

# Year 5 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 5, students continue to develop their aural and theory skills, improvising, singing and playing rhythmic patterns in simple and compound time, and intervals and pentatonic patterns. They improvise, select and organise elements of music to create music ideas, incorporating dynamic contrasts and imitating stylistic features. They record and communicate their ideas using standard notation, music terminology and relevant technology.

Students experience music as performers and audience members. They perform with developing technique and expression, maintaining their own part when performing with others.

Students explore how to improve musical performance and sustain audience engagement, working individually or collaboratively to apply rehearsal processes.

They listen to, reflect on, and respond to, the role of music from different times and cultures, and identify and explain how the elements of music combine to convey meaning and purpose in music they listen to and make.

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## Making

### IDEAS

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Improvisation with and

## Responding

Responses to and contributions as performers and audience members, appropriate to culture or context

organisation of the elements of music to create simple compositions ([ACAMUM089](#))


 Numeracy

 Critical and creative thinking

 Personal and social capability

Communication and recording of music ideas using graphic and standard notation, dynamics, terminology and relevant technology ([ACAMUM090](#))

 Numeracy

 Critical and creative thinking

 Personal and social capability

## SKILLS

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Development and consolidation of aural and theory skills, including:

- rhythm (simple time:



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, minim rest




; compound time:




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## ([ACAMUR091](#))

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Role of music from different times and cultures ([ACAMUR091](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Responses that identify and describe how the elements of music work together to convey meaning and purpose, using music terminology ([ACAMUR091](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

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- 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. bass line, harmony

line))

to compose and perform music  
([ACAMUM088](#))

 Numeracy

 Critical and creative thinking

## PERFORMANCE

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Application of rehearsal processes  
to improve music performances  
and sustain audience engagement  
([ACAMUM090](#))

 Critical and creative thinking

 Personal and social capability

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)  
([ACAMUM090](#))

 Personal and social capability

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## Achievement standard

At Standard, students improvise and organise rhythm patterns in simple

and compound time, with some errors. They identify metre and some metre changes in simple and compound time, and identify tempo and some tempo changes. Students improvise, identify, sing and play melodic patterns based on pentatonic and major scales, with some inconsistencies. They use graphic and standard rhythmic and pitch notation, with some inconsistencies. Students improvise, select and organise some elements of music to represent a music idea, incorporating some known stylistic features. They identify and describe some instruments and methods of sound production to inform their choices when listening or composing. Students identify some forms and musical structures. They sing and play with some inconsistencies in tuning, timing and technique, incorporating some appropriate dynamics and expression, and generally maintain their own part when performing with others. Students use some teacher and peer feedback to adapt their ideas when rehearsing and performing.

Students listen and respond to music, and provide links between the use of some elements of music to the composer's purpose, or a particular time, culture, event or context. Students identify and describe some stylistic and musical characteristics, using some appropriate music terminology.

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