

## Year 3 Syllabus learning area contacts:

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 **Year 7 to Year 10** : | 

# Year 3 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 3, students continue to develop aural skills, improvising, singing and playing pitch patterns and rhythmic patterns in duple and triple time. They improvise with the elements of music to create music ideas incorporating tempo and dynamics, and record and communicate their music ideas using graphic and/or standard notation and terminology.

Students experience music as performers and audience members, singing and playing instruments and experimenting with dynamics to improve performance.

Students listen to a range of music, and explore reasons why people make music across different cultures, events or occasions. They reflect on how specific elements are used to communicate mood and meaning.

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## Making

IDEAS

## Responding

Responses to, and respect for, the


Improvisation with the elements of music to create music ideas ([ACAMUM085](#))

 Numeracy

 Critical and creative thinking

Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology and relevant technology ([ACAMUM086](#))

 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 signatures, standard notation:



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music of others as performers and audience members ([ACAMUR087](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Reasons why people make music across different places, events or occasions ([ACAMUR087](#))

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Responses that identify how the elements of music combine to communicate ideas, mood and meaning ([ACAMUR087](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

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- 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 (:||))
- timbre (how sounds are produced on different instruments, differentiate between two instruments when played together)
- texture (two rhythmic or melodic patterns played together)

to create and perform music  
([ACAMUM084](#))

 Numeracy

 Critical and creative thinking

## PERFORMANCE

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Application of teacher directed rehearsal processes to improve music performances and engage an audience ([ACAMUM086](#))

 Numeracy

 Critical and creative thinking

 Personal and social capability

Development of performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics) ([ACAMUM085](#))

 Personal and social capability

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## Achievement standard

At Standard, students improvise and organise rhythm patterns in simple time signatures, with some errors. They usually recognise the difference between duple and triple time, and use graphic and/or standard rhythmic notation, with some errors. Students improvise and generally sing and play pentatonic pitch patterns in tune. They identify and incorporate tempo and some dynamics when composing and performing, using some symbols or terminology. Students select appropriate instruments or sound sources to represent parts of their compositions, and identify some forms and structural sections. They generally sing and play classroom instruments in tune, with mostly correct timing and technique, incorporating some

dynamics.

Students listen and respond to music, and provide a link between the use of a specific element of music to a particular context, mood or character. They identify some instruments and associate music with a particular place, occasion or context.

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Students experience music as performers and audience members, singing and playing instruments and experimenting with dynamics to improve performance.

Students listen to a range of music, and explore reasons why people make music across different cultures, events or occasions. They reflect on how specific elements are used to communicate mood and meaning.