li> </ul>	<p>Evaluate own and others' music performances and compositions using specific criteria and appropriate music terminology</p> <p>For example:</p> <ul style="list-style-type: none"> <li>a progress diary consisting of reflections on the performance rehearsal or composition development process</li> </ul>

## Strand: Create


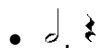




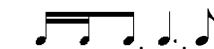

Year 7	Year 8	Year 9	Year 10
<p>Create simple compositions organising the elements of music to imitate some characteristics of musical styles</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create from a given melodic or rhythmic motif, major chord progression or ostinato/riff</li> <li>• create for a given purpose, such as radio advertisement</li> </ul>	<p>Create music compositions by applying reflective processes to inform the choices they make when using the elements of music and relevant vocal/instrumental techniques</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create from a given melodic or rhythmic motif, chord progression, pedal or theme</li> <li>• create with a given form or structure, such as popular song form (verse/chorus, intro/outro, bridge, hook)</li> </ul>	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create from a given motif, chord progression, accompaniment pattern, compositional device or theme</li> <li>• create for a given purpose, such as ceremony, ritual, film score, advertisement or game (music)</li> </ul>	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create with a given form or structure, such as 12-bar blues or theme and variations</li> </ul>
<p>Communicate and record music ideas in a given form/style using notation, music terminology and some expressive elements</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• graphic notation, staff notation, chord charts, lead sheets</li> </ul>	<p>Communicate and record music ideas in a given form/style using notation, music terminology and some expressive elements</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• using software to create a simple accompaniment or backing track and adding a recording of a live student performance</li> </ul>	<p>Communicate and record music ideas using notation, music terminology and a range of expressive elements in a variety of forms and styles</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• graphic notation, staff notation, chord charts, lead sheets and instrument-specific notation, such as tablature and drum notation</li> </ul>	<p>Communicate and record music ideas using notation, music terminology and a range of expressive elements in a variety of forms and styles</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• using digital audio workstation (DAW) software to create, manipulate and share music</li> </ul>

## Strand: Perform

Year 7	Year 8	Year 9	Year 10
<p>Apply rehearsal strategies to develop ensemble, group work and performance skills</p> <p>For example:</p> <ul style="list-style-type: none"> <li>demonstrating correct posture in performances to create a blend of tone and balanced sound</li> </ul>	<p>Apply rehearsal strategies to develop ensemble, group work and performance skills to achieve a balanced sound</p> <p>For example:</p> <ul style="list-style-type: none"> <li>working in a small group or duet setting, considering the balance and blend of available instruments</li> </ul>	<p>Apply rehearsal strategies to develop ensemble, group work and performance skills to perform with an awareness of ensemble</p> <p>For example:</p> <ul style="list-style-type: none"> <li>performing music from music analysis tasks in individual or group performances</li> </ul>	<p>Apply rehearsal strategies to develop ensemble and performance skills to perform with an awareness of ensemble</p> <p>For example:</p> <ul style="list-style-type: none"> <li>using technology to manipulate and enhance performances</li> </ul>
<p>Develop technical and expressive skills for rehearsing and performing the elements of music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>performing instrumental or vocal solo, duet, group and whole class works</li> </ul>	<p>Develop technical and expressive skills in a variety of forms and styles for rehearsing and performing the elements of music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>performing using written scores and through aural analysis of music</li> </ul>	<p>Develop style-specific technical and expressive skills in a variety of forms and styles for rehearsing and performing the elements of music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>using self-reflection processes when analysing video or audio recordings to influence rehearsal practices</li> </ul>	<p>Develop style-specific technical and expressive skills in a variety of forms and styles for rehearsing and performing the elements of music</p> <p>For example:</p> <ul style="list-style-type: none"> <li>performing own compositions</li> </ul>


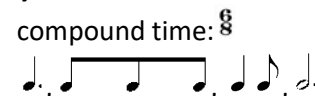
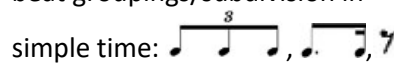


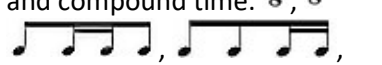
# Addendum

## 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> (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>			