MUSIC

Pre-primary–Year 10

Scope and sequence

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.
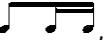
Disclaimer

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 learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

The Arts: Music – Scope and sequence P–6

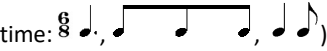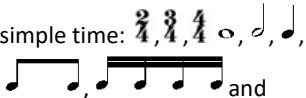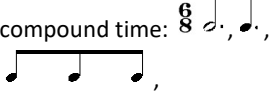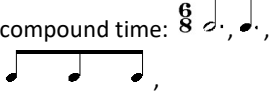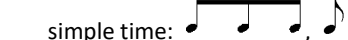|	Pre-primary	Year 1	Year 2	Year 3
Making: Exploring ideas and improvising with ways to represent ideas	Improvisation with voice, movement and play to explore and create music ideas Use of symbols, pictures and movement and relevant technology to explore and share music ideas	Improvisation with sounds, simple pitch and rhythm patterns to create music ideas Use of symbols, notation, movement and relevant technology to explore and communicate music ideas	Exploration of, and experimentation with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas Communication and recording of music ideas using graphic and/or standard notation, dynamics and relevant technology	Improvisation with the elements of music to create music ideas Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology and relevant technology
Making: Developing skills and processes	Development of aural skills by exploring the elements of music, including: • rhythm (sound, silence; long, short; steady beat) • tempo (fast, slow) • pitch (high, low; pitch direction; distinguish between speaking and singing voice) • dynamics (loud, soft) • form (same, different; echo patterns) • timbre (exploration of sounds produced on percussion instruments) to create music	Development and consolidation of aural skills by exploring the elements of music, including: • rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, ⊓, Z) • tempo (getting faster, getting slower) • pitch (explore a limited pitch set) • dynamics (use terminology and symbols for loud (*forte, f*) and soft (*piano, p*)) • form (echo patterns, call and response) • timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music	Development and consolidation of aural and theory skills by exploring the elements of music, including: • rhythm (experience and identify time signatures $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$; use bar lines as a division for beats; terminology and notation for ♩, 𝅝) • tempo (changing tempos) • pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) • dynamics (getting louder, getting softer, very soft (*pp*) and very loud (*ff*)) • form (introduction, verse, chorus rounds and ostinato) • timbre (sound qualities of instruments; matching different sounds to specific instruments)	Development and consolidation of aural and theory skills, including: • rhythm (simple time signatures, standard notation: • ♩, ♫ ♩, ♬ ♩, 𝄾, 𝄻) • tempo (changing tempos; terminology (*allegro, largo, moderato*)) • pitch (staff; treble clef; melodic shape) • dynamics (terminology and symbols *forte (f), piano (p), crescendo, decrescendo*) • form (binary (AB); repeat sign (:ll)) • timbre (how sounds are produced on different instruments, differentiate between two instruments when played together)

	Pre-primary	Year 1	Year 2	Year 3
			• texture (melody and accompaniment) to create music	• texture (two rhythmic or melodic patterns played together) to create and perform music
Making: Sharing the arts through performance, presentation or display for an audience	Improvisation and practice of music (singing, playing, moving) for a specific purpose and a familiar audience Development of performance skills (singing chants, songs and rhymes, and playing classroom instruments in tune and in time)	Practice of their own and others' music to perform for an audience Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing)	Practice of simple songs and their own and others' compositions, to perform for different audiences Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique)	Application of teacher directed rehearsal processes to improve music performances and engage an audience Development of performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics)
Responding: Responding to and interpreting the arts	Audience behaviour (being an attentive listener) during performances Different places and occasions where music is experienced Personal responses to music they listen to and make	Audience behaviour (being quiet during a performance; clapping after a performance) Places and occasions where different types of music are experienced and performed Personal responses expressing ideas and feelings about the music they listen to and make	Audience behaviour (responding appropriately in a given context) Reasons why people make music in different places and for different occasions Responses that identify specific elements of music and how they communicate mood and meaning	Responses to, and respect for, the music of others as performers and audience members Reasons why people make music across different places, events or occasions Responses that identify how the elements of music combine to communicate ideas, mood and meaning

	Year 4	Year 5	Year 6
Making: **Exploring ideas and improvising with ways to represent ideas**	Improvisation with the elements of music to create a simple composition Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology, and relevant technology	Improvisation with and organisation of the elements of music to create simple compositions Communication and recording of music ideas using graphic and standard notation, dynamics, terminology and relevant technology	Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles Communication and recording of music ideas using standard notation, dynamics and expressive devices, terminology and relevant technology
Making: **Developing skills and processes**	Development and consolidation of aural and theory skills, including: • rhythm (dotted minim ♩·) • tempo (changing tempos; terminology (*presto, andante, adagio, allegretto*)) • pitch (intervals (recognising leaps and steps, pentatonic scale)) • dynamics (terminology and symbols *pianissimo* (**pp**), *fortissimo* (**ff**)); expressive devices (smoothly, short, detached) • form (ternary (ABA); bridge; coda) • timbre (instrument groups (e.g. strings, woodwind, brass, percussion), differentiate between two or more instruments when played together) • texture (two or more rhythmic or melodic patterns played together) to compose and perform music	Development and consolidation of aural and theory skills, including: • rhythm (simple time: ♩ ♫ , ♫ , minim rest ▬ ; compound time: $\frac{6}{8}$ ♩· , ♩ ♩ , ♩ ♩ , ♩ ♪) • tempo (changing tempos; terminology (*accelerando, ritardando/rallentando*)) • pitch (intervals (tones, semitones; major scale; tonality: pentatonic and major) • dynamics (terminology and symbols *mezzo piano* (**mp**), *mezzo forte* (**mf**)); expressive devices (*legato, staccato*)) • form (rondo (ABACA); riff) • timbre (instrumental and vocal ensembles (e.g. rock band, orchestra, jazz band, different tone colour for particular purposes)) • texture (individual layers of sound (e.g. bassline, harmony line)) to compose and perform music	Development and consolidation of aural and theory skills, including: • rhythm (simple time, compound time: ♫♫ , ♩· , 𝄾) • tempo (changing tempos; terminology) • pitch (intervals occurring in scales); tonality: minor • dynamics (terminology and symbols); expressive devices (accents) • form • timbre (individual instruments within ensembles and instrument groups; acoustic and electronic sounds) • texture (layers of sound) to compose and perform music

	Year 4	Year 5	Year 6
Making: **Sharing the arts through performance, presentation or display for an audience**	Application of specific rehearsal processes to improve music performance and engage an audience Development of performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and tempo when performing with others)	Application of rehearsal processes to improve music performances and sustain audience engagement Development of performance skills (singing in tune, playing a variety of classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and tempo when performing with others)	Application of appropriate rehearsal processes to improve musical performances and sustain and enhance audience engagement Development of performance skills (singing in tune, playing a variety of instruments with correct timing and technique, incorporating dynamics; maintaining and balancing their own part at correct pitch and tempo when performing with others)
Responding: **Responding to and interpreting the arts**	Responses to, and respect for, the music of others as performers and audience members Reasons why and how people make music across different cultures, events or occasions Responses that identify and describe how the elements of music are combined and used to communicate ideas, mood and meaning	Responses to and contributions as performers and audience members, appropriate to culture or context Role of music from different times and cultures Responses that identify and describe how the elements of music work together to convey meaning and purpose, using music terminology	Responses to and contributions as performers and audience members, appropriate to culture and/or context Factors that influence musical styles in particular cultures, times and contexts Responses that identify and explain how the use and combination of the elements of music define a particular style or context, using relevant music terminology

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	Year 7	Year 8	Year 9	Year 10
Making: **Music Literacy** **(aural and theory)**	Development of aural skills, aural memory and inner hearing to identify, sing/playback and transcribe pitch and rhythm patterns Aural recognition of specific elements of music in short excerpts (not all content may be relevant to the selected context): **Rhythm** • simple time: $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$, ♩ notes, and compound time: $\frac{6}{8}$ and • rests: ♩, ▬ • pause, ostinato/riff • tempo: very slow/*largo*, slow/*adagio*, moderate/*moderato*, fast/*allegro*, very fast/*presto* **Pitch** • scales: major pentatonic, major scales up to 1 sharp and 1 flat in treble clef	Development of aural skills, aural memory and inner hearing to identify, sing/playback and notate simple pitch and rhythmic patterns, melodic contour and chords in isolation and in simple progressions Aural recognition of one or more elements of music in short excerpts (not all content may be relevant to the selected context): **Rhythm** • beat groupings/subdivision in simple time: and compound time: • rests: ▬ and $\frac{6}{8}$ • anacrusis, ties, syncopation • tempo: gradually getting slower/*rallentando* and *ritardando* and gradually getting faster/*accelerando*	Development of aural skills, aural memory and inner hearing to identify, sing/playback and notate rhythmic passages, melodic patterns based on familiar scale and intervals, and simple chord progressions Aural identification of the elements of music in isolation and combination in a range of music excerpts (not all content may be relevant to the selected context): **Rhythm** • beat groupings/subdivision in simple time: and compound time: $\frac{12}{8}$ • rests: • swung rhythms • tempo: (*andante, allegretto*) **Pitch** • scales: add harmonic minor, Blues up to 3 sharps and 3 flats in treble and bass clefs • intervals: add m6, M6, m7, M7 ascending and descending • chords: major and minor triads, primary triads in	Use and application of aural skills, inner hearing and aural memory to identify, sing/playback and notate pitch, melodic and rhythmic dictations, chord changes and chord progressions Aural identification of the role and treatment of one or more elements of music in isolation and combination in a range of music works (not all content may be relevant to the selected context): **Rhythm** • beat groupings/subdivision in simple time: and compound time: $\frac{9}{8}$ • augmentation/diminution, rhythmic motif • irregular metres: $\frac{5}{8}, \frac{7}{8}, \frac{5}{4}, \frac{7}{4}$ • tempo: *rubato, a tempo* **Pitch** • scales: add melodic minor and chromatic up to 4 or more sharps and 4 or more flats in treble and bass clefs

	Year 7	Year 8	Year 9	Year 10
	• intervals: steps and leaps, half step/semitone, whole step/tone, Perfect 5th and Perfect 8^{ve} • triads: major • tonality: pentatonic, major and minor • pedal/drone, ostinato/riff **Dynamics and expression** • very soft/*pianissimo* (**pp**) to very loud/*fortissimo* (**ff**) including *mezzo piano* (**mp**) and *mezzo forte* (**mf**) • *legato, staccato* **Form and structure** • repetition and contrast • riff/ostinato, call and response • binary, ternary/popular song form (verse, chorus), rondo **Timbre** • instrumental and vocal types and groups/ensembles **Texture** • unison/monophonic/single line, homophonic/melody and accompaniment	**Pitch** • scales: add minor pentatonic and natural minor scales up to 2 sharps and 2 flats in treble and bass clefs • intervals: m2, M2, m3, M3, P4, P5, P8^{ve}, ascending only • chords: major and minor triads, major primary triads (I, IV, V) in isolation and simple progressions • tonality: relevant to scales listed • sequence **Dynamics and expression** • *crescendo, decrescendo* • *accents/sforzando* **Form and structure** • add intro/outro, bridge, hook, head, 12 bar Blues, theme and variation **Timbre** • discern between acoustic and electronic sounds **Texture** • descant/counter melody	isolation and simple progressions, add (i, iv, V) in minor keys, (vi) in major keys and (V⁷) in both major and minor keys • tonality: relevant to scales listed, modulation to relative major/minor • riff/ostinato, pedal, sequence **Dynamics and expression** • dynamic gradations and articulations to create contrast and alter timbre **Form and structure** • use of theme **Timbre** • instruments and voice types, groups/ensembles, method of sound production, mutes, pedals and distortion **Texture** • polyphonic/multi-voice	• chords: major and minor primary triads in isolation and simple progressions, add (ii) in major keys • tonality: add consonance and dissonance • inversion **Dynamics and expression** • gradations of sound (*fp*), terraced dynamics, ornamentation, expressive devices and articulations relevant to style and context **Form and structure** • motivic development, through composed and strophic, interlude **Timbre** • use of idiomatic techniques (bowing, harmonics, *vibrato*, *glissando*/slide, sticks/mallets, slap bass, digitally manipulated sound, oscillation, filters, pedals) **Texture** • horizontal and vertical layers of sound appropriate to style and context and repertoire studied (distortion, white noise)
Making: Composing and arranging	Use of structured composition tasks to compose and arrange music, improvising and	Use of given composition frameworks to structure arrangements and create original	Use and application of composition models to shape and refine arrangements and original	Composition and arrangement of musical works of increasing complexity; improvising and

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	experimenting with specific elements of music to explore and develop music ideas	works, improvising and combining the elements of music to trial, refine and shape music ideas	works; improvising, combining and manipulating the elements of music; applying compositional devices, stylistic features and conventions to reflect a range of music styles	purposefully applying, combining and manipulating the elements of music; and synthesising appropriate stylistic features and conventions to shape, extend, manipulate and evaluate music ideas
	Use of invented and conventional notation, specific music terminology and available technologies to record and communicate music ideas	Use of invented and conventional notation, appropriate music terminology and available technologies to plan, record and communicate music ideas	Use of a range of invented and conventional notation, appropriate music terminology and available technologies, to organise, record and communicate music ideas	Use of specialised notation, context appropriate terminology and available technologies to organise, record and communicate music ideas across a range of styles
Making: Practical and performing skills	Development of technical and expressive skills, through practice and rehearsal, of a variety of solo and ensemble music	Development and improvement of technique and exploration of expressive possibilities and stylistic features when practising, rehearsing and performing a variety of music	Development of technical skill and control; musical expression; and consideration of relevant stylistic musical features when practising, refining and performing a variety of repertoire	Development and refinement of technical skill and control and musicianship skills; applying style-specific techniques and expression in a purposeful and musical manner when practising, refining and performing repertoire from a range of styles and contexts
	Application of strategies to regularly practise and improve performance skills and techniques	Use of reflective strategies and regular practice to consolidate performance skills and techniques	Consideration of the music practices of others to inform and shape their own music making through regular self-directed practice of performance skills and techniques	Analysis and comparison of performances and performance practices to devise and apply effective practice strategies and evaluate, shape and refine music performance skills and techniques
	Development of ensemble skills, working together to balance and blend tone and volume; and maintain safety, correct posture and technique when using	Development of ensemble skills and an understanding of the role of each member of the ensemble; playing and singing with expression and controlling tone	Development of ensemble skills, working collaboratively to perform with expression, tonal control and awareness of ensemble	Development and consolidation of ensemble skills, working collaboratively to rehearse and perform a range of repertoire with stylistically appropriate

	Year 7	Year 8	Year 9	Year 10
	instruments, voices and technologies	and volume, to create a balanced sound		expression, tonal control, awareness of different performer responsibilities and audience needs
Responding: Analysis and context	Identification of, and discussion about, the use of specific elements of music and stylistic features in structured listening activities, using appropriate music terminology	Identification of, and discussion about, the use and treatment of specific elements of music in a range of works, using defined frameworks, identified criteria and appropriate music terminology	Identification and description of the use and stylistic treatment of the elements of music, comparing and discussing similarities and differences between musical works from a range of styles and contexts	Identification, comparison and evaluation of the use, combination and stylistic treatment of the elements of music, using aural and critical analysis skills and stylistically informed language to make comparisons, informed observations and judgements about a wide range of music
	Identification of features and performance practices that determine a specific musical style or culture, and description of ways that music contributes to a culture or a context	Identification, description and comparison of music and music practices across a range of cultural, social and historical contexts	Identification, comparison and evaluation of a variety of music with an understanding of cultural and historical features, stylistic characteristics and associated conventions and music practices	Identification, analysis and evaluation of connections between social, cultural and historical influences and musical developments; and analysis of how the use and combination of the elements of music define stylistic characteristics and cultural and historical features
Responding: Response, interpretation and evaluation	Use of given frameworks and reflective strategies to evaluate music performances and discussion of different points of view	Use of specific criteria and given frameworks to evaluate performances, outlining strengths and providing ways to improve their own and others' performances when giving and receiving feedback	Use of specific criteria and given frameworks to discuss strategies to improve and inform music making when evaluating performances and giving and receiving constructive feedback	Identification and selection of specific criteria to devise and apply strategies when analysing, evaluating and refining their own and others' musical works and performances
	Communication of thoughts and feelings about music using given criteria to form and express personal opinions	Selection and use of criteria to make informed opinions, observations and evaluations about music, and identification of	Development of personal opinions and musical preferences, analysing and discussing the influence of music and appreciating differing	Development of personal preferences and aesthetic appreciation, differentiating between subjective and objective

	Year 7	Year 8	Year 9	Year 10
		personal preferences, articulating the reasons for them	opinions and perspectives about music	interpretations when comparing and evaluating stylistic interpretations of a range of music
	Exploration and discussion of different audience behaviour and performance traditions across a range of settings and musical styles	Exploration and identification of different purposes, roles and responsibilities in music making activities as both performer and audience member	Evaluation and comparison of attitudes and practices towards the role of audience and performer, recognising that different practices and stylistic conventions can influence a performance and affect audience response and interpretation	Consideration of cultural, social and ethical issues, comparing and evaluating audience response and performer roles across a broad range of music in formal, informal, virtual and interactive settings