**Western Australian Curriculum**

The Arts | Music

ABLE*WA* Stages A–D

**Content Descriptions, Elaborations and Achievement Standards**

**Copyright**

© School Curriculum and Standards Authority, 2018

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International (CC BY)](https://creativecommons.org/licenses/by/4.0/) licence.

The School Curriculum and Standards Authority acknowledges the development of the ABLES Assessment Tool by the University of Melbourne and the Department of Education and Training, Victoria and the Victorian Curriculum and Assessment Authority for their development and publication of the ABLES Curriculum and Support Materials.

**Stage A | Content descriptions**

|  |  |
| --- | --- |
| **Explore and represent ideas** | **Elaborations** |
| Exposure to sound and silence and ways of using [voice](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/voice), [movement](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/movement2) and/or instruments [(VCAMUE001)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-a/vcamue001) | * explore the sound, smell and feel of various objects, such as the crunching of dry leaves or the sound and feel of guitar strings, a body part moving, clapping, tapping
* exposed to different ways of making sound and to create music such as co-actively participate in songs and rhymes, safe use of musical instruments
* exposed to music elements such as sound and silence, beat and tempo; loud, soft; high, low; long and short
* supported to use different parts of the body to explore rhythm and sound
* reacting to a range of musical sounds
* reacting to patterns and musical pieces
 |
| **Music practices** | **Elaborations** |
| Experience the use of [voice](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/voice) and/or instruments through chants, songs and rhymes [(VCAMUM002)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-a/vcamum002) | * exploring instruments by using an instrument co-actively safely and appropriately, reacting to the touch of an instrument, or holding and using an instrument with assistance
* exposed to various chants, song, rhymes and may co-actively accompany with voice or instrument, reacting to or indicating a preference
* provided with rich sensory experiences that give them opportunities to explore sights, sounds, textures, enjoy and appreciate music
* experiencing and practicing techniques with support for playing classroom instruments
* exposed to playing music to experience the expressive possibilities of their voices and instruments
* exposed to music for various purposes and intentions, for example using music for relaxation, movement, to reflect different settings and feelings and creating environments to reflect the purpose
 |
| **Present and perform** | **Elaborations** |
| Be involved in music performances [(VCAMUP003)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-a/vcamup003) | * experiencing the making, sharing and reacting to music
* reacting when their music is presented
* responding to stimuli such as other peoples’ music
* assisting to choose sounds to be combined to create a composition
* experiencing voices and sound sources being used to create a piece of music
* experiencing the creation and improvisation of music using technologies
 |
| **Respond and interpret** | **Elaborations** |
| React to music [(VCAMUR004)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-a/vcamur004) | * exposed to and experience various forms of music and characteristics, for example, music and sounds, beats, rhymes, cultural music, different instruments, feelings etc.
* reacting to music in various physical and gestural ways
* experience and respond to a range of musical sounds, including live and recorded music, for example, maintaining attention, visually tracking
* exposed to music from various cultures and purposes, especially pieces which create specific feelings or settings
* listening to, and reacting to, music and musical instruments from different contexts and cultures
 |

**Stage A | Achievement standard**

By the end of Stage A, students improvise and perform music. They explore, as appropriate, the sound and feel of their voices and instruments.

Students react to music they listen to, make and perform.

**Stage B | Content descriptions**

|  |  |
| --- | --- |
| **Explore and represent ideas** | **Elaborations** |
| Explore qualities of sounds, and [pitch](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/pitch) and [rhythm](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/rhythm2) patterns, using [voice](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/voice), [movement](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/movement2), [body](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/body) percussion and/or instruments [(VCAMUE005)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-b/vcamue005) | * participating in music-making activities including creating a variety of sounds and unstructured rhythms; attempting to move, sing, play along with the music
* learning how to hold and use instruments appropriately
* using voices and body percussion to experience sound and silence, beat and tempo, high and low, through movement and use of instruments
* creating a variety of sounds and unstructured rhythms using his/her voice
* imitating rhythm patterns to develop aural recognition skills, for example, echo clapping
* experiencing the recording of their music ideas using technologies and listening to their music
 |
| **Music practices** | **Elaborations** |
| Use [voice](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/voice) and/or instruments to copy a [chant](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/chant), song and/or rhyme [(VCAMUM006)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-b/vcamum006) | * playing and experimenting with different musical instruments
* selecting and exploring an instrument for a short period of time
* attempting to move, sing, and play along with chants, songs, for example, attempting to sing a favourite song in a group singing activity
* exploring different ways of using instruments through a variety of supported learning experiences that encourage them to participating in music-making activities, hold, use and play different musical instruments
* participating in music-making activities
* exploring and performing music using accessible technologies
 |
| **Present and perform** | **Elaborations** |
| Perform music to express a given idea [(VCAMUP007)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-b/vcamup007) | * making and sharing their music with peers and teachers
* choosing and combining sounds to create compositions, for example, using different instruments, beats and tempo
* improvising patterns of body movement, such as clapping or stamping, and accompany familiar music
* improvising with voices and sound sources to express actions, thoughts or feelings
* creating and improvising music using technologies
 |
| **Respond and interpret** | **Elaborations** |
| Respond to own and others’ music [(VCAMUR008)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-b/vcamur008) | * participating as an audience for a short period of time
* making music or song choice, for example, indicating music or song they want/like or activating a switch/button to start/stop music
* listening to and responding to music
* exploring music in their lives and communities, for example, experiencing music in various locations and purposes
* describing the subject or feeling of a piece of music by selecting an image or object from a field of two
* listening to, participating in class conversations, and communicating about music and musical instruments from different contexts and cultures
 |

**Stage B | Achievement standard**

By the end Stage B, students make and perform music using [voice](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/voice) and/or instruments.

Students communicate responses to music they listen to, create and perform.

**Stage C | Content descriptions**

|  |  |
| --- | --- |
| **Explore and represent ideas** | **Elaborations** |
| Explore and imitate sounds and patterns using [voice](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/voice), [movement](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/movement2), [body](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/body) percussion and/or instruments [(VCAMUE009)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-c/vcamue009) | * using music to express and communicate experiences, observations, ideas and feelings about themselves and their world
* listening to and copying basic music elements, such as, playing loudly, quietly, quickly or slowly when using musical instruments, for example, imitating a teacher to play loud/soft/ quiet, quick/fast/slow and stop
* imitating a simple pattern or rhythm
* experimenting with speaking and singing voice to recognise the differences
* imitating rhythm patterns to develop aural recognition skills, for example, echo clapping
* attempting to imitate pitch when singing
 |
| **Music practices** | **Elaborations** |
| Sing, use [body](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/body) percussion and/or play instruments to [practise](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/practise) chants, songs and rhymes [(VCAMUM010)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-c/vcamum010) | * using familiar, percussion instruments correctly
* pointing to items used when creating music, when named by the teacher
* playing along with a song
* imitating sounds in a call and response format
* practising and performing music, for example a simple song or tune
* exploring what the music made them think about, and what they like or dislike
* exploring and learning songs used by groups in the local community, such as Aboriginal songs or Torres Strait Islander songs from their community, respecting cultural protocols
 |
| **Present and perform** | **Elaborations** |
| Perform a short piece of music they have learnt [(VCAMUP011)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-c/vcamup011) | * communicating observations or experiences through music making
* beginning to identify some instruments in a piece of music
* performing a simple learnt rhythm sequence, song, chant or music
* making music in structured learning experiences to communicate ideas, concepts, observations, feelings and/or experiences.
* communicating about aspects of their own performance, or their music to others by answering questions
* improvising patterns of body movement, such as clapping or stamping and accompanying familiar music
* improvising with voices and sound sources to express ideas, thoughts and feelings
 |
| **Respond and interpret** | **Elaborations** |
| Respond to music and explore why people make and listen to music [(VCAMUR012)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-c/vcamur012) | * beginning to identify and name some elements and items used in music, for example instrument
* responding to various music, e.g. clap or sing along
* clapping, tapping, moving to music and can indicate if he/she would like or want more
* seeking out or identifying and requesting preferred music,e.g. favourite CD
* exploring and identifying locations where they have experienced music in their lives and communities, and the purpose, for example, a birthday party, cultural event, to dance, celebrate
* sharing constructive observations about music from a range of cultures as a performer and audience member
* describing mood/ feeling of pieces of music using their own words
 |

**Stage C | Achievement standard**

By the end of Stage C, students make and perform music.

Students communicate ideas and feelings about aspects of music they create and perform and reasons why people make and listen to music.

**Stage D | Content descriptions**

|  |  |
| --- | --- |
| **Explore and represent ideas** | **Elaborations** |
| Explore and imitate sounds, [pitch](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/pitch) and [rhythm](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/rhythm2) patterns using, [voice](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/voice), [movement](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/movement2), [body](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/body) percussion and/or instruments [(VCAMUE013)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-d/vcamue013) | * copying rhythms and basic music patterns and adapting to changes to rhythm and tempo in music
* responding to, and attempting to, change rhythm or tempo when prompted, for example, taking turn to make and copy
* using their body and/or voice to communicate an imaginative and sensitive response to stimulus material, for example, moving and performing with an understanding of beat and tempo
* listening to, and imitating, simple musical patterns, for example, by clapping, singing and playing a musical instrument
* holding and playing classroom instruments safely and correctly
* beginning to recognise familiar instrument timbres, for example, when they hear a drum or triangle
* imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping, and call and response singing
 |
| **Music practices** | **Elaborations** |
| Sing, use [body](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/body) percussion and/or play instruments to improvise patterns and [practise](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/practise) chants, songs and rhymes [(VCAMUM014)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-d/vcamum014) | * responding to changes in rhythm and tempo when moving to music
* recognising and singing songs associated with an occasion, e.g. happy birthday
* practicing techniques for singing songs and playing classroom instruments
* singing and playing music to explore the expressive possibilities of their voices and instruments
* practicing and performing music including using accessible technologies
* learning a song used by groups in the local community, such as Aboriginal songs or Torres Strait Islander songs from their community, following and respecting cultural protocols
 |
| **Present and perform** | **Elaborations** |
| Perform a piece of music they have learnt, or perform a piece of music to communicate an idea [(VCAMUP015)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-d/vcamup015) | * creating or making music for a social purpose
* making and sharing music which shows emerging music knowledge and skills
* creating music to communicate ideas, concepts, observations, feelings and/or experiences
* contributing to classroom conversations about aspects of music they have made and experienced
* choosing and combining sounds to create compositions, for example, instrument, beat, tempo
* improvising patterns of body movement, such as clapping or stamping, and creating accompaniments to familiar music
* improvising with voices and sound sources to express thoughts and feelings
* creating and improvising music using technologies
 |
| **Respond and interpret** | **Elaborations** |
| Respond to music and describe features they observe, including likes and dislikes [(VCAMUR016)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/music/ablewa-stage-d/vcamur016) | * exploring the basic features of their own and others’ music, through guided learning experiences to identify the main elements, and what features they like best
* demonstrating acceptable audience behaviour when in the classroom and when attending school functions, for example, watching for an extended period of time, responding to the performance and clapping at the conclusion
* listening to, and identifying, simple musical patterns and changes to rhythm and tempo in music
* contributing to classroom conversations about aspects of music they have made or experienced
* identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates a sense of identity and community
* participating in discussion on social and cultural elements of music, for example, ‘Where is this music from?’ ‘Why was it made?’ ‘What is it about?’
* describing music using their own words and learnt music terminology, for example, loud, soft, happy, sad
* listening to, and talking about, music and musical instruments from different contexts and cultures
 |

**Stage D | Achievement standard**

By the end of Stage D, students compose and perform music to communicate ideas.

Students explore sounds through singing. They demonstrate [rhythm](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/rhythm2) skills by listening to and imitating simple musical [beat](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/arts-overview/glossary/beat) and patterns. They describe the music they like and dislike.