

Western Australia Level 1-4 Music Curriculum Framework Outcomes for Strike a Chord

FOS

Strike a Chord exhibits	Strand	Foundation and Outcome Statement	Pointers <i>This will be evident when students, for example:</i>
All exhibits including Tot Spot	Communicating arts ideas	The student begins to explore sensory experiences in the environment and expresses ideas in a variety of ways through play.	<ul style="list-style-type: none"> • make movements during arts activities, e.g. sways, stamps, plays instruments, role plays, show interest in environment by exploring objects and selves • explore different sources of stimuli within the environment – <ul style="list-style-type: none"> - audio, e.g. listen to phones, sirens, bells, etc.
All exhibits including Tot Spot	Using arts skills, techniques, technologies and processes	The student uses basic elements of auditory, visual, tactile and/or kinaesthetic experiences to experiment and develop basic techniques in and across arts forms.	<ul style="list-style-type: none"> • make effective use of stimuli: <ul style="list-style-type: none"> - auditory, e.g. hum to music, play triangle - kinaesthetic, e.g. make large circular movements in response to music • sing, play instruments • dance, move to music
All exhibits including Tot Spot	Responding, reflecting on and evaluating the arts	The student responds to sensory experiences: auditory, visual, tactile and/or kinaesthetic.	<ul style="list-style-type: none"> • attend to arts works <ul style="list-style-type: none"> - auditory, e.g. turn head to sound source - kinaesthetic, e.g. rock in rocking chair to music • respond to arts works <ul style="list-style-type: none"> - audio, e.g. vocalise to music - tactile, e.g. clap hands in appreciation of arts works - kinaesthetic, e.g. make focused movement to music
All exhibits	Understanding the role of the arts in society	The student shows an awareness of auditory, visual, tactile and/or kinaesthetic stimuli in the immediate environment.	<ul style="list-style-type: none"> • view artworks – music, dance, drama, media, visual arts and multi-arts

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Level 1

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All exhibits	Communicating arts ideas	The student values and uses ideas and imagination as well as play and sensory experiences as the basis for making and sharing arts activities.	In Music <ul style="list-style-type: none"> • demonstrate ways in which sounds may be produced from sound sources, e.g. voice, conventional instruments or environmental objects, such as stick tapping, animal and bird sounds, stomping, simple body percussive sounds
Floor Piano Music Factory Seeing Sound You're the Conductor	Using arts skills, techniques, technologies and processes	The student experiments with the use of simple arts languages, skills, processes and appropriate technologies to develop arts works and activities in informal settings.	In Music <ul style="list-style-type: none"> • read and write picture or graphic notation indicating high/low, loud/soft, short/long, e.g. a sound shape, a beat circle
Air Jammin' Sound Sculpture Sounds Strange You're the Conductor	Responding, reflecting on and evaluating the arts	The student engages with and makes simple personal responses to own arts works and activities and those of others and understands that there may be a range of different responses.	In Music <ul style="list-style-type: none"> • respond to musical elements heard within a piece (e.g. sound/silence, high/low, loud/soft), through movement or dance, e.g. identify and talk about the use of clapping sticks, didgeridoo and wavy notes in traditional and contemporary groups

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Level 2

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Air Jammin' Compose a Classic Floor Piano Musical World Pentaphone You're the Conductor	Using arts skills, techniques, technologies and processes	The student identifies and uses a range of arts languages, skills, simple arts processes and appropriate technologies to make and communicate arts works and to engage in arts activities with others.	In Music <ul style="list-style-type: none"> • write and play a simple score, e.g. a rhythmic grid accompaniment for a piece of recorded music
Musical World Movie Moments	Responding, reflecting on and evaluating the arts	RRE 2 The student makes subjective observations about features and elements of own arts works and those of others and uses a variety of simple, given frameworks in making responses.	In Music <ul style="list-style-type: none"> • talk about the obvious features of music heard or performed that fit its purpose, e.g. lullabies are sung softly, drums are often used in marches, there are choruses in songs that everyone can recognise and join in

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Level 3

Strike a Chord exhibits	Strand	Foundation and Outcome Statement	Pointers <i>This will be evident when students, for example:</i>
Air Jammin' Floor Piano Light Harp Pentaphone	Using arts skills, techniques, technologies and processes	The student applies a range of specific skills, techniques, processes and appropriate technologies in presenting arts works for identified audiences or purposes.	In Music <ul style="list-style-type: none"> rehearse and perform music as a member of a class ensemble, with confidence and accuracy
Compose a Classic Movie Moments Musical World Pentaphone Pizzicato Piano Seeing Sound Sounds Strange	Responding, reflecting on and evaluating the arts	The student makes objective observations about key features of arts works and activities, recognises patterns in arts works and activities and uses appropriate terminology and given frameworks in making responses.	In Music <ul style="list-style-type: none"> aurally recognise and orally describe musical features of a work, e.g. repetition, rhythmic and melodic patterns, gradual and sudden changes in tempo, dynamics, texture
Compose a Classic Floor Piano Musical World Quirky Facts panels Sound Sculpture	Understanding the role of the arts in society	The student identifies and discusses specific features of the arts in own community and in other cultures or times and uses this understanding in own arts works and activities.	In Music <ul style="list-style-type: none"> use a distinctive feature of music that they know from another time or place as a starting point for their own creative work, e.g. make up and play their own version of an Indian <i>tala</i> (repeating rhythm cycle).

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Level 4

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Air Jammin' Compose a Classic Floor Piano Light Harp Pentaphone Pizzicato Piano You're the Conductor	Using arts skills, techniques, technologies and processes	The student selects from a range of skills, techniques and processes, manipulates them and uses appropriate technologies and arts languages to complete given arts tasks in satisfying ways.	In Music <ul style="list-style-type: none"> rehearse and perform works, either as a soloist or as part of a class ensemble, with accuracy in pitch, rhythm, dynamics and phrasing
Air Jammin' Movie Moments Musical World Sound Sculpture You're the Conductor	Understanding the role of the arts in society	The student understands and acknowledges the contributions the arts and artists make to societies, cultures and times, with a focus on contemporary Australian arts and society; and uses this understanding in own arts works.	In Music <ul style="list-style-type: none"> aurally identify known music as belonging to a culture and/or a time, e.g. Aboriginal rock fusion, African call and response songs, trad jazz; and use this understanding of musical style in their own music