

Curriculum leader: Jo Thomas

Budget: \$2,000

Music Values and Beliefs

All children can learn

- Learning is developmental and occurs in different ways and at varying rates
- Learning is enhanced when a successful partnership exists between home and school
- Learning should be relevant, meaningful and enjoyable
- Eclectic learning opportunities should be provided utilising relevant platforms (digital, audio and written) formal and informal settings and concrete materials
- Express emotions in response to music and dance/movement
- Develop movement skills and techniques through music and dance
- Develop correct use and care of musical instruments
- Develop an understanding and use of the elements of music
- Learn skills and techniques of making, writing and performing music
- Understanding the variety and universality of music in society
- Become familiar with rehearsal processes and applying the formal conventions of performance and etiquette

Overarching Teaching Approach

- Plan with West Australian Curriculum
- Use data as evidence to set future targets and direct our teaching and learning
- Provide opportunities for students to engage in hands-on learning experiences using a range of concrete materials
- Incorporate IT and digital resources to support our planning, teaching and assessment
- Plan learning experiences in a variety of class formats (whole class, small group, pairs, individual and cross-setting where possible) to demonstrate a differentiation of curriculum
- Combine aspects of both *Making* and *Responding* strands
- Focus on enjoyment, development of self-esteem and confidence
- Utilise the National Quality Standards to enhance the learning opportunities and development of children in P-2

Music Teaching Approach

P-2

- Students explore music
- Listen to and explore sound – discover different types of music and where it is performed
- Share music with peers and experience music as audiences
- Students are engaged through purposeful play and movement in structured activities
- Become aware of rhythm, pitch, dynamics, expression, form, structure, timbre and texture
- Discriminate between sounds and silence, loud and soft, high and low sounds
- Move and perform with beat and tempo
- Learn basic notation through playing melodic percussion instruments
- Draw on music from a range of cultures, times and locations
- Make simple evaluations of music expressing what they like and why
- Learn about safety when using instruments and while interacting with others
- Respond to feedback in their music making
- Learn audience etiquette – focus attention on the performance and respond at the end of performance

- Year 1 and 2 students perform on the stage in a Grandparents' concert every second year

Years 3-4

- Builds on experience from years 1-2
- Make and respond to music independently and with peers and teacher
- Develop aural and theory skills
- Identify rhythm, pitch, dynamics, expression, form, structure, timbre and texture
- Match pitch and show direction of a tune with gestures and drawing
- Recognise the difference between notes moving by step and by leap
- Learn to read simple music notation and terminology
- Recognise and discriminate between rhythm and beat
- Learn the correct finger patterns on the recorder
- Explore the music and influences of Aboriginal and Torres Strait Islander people as well as those of the Asia region and other cultures
- Recognise the different instrument families- brass, woodwind, percussion and string
- Start to learn the basic fingering structure of the recorder and play simple tunes
- Explore social and cultural contexts of music
- Make personal evaluations of their own and others' music
- Maintain safety in using instruments, technologies and in interaction with others
- Develop performance skills
- Consider why and how audiences respond

Years 5-6

- Builds on experience from years 1-2 and years 3-4
- Make and respond to music independently and with peers, teacher and community
- Identify rhythm, pitch, dynamics, expression, form, structure, timbre and texture
- Sing and play independent parts against contrasting parts
- Recognise instrumental, vocal and digitally generated sounds
- Recognise different instrument groups- orchestras, brass band, jazz band
- Identify a variety of audiences for which music is made
- Learn how rhythm, pitch and form are used to communicate meaning
- Learn about music in and beyond their local community
- Explore social, cultural and historical contexts of music
- Perform, compose and evaluate the use of musical elements in the music they listen to
- Perform to a larger audience working collaboratively as a group
- Learn the basic chord structures and strumming techniques of the ukulele
- Engage with more diverse music
- Perform on the stage in a musical production every second year

Whole School

- Annual end of year concert will allow all children to perform in front of a large audience
- Participation in an annual Musica Viva event allows the students to learn music of different cultures and genres
- Annual Music Count Us encourages whole school participation in singing a song that is shared nationwide

Extras

- Choir is available to any students from Year 3-6 who enjoy singing. The students learn to improve their aural and vocal skills as well learning how to perform in front of audiences. The choir performs at various assemblies and massed choir festivals
- The school band is open for all students who are competent on an instrument and who are in the Year 6 IMSS program. The band allows for the students to learn the skills of playing alongside other instruments and musicians, it improves their note reading and theory as well as their performance skills

- Flute, clarinet and brass lessons are offered to students in Year 5 and 6 through the IMSS programme. Students are selected through an aural test and other selection criteria which is conducted in term three of Year 4

Support/Resources	Assessment and Monitoring	Reflections and Evaluations
<ul style="list-style-type: none"> • Administration & School Board • Curriculum team leaders • Staff - teachers/EAs • Parents/P&C • IPS Cluster • Connect Communities and networks • Shenton Music Network • IMSS 	<ul style="list-style-type: none"> • West Australian Curriculum (SCSA) • Network moderation tasks • Teacher observation and appraisal • Video of student performance/progress (Connect) • Checklists • Anecdotal evidence • Worksheets – short and extended responses included • Class discussions • Informal and formal presentations • SCSA content descriptions, elaborations and Achievement Standards • IMSS Aptitude test Yr4 students in Term 3 • Live performances with an audience 	<ul style="list-style-type: none"> • Developing process as Music develops throughout the school • Whole school reflection and evaluation processes • Performance Management • Learning Journey • Class Observations • Evaluate performances/ assemblies etc • Parent, teacher and student surveys • Reflect and evaluate PD attended