**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  |  | **Foundation** | **1 and 2** |
|  **Strand** | **Explore and Express Ideas** | **Music Practices** | **Present and Perform** | **Respond and Interpret** | **Explore and Express Ideas** | **Music Practices** | **Present and Perform** | **Respond and Interpret** |
| **Content Description** | Explore sound and silence and ways of using their voices, movement and instruments to express ideas[(VCAMUE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE017) | Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community [(VCAMUM018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM018) | Rehearse and perform songs and short instrumental pieces which they have learnt and composed[(VCAMUP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP019) | Respond to music, expressing what they enjoy and why[(VCAMUR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR020) | Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion [(VCAMUE021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE021) | Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community [(VCAMUM022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM022) | Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience[(VCAMUP023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP023) | Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander Music[(VCAMUR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR024) |
| **Sequence of lessons / Unit** | **Semester/Year** | CD  | Achievementstandard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  |  | **3 and 4** | **5 and 6** |
|  **Strand** | **Explore and Express Ideas** | **Music Practices** | **Present and Perform** | **Respond and Interpret** | **Explore and Express Ideas** | **Music Practices** | **Present and Perform** | **Respond and Interpret** |
| **Content Description** | Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments[(VCAMUE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE025) | Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms[(VCAMUM026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM026) | Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience[(VCAMUP027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP027) | Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for including the music of Aboriginal and Torres Strait Islander Peoples, using music terminology [(VCAMUR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR028) | Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects[(VCAMUE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE029) | Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing[(VCAMUM030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM030) | Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience [(VCAMUP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP031) | Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations including the music of Aboriginal and Torres Strait Islander Peoples [(VCAMUR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR032) |
| **Sequence of lessons / Unit** | **Semester/Year** | CD  | Achievementstandard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Foundation Level Achievement Standard**  | **Levels 1 and 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** |
| By the end of Foundation* Students sing and play instruments to communicate their experiences and ideas. (1)
* They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns. (2)
* Students describe the music to which they listen, identifying what they enjoy and why. (3)
 | By the end of Level 2* Students use imagination, their voices and instruments to improvise, compose, arrange and perform music. (4)
* They explore and make decisions about ways of organising sounds to communicate ideas. (5)
* They achieve intended effects and demonstrate accuracy when performing and composing. (6)
* They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts. (7)
 | By the end of Level 4* Students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. (8)
* They document their compositions. (9)
* Students describe and discuss similarities and differences between music they listen to, compose and perform. (10)
* They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition. (11)
 | By the end of Level 6* Students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. (12)
* They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences. (13)
* Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. (14)
* They describe how their music making is influenced by music from different cultures, times and locations, using music terminology. (15)
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| **Assessments** |  |  |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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