



Warrigal Road State School Curriculum Overview for Music, Term 1 2025

	PREP	Students will be introduced to the music space, materials, and routines, and begin learning collaboratively with new friends. Hands-on learning activities will include using voices, found objects, manipulatives, and class instruments as students explore singing, rhythm, and word patterns. They will also explore books and familiar songs to begin their journey in music-making and responding.	Observations Class Participation
	YEAR 1	Students will develop aural skills by exploring and imitating sounds, pitch, and rhythm patterns using their voice, movement, and body percussion. They will create and perform music to communicate story ideas to an audience. Students will also develop the skills to respond verbally to music that tells a story and reflect on where and why people make music.	In class performance Workbook Tasks Class Participation
	YEAR 2	In music lessons this term, the beat will be reinforced in 2/4 and 4/4 time signatures through movement and body percussion. Students will build on their knowledge of ta and ti-ti, and are introduced to zaa, working with 4- and 8-beat patterns. They will work with the music staff, identifying high and low notes, as well as line and space notes. Students will revise so and me and practice writing known songs on the staff. They will also develop vocal skills with an emphasis on singing in tune. Additionally, students will receive a general introduction to simple musical structures.	Class participation to responding, creating & performing. Workbook tasks
	YEAR 3	Students will keep beat patterns through dance, body percussion, and using instruments in 2/4, 3/4, and 4/4 time signatures. They will extend their knowledge of ta, ti-ti, zaa, and two-beat notes, and revise the use of bar lines. Students will practice ostinato and consciously create new rhythms. They will be introduced to new repertoire using so, mi, and do. Additionally, students will be introduced to the recorder. They	In Class Performance Class Participation Workbook Tasks

		will be guided through playing the instrument step by step, learning only one or two notes at a time. This will be done slowly to accommodate different learning styles.	
	YEAR 4	Students will revise a variety of rhythms, including three-beat notes, ta, ti-ti, tikatika, and zaa. They will identify rhythms and melodies, consolidating notes G, E, C, and A on the staff. Mi, Re, and Do will be revised on the staff, and students will complete written melodies on the treble clef, adding stems to the notes. Students will listen to Australian folk song repertoire and be introduced to musical examples of woodwind instruments. They will also revise the notes G, A, and B on the recorder and be introduced to low E.	In Class Performance Class Participation Workbook Tasks
	YEAR 5	Students will perform and write rhythms through singing and playing ostinatos with known repertoire. They will sing in words and solfa in tune, recognize major 2nd, minor 3rd, major 3rd, and perfect octave intervals, and identify ascending and descending patterns within the melody. Students will continue to practice writing in the treble clef, naming notes on lines and spaces, and adding stems to notes. They will also listen to a variety of cultural repertoire and demonstrate the various families of instruments.	In Class Performance Class Participation Workbook Tasks
	YEAR 6	Students will use repertoire to understand musical symbols and the language of music. Lessons will include short quiz questions to encourage students to analyse the music—both aurally and visually. Students will identify form and patterns in music. They will compose using treble clef lines and spaces, adding stems to notes. Students will recognize rhythms and melodies, as well as major and minor keys. They will sing intervals within the pentatonic repertoire and listen to a variety of repertoire throughout the semester.	In Class Performance Class Participation Workbook Tasks

