

Western Australia Level 4-5 Music Curriculum Framework Outcomes for Strike a Chord

Level 4

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 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 • 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 • 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

Western Australia Level 4-5 Music Curriculum Framework Outcomes for Strike a Chord

Level 5

Strike a Chord exhibits	Strand	Foundation and Outcome Statement	Pointers <i>This will be evident when students, for example:</i>
Air Jammin' Compose a Classic Floor Piano Light Harp Music Factory Pentaphone Pizzicato Piano You're the Conductor	Communicating arts ideas	The student explores and develops personal ideas to find individual or group solutions to given tasks and draws on links to the arts of other societies, cultures and times.	In Music • compose music from an initial starting point (such as another piece of music, a picture or theme), drawing on known musical conventions where appropriate
Air Jammin' Floor Piano Light Harp Music Factory Pentaphone	Using arts skills, techniques, technologies and processes	The student combines appropriate arts skills, techniques, technologies and processes to plan, shape and share arts works and activities.	In Music • play or sing an individual line in an ensemble, showing an ability to fit their part within the whole, e.g. by counting rests, making eye contact before entry