

# Year 1 Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

## Year Level Description

In Year 1, learning in Music builds on the dispositions developed in the early years.

Students continue to develop aural skills through exploring the elements of rhythm, tempo, pitch, dynamics, form and timbre. They improvise with sounds and simple rhythm and pitch patterns to create music ideas. They record and share music ideas using symbols, notation and movement.

Students experience music as performers and audience members, learning to sing and play instruments in tune and in time, and responding to changes in tempo and dynamics.

As they make and respond to music, students have the opportunity to explore places and occasions where music is performed, and express ideas and feelings about the music they listen to and make.

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## Making

### IDEAS

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Improvisation with sounds, simple pitch and rhythm patterns to create music ideas ([ACAMUM080](#))

 Numeracy

## Responding

Audience behaviour (being quiet during a performance; clapping after a performance)

([ACAMUR083](#))

 Critical and creative thinking

 Personal and social capability

 Critical and creative thinking

Use of symbols, notation, movement and relevant technology to explore and communicate music ideas ([ACAMUM082](#))

 Critical and creative thinking

 Personal and social capability

## SKILLS

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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

 Intercultural understanding

Places and occasions where different types of music are experienced and performed ([ACAMUR083](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Personal responses expressing ideas and feelings about the music they listen to and make ([ACAMUR083](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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response)`

- timbre (recognition of familiar sounds produced by instruments, voice and sound sources)

to create music ([ACAMUM080](#); [ACAMUM082](#))

 Critical and creative thinking

 Personal and social capability

## PERFORMANCE

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Practise of their own and others' music to perform for an audience ([ACAMUM081](#))

 Personal and social capability

Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing) ([ACAMUM082](#))

 Personal and social capability

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## Achievement standard

At Standard, students recognise beat and identify, copy and improvise short four beat rhythm patterns, and pitch patterns, across a familiar note range,

with some inconsistencies. They recognise and use actions to represent wide pitch differences and pitch direction, and sing in tune using a narrow range of notes. Students use stick or graphic notation, occasionally making an error. They recognise obvious dynamics and some changes in dynamics. Students sing, move and play classroom instruments to known audiences.

Students listen and respond to music, usually identifying familiar instruments or sound sources. Students associate instruments with particular music ideas and usually recognise that music relates to a particular place or occasion. They express a personal response to music, using everyday language.

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