

# Year 6 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 6, students continue to develop and consolidate their aural and theory skills, identifying and performing pentatonic and major scales, intervals and melodic patterns and the difference between pentatonic, major and minor tonality. They identify tempo and metre changes and organise beat and rhythm in simple and compound time.

Students improvise with and manipulate the elements of music to create simple compositions, incorporating expressive and stylistic features. They use standard notation, terminology and relevant technology to trial, record and communicate their music ideas.

Students experience music as performers and audience members. They perform solo and ensemble music with developing technique, incorporating expressive and stylistic features, and maintain and balance their own part when singing and playing with others. Students explore how to improve musical performance as soloists and ensemble members and sustain and engage an audience, working individually and collaboratively to develop and apply appropriate rehearsal processes.

They listen to, reflect on, and respond to factors that influence musical styles in particular cultures, times and contexts, and analyse how the use and combination of the elements of music define a particular style or context.

## IDEAS

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Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles ([ACAMUM089](#))

 Numeracy

 Critical and creative thinking

 Personal and social capability

Communication and recording of music ideas using standard notation, dynamics and expressive devices, 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, compound time:




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Responses to and contributions as performers and audience members, appropriate to culture and/or context ([ACAMUR091](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Factors that influence musical styles in particular cultures, times and contexts ([ACAMUR091](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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 ([ACAMUR091](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

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- 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  
([ACAMUM088](#))

 Numeracy

 Critical and creative thinking


## PERFORMANCE

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Application of appropriate rehearsal processes to improve

musical performances and sustain and enhance audience engagement ([ACAMUM090](#))

 Numeracy

 Critical and creative thinking

 Personal and social capability

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) ([ACAMUM090](#))

 Personal and social capability

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## Achievement standard

At Standard, students improvise, select 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 generally identify pentatonic, major and minor tonalities, and use standard rhythmic and pitch notation. They improvise, select and organise some elements of music to represent a music idea. Students experiment with an element of music in an attempt to provide contrast and incorporate some known expressive and stylistic features. They identify and describe

some instruments and methods of sound production, and identify some different parts within a composition. Students identify some forms and musical structures. They sing and play with some inconsistencies in tuning, timing and technique, incorporating some appropriate expression and stylistic features, and generally maintain their own part when performing with others. Students use some peer feedback to adapt and refine their ideas when rehearsing and performing.

Students listen and respond to music, and identify and describe 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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