



Warrigal Road State School Curriculum Overview for Music, Term 3 2025

	PREP	This term, students will explore rhymes and songs as stimulus for music making and responding. They will have opportunity to compose, perform and respond to music and discuss where and why people make music. Students will focus on the dynamics loud and soft, practise in-tune singing, demonstrate the beat and find word patterns in songs and rhymes with the use of simple classroom percussion instruments.	Assessment: Class participation and in class performance. Class worksheets
	YEAR 1	This term, students will practise in tune singing and develop aural skills by exploring and imitating sounds, pitch and rhythm patterns as stimulus for music making and responding. They will use their voice, movement and body percussion, sing and play instruments to improvise, compose and practise repertoire.	In class performance Workbook Tasks Class Participation
	YEAR 2	This term, students sing a range of songs rhymes and chants which explore pitch and rhythm through a variety of listening, singing and written activities. They will practise singing new songs and continue to notate soh, me and lah on the music staff. Students will extend their beat keeping skills through movement and body percussion to music in 2, 3 and 4 metre as well as practise simple ostinato with known songs. They will revise rhythms with taa, ti-ti and zaa and be introduced to the 2 beat note, performing and adding bar lines to short rhythmic patterns.	In Class Performance Class Participation Workbook Tasks
	YEAR 3	This term, students will practise beat patterns through various experiences. Students will play the notes B, A and G on recorder through various repertoires. They will read, write and compose rhythms which include tika tika. Students will complete aural activities and perform pentatonic repertoire	In Class Performance Class Participation Workbook Tasks Aural listening

		using hand signs. They will aurally recognise pentatonic intervals and further consolidate staff notation. Students will respond to music with music terminology.	
	YEAR 4	This term, students will compare tempo and dynamics in a variety of repertoire. The notes B, A, G and E will be reinforced as they practice known and new repertoire on recorder. Students will aurally and visually analyse known and unknown repertoire. Students will complete aural activities explore the families of instruments of the orchestra and they will continue to advance their skills in music writing.	Ongoing Recorder and singing performances, Aural Listening Class Participation Workbook Tasks
	YEAR 5	This term, students continue singing in the pentatonic scale learning new songs and identifying intervals. Students revise the notes G, A, B, C', D, E, low D, low C & F on recorder. Students are introduced to the anacrusis in music and call and response repertoire. Students practise simple and compound time. They participate in a variety of listening activities to explore and identify expressive elements of music and music from various cultures.	In Class Performance Class Participation Workbook Tasks Aural listening
	YEAR 6	Students will compose a score with tuned and un-tuned percussion. Through performance, students will consolidate the rhythm syncopa through listening activities and practical application of syncopation. This will occur through body percussion and playing on tuned percussion. Aural work will be consolidated and students will respond to pieces of music that tell a story, and music that appears in film.	Class Participation Workbook Tasks Aural listening

