



Choirs4Kids singing program guides students to use their voices confidently and expressively. Promoting creativity and imagination whilst providing a solid groundwork of the musical elements: Pitch, Duration/Time, Dynamics & Expression, Timbre, Structure & Form, Texture. Safe music practices are also discussed, specifically posture for singing and being mindful of technology used in our online sessions.

Prepared with **Version 9** of the Australia Music Curriculum. January 2023, considering all aspects of Choirs4Kids singing program for a full year across this age group. Blue text shows how Choirs4Kids applies the curriculum in their programs.

Y1&2 MUSIC ACHIEVEMENT STANDARDS

Content Description	In Years 1 and 2, learning in Music can involve students:
	exploring and responding to music across cultures, communities and/or other contexts through listening and performing; for example, singing songs or moving to music; examples of music composed and/or performed by First Nations Australians
	developing creative and critical practices and skills, creative practices for composing and performing such as skills for listening, singing and playing instruments, and, as appropriate, using notation; for example, graphic notation; critical practices by observing, reflecting on and responding to music they experience (including music they compose and/or perform)
	composing, singing and playing instruments, using the elements of music such as duration/time (beat and rhythm, tempo), pitch, dynamics and expression, texture and/or timbre
Achievement Standard	performing/sharing music they have learnt and/or composed in informal settings such as classroom presentations. By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts. Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.
Subject Achievement Standard	By the end of Year 2, students identify where they experience music. They describe where, why and/or how people across cultures, communities and/or other contexts experience music. Students demonstrate listening skills. They use the elements of music to improvise and/or compose music. They sing and play music in informal settings.

Y1&2 MUSIC CONTENT DESCRIPTIONS		
EXPLORING AND RESPONDING		
AC9AMU2E01	Explore where, why and how people across cultures, communities and/or other contexts experience music	
ELABORATIONS	ACARA's Elaborations - suggestions as to how to cover the content	How Choirs4Kids do this
	Listening to and talking about music that features voices/vocalisations from diverse contexts and cultures, and sharing observations about the music, such as identifying the instruments used or identifying the purpose the music was composed for; identifying and learning songs for special occasions	<i>singing of happy birthday song in session, discussing song purpose</i>
	Being a listener or audience member (in physical or virtual public spaces); making a list of places where they experience music each day and noting who the performers/composers are and their responses to the music	<i>audience member during online events, during virtual choir performances themselves, discussion of sounds and songs around them and performances they have been to locally</i>
	Identifying opportunities for engaging with music in their daily life by being a composer, performer or audience; for example, singing when no-one else can hear you, singing in a group, writing and recording songs using available digital devices and apps, listening to music, improvising chants/raps to make everyday tasks more interesting, noticing how music is used in screen-based products such as games, cartoons or e-books	<i>promoting singing at home, by themselves and together, using apps to listen to our songs, recording their singing, class dojo</i>
	Discussing where, how and why they and their peers or family members experience music, and their music preferences; for example, compiling a playlist that combines their favourite music from the different generations in a family	<i>encouraging use of music apps such as 'deezer' to have their own playlist and listen to ours on there. Discussions of family favourites</i>
Practising active listening skills; for example, moving with the beat and clapping rhythmic ideas or being aware of pitch and volume when they are singing/vocalising	<i>vocal warm ups involved beat activities along with pitch and dynamics using our spike ball</i>	
AC9AMU2E02	Explore examples of music composed and/or performed by First Nations Australians	
ELABORATIONS	identifying where and how they can experience music composed and/or performed by First Nations Australians, such as via mainstream music platforms (live performance, video, television, radio, streaming), music for ceremonies at their school, in their community, or as part of state and national events	not covered
	exploring the diverse music styles represented in music composed and performed by First Nations Australians; for example, listening to music that is available through mainstream media; music performed at a local festival, by street performers, by choirs and/or orchestras; or music created or performed for events such as openings of cultural or community events or as part of a Welcome to Country, and asking questions such as "What instruments and voices can I hear?"	not covered
	exploring how the elements of music are used to create specific effects in screen-based or theatrical works that communicate First Nations Australian cultural knowledge; for example, viewing cartoons or animations that retell traditional stories and using Viewpoints to ask questions such as "How is texture being used to create tension in this part of the story?"; "How is melody being used to represent characters in this story?"; "How are tempo and dynamics being used to communicate the mood or feeling?"	not covered
DEVELOPING PRACTICES AND SKILLS		
AC9AMU2D01	Develop listening skills and skills for singing and playing instruments	
ELABORATIONS	ACARA's Elaborations - suggestions as to how to cover the content	How Choirs4Kids do this
	playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition, exploring ways that body parts, zones and bases can be moved safely and expressively; taking on the point of view of a fictional character in dramatic play	<i>rhythm games, pitch matching within warm ups and songs</i>
	responding to the emotions they experience while listening to different pieces of music and using movement to share their response; for example, using scarves and movement, or creating visual images using materials such as crayons or paint	<i>scarves and everyday home items to move with, along with puppets for our voices. Discussions about how the soundscape feels and what we could use to portray that</i>
	improvising rhythmic patterns for clapping or stamping, or inventing new movements for familiar action songs, and interpreting these visually using elements of art/design such as shapes, lines and/or colours, and materials such as paper and pencil or string	<i>adding body percussion patterns to songs we are learning, group work to discussion how we show that on paper</i>
exploring their speaking and singing voices and discovering ways they can use their voices/vocalisation to communicate ideas and feelings	<i>discovering different voices and vocal sounds is our speciality! Through demonstration, students are encouraged to be confident with their voice</i>	

CREATING AND MAKING		
AC9AMU2C01	Select and combine elements of music when composing and practising music for performance	
ELABORATIONS	ACARA's Elaborations - suggestions as to how to cover the content	How Choirs4Kids do this
	experimenting with their speaking and singing voices/vocalisation to create a range of expressive effects; for example, varying dynamics or exploring different ways of sliding, scooping or bending, snapping, blending or creating a mood or atmosphere	<i>guiding students to feel confident in exploration of what the voice can do, through examples</i>
	taking part in skill-development activities to develop skills for listening, composing and performing; for example, movement/body percussion games that develop skills relating to pulse, beat and rhythm	<i>vocal warm ups combined with body percussion games at the start of the lessons and encouraging steady pulse</i>
	improvising on pitch and rhythm patterns to develop skills relevant to different elements of music; for example, echo clapping, calling and response singing	<i>copy cat games, continuation of patterns, creations of new ideas and songs in workshops</i>
	participating in singing games/activities that involve pitch awareness or matching pitch; listening to features of music such as dynamics or articulation and replicating or varying what they hear	<i>singing back phrases of songs learnt at correct pitch and then changing pitch, encouraging use of dynamics & articulation</i>
	developing listening skills for specific purposes, such as listening to count-ins, to become confident about tempo; being quiet when listening to live music (and learning when applause or comment is expected during a performance); listening to ensure their voice/vocalisation/part is blended with other voices/being projected at about the same dynamic level when singing	<i>applause and discussions after song sharing. Voices are blended in virtual choir performances with students encouraged to sing gently so blending can happen - we discuss this in depth</i>
	exploring and improvising ways to create and vary sounds using a range of sound sources, such as voice/vocalisation, classroom instruments, found/environmental/repurposed objects (buckets, leaves, etc.) or digital instruments; for example, exploring how they can vary sounds using elements of music such as dynamics, articulation or tone colour, the effects they can create by combining voices and instruments or combining sounds and silences, and asking questions	<i>students encouraged to use household items for rhythm activities</i>
	developing understanding of what matching pitch means; for example, by using a digital tuner or closing eyes and gradually adjusting to match pitch	<i>matching the pitch of others or the teacher through pitch games</i>
	practising active listening skills; for example, moving with the beat and clapping rhythmic ideas or being aware of pitch and volume when they are singing/vocalising and/or playing instruments	<i>our main program - we work on singing techniques such as twang, cry, belt, breathing, using Estill and Embodima Voice methods</i>
PRESENTING AND PERFORMING		
AC9AMU2P01	Sing and play music in informal settings	
ELABORATIONS	ACARA's Elaborations - suggestions as to how to cover the content	How Choirs4Kids do this
	singing songs, performing chants/raps they have learnt or composed for an audience of peers and teachers	<i>our main program - we work on singing techniques such as twang, cry, belt, breathing, using Estill and Embodima Voice methods</i>
	following agreed decisions about how the music should sound; for example, using singing voice rather than speaking voice, holding beaters or instruments in ways that produce clear and clean sound, performing at the agreed tempo	<i>our main program - we work on singing techniques such as twang, cry, belt, breathing, using Estill and Embodima Voice methods</i>
	making decisions about how/where to sit/stand in a performance space; for example, deciding if they can see cues/signals from other performers or a conductor more easily if they are standing in curved or straight rows, or whether they can perform an instrumental part more accurately/comfortably when standing or sitting	<i>participation in our virtual choir performances require this consideration</i>
listening intentionally and respectfully during performances and when invited, participating in the performance by using body percussion (clapping, tapping, stamping) or singing	<i>ongoing during our program when students share their voices</i>	

