



*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.*

### YEARS 3 & 4 MUSIC ACHIEVEMENT STANDARDS

<b>Content Description</b>	<b>In Years 3 and 4, learning in Music can involve students:</b>
	<i>exploring and responding to: music that showcases the range of purposes music is composed and performed for across cultures, times and places, for example, listening to, singing/playing children's songs/game songs/storytelling/narrative songs from a range of cultures, times and places or exploring how music is used in media and popular culture; examples of music composed and/or performed by First Nations Australians that communicate connection to and responsibility for Country/Place</i>
	<i>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 perform)</i>
	<i>composing, singing and playing instruments using the elements of music such as duration/time (beat and rhythm, tempo, pulse), pitch, dynamics and expression, texture and/or timbre</i> <i>performing music have learnt and/or composed in informal settings such as spaces within the school ONLINE or InPerson</i>
<b>Achievement Standard</b>	By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts. Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.
<b>Subject Achievement Standard</b>	By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts. Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.

### YEARS 3 & 4 MUSIC CONTENT DESCRIPTIONS

#### EXPLORING AND RESPONDING

<b>AC9AMU4E01</b>	<b>Explore where, why and how music is composed and/or performed across cultures, times, places and/or other contexts</b>	
<b>ELABORATIONS</b>	<b>ACARA's Elaborations - suggestions as to how to cover the content</b>	<b>How Choirs4Kids do this</b>
	exploring examples of music created for similar purposes across different times and/or places, such as music for dancing, songs that communicate messages (health/wellbeing/identity messages), feelings or emotions (how the songwriter feels about a person or place) or knowledge (narrative songs/songs that tell stories) and asking questions about how elements of music are used; for example, "Can I identify and clap the main rhythmic pattern or sing the melody in this song?", "Which instruments are being used in the performance and are they the 'original' instruments the composer intended would be used?"	<i>discussions during song learning about songs from different times and places, how song communicate messages, exploring the voice to show different meanings in the songs. Asking questions about what instruments are being used and clapping back or verbalising the rhythms used</i>
	examining the purpose for which music is used in their lives and community; for example, identifying and listening to music performed by a local choir or cultural group and responding to it (by sharing what they like, find interesting or would like to know more about in the music; describing how the music makes them feel)	<i>discussions during class about the songs we are learning and any events they have attended</i>
	exploring ways of notating or documenting forms of music, such as graphic notation, lead-sheets (lyrics, melody and/or harmony/chords), using visual images or staff notation and/or using music terminology, identifying and explaining how each type of notation/documentation conveys information to performers	<i>different ways of notating are discussed and explored within clasdojo and whiteboard activities in our online sessions. With in-person sessions we look at activities to notate our ostinato patterns.</i>

AC9AMU4E02	<b>Explore how First Nations Australians use music to communicate their connection to and responsibility for Country/Place</b>	
ELABORATIONS	examining a diverse range of music composed and/or performed by First Nations Australians to communicate connection to, and responsibility for Country/Place; for example, listening to music such as songs with lyrics about Country/Place or music used to accompany dances that communicate knowledge about Country/Place	not covered
	listening to and exploring music that shares feelings and ideas about the importance of Country/Place and Story for First Nations Australians as a starting point for talking about different ways of seeing the same place and telling stories through music	not covered
	learning from First Nations Australians about how they use music to communicate their connection to, and responsibility for Country/Place, culture and people; for example, resources created or co-created by First Nations Australians, such as interviews/podcasts that feature First Nations Australians talking about their music and/or performances	not covered
	learning from First Nations Australians about the expectations and requirements of performers and audiences who are performing/experiencing music that communicates connection to, and responsibility for Country/Place, such as music used during a Welcome to Country	not covered
<b>DEVELOPING PRACTICES AND SKILLS</b>		
AC9AMU4D01	<b>Develop listening skills and skills for manipulating elements of music when singing and playing instruments</b>	
ELABORATIONS	<b>ACARA's Elaborations - suggestions as to how to cover the content</b>	<b>How Choirs4Kids do this</b>
	using speaking, singing, voice/vocalisation and movement to develop skills for singing/vocalisation; for example, breathing, awareness of pitch, beat and rhythm, ensuring that the audience can hear/follow the lyrics when singers are singing softly, learning how to sing louder without shouting	<i>showcasing during session song shares and virtual choirs. Work on breathing, pitch, beat, rhythm and our vocal articulation is a focal point every lesson</i>
	manipulating elements of music to create and control intended effects, using sounds from a range of sources, such as voice/vocalisation, classroom instruments, found objects or digital instruments; for example, varying dynamics in repeated sections to create interest or using different instruments/combinations of instruments to create a particular mood or feeling, using combinations of steps and jumps (close/wide intervals) in a melody to suit different sections of the lyrics	<i>using the voice to create effect and interest for the listener. exploring the voice and becoming confident in creating different sounds to create mood/feeling</i>
	singing and playing learnt pitch and rhythm patterns and varying elements of music within them to create different effects; for example, singing softer or louder, faster or slower, repeating phrases, extending or shortening rhythmic values	<i>our main program - we work on singing techniques such as twang, cry, belt, breathing, using Estill and Embodima Voice methods, incorporating rhythm learning</i>
	listening to the effects they create by manipulating elements of music in different ways and discussing how easy/difficult different choices are to perform accurately; asking questions such as "What works and why" (noting that there may be a range of responses across the class)	<i>discussions of these different elements and how to create them with the voice</i>
	listening to diverse examples of music to explore how rhythm and pitch patterns, structures or timbres are used; for example, listening to identify whether a rhythmic or melodic pattern is repeated in every bar/measure or used only in a specific section, such as the verse or chorus	<i>discussing where patterns repeat in order to help learning of a song - verse, chorus</i>
	practising reading staff, graphic and/or invented notation as they rehearse and perform	<i>body percussion warm ups and creating our own for others in class dojo</i>
<b>CREATING AND MAKING</b>		
AC9AMU4C01	<b>Manipulate elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance</b>	
ELABORATIONS	<b>ACARA's Elaborations - suggestions as to how to cover the content</b>	<b>How Choirs4Kids do this</b>
	writing lyrics and/or melodies for songs, raps or chants and using formats such as graphic or staff notation or an audio recording to notate/document/record their work	<i>ongoing during our program - writing songs is something we encourage most lessons with our warm ups and ask students to share in class dojo</i>
	using available technologies to create accompaniments; for example, improvising patterns (body percussion, classroom instruments) and recording as a loop or using digital tools to notate/document music; for example, using a template to create a lead-sheet or a story-boarding app to record information about where music will be used in a claymation they are creating in Media Arts	<i>we discuss the use of loop software and encourage experimentation through looping apps if they have access at home</i>
	manipulating the elements of music, such as dynamics and tempo, to express different characters or dramatic action and emotions when composing music for a screen-based work or to accompany drama, such as a re-telling of a familiar children's story	<i>experimenting with different elements of music during the songs to retell in different styles, looking at the meaning in songs</i>
combining composed and improvised sections to create a complete work; for example, composing a melody and accompaniment to create a theme song and combining with improvised/soundscape sections to accompany a reading/narration of a story they have written	<i>continuation of songs learnt in the session and exploring theme and variations to create their own versions</i>	

PRESENTING AND PERFORMING		
AC9AMU4P01	Sing and play music they have learnt and/or composed in informal settings	
	<b>ACARA's Elaborations - suggestions as to how to cover the content</b>	<b>How Choirs4Kids do this</b>
ELABORATIONS	performing music such as unison songs, rounds that feature melody and accompaniment parts, such as ostinato or drones	<i>online is tricky but we extend to this for those who can hear their own part confidently and they will sing harmony for virtual choir recordings if vocally ready</i>
	introducing performances by sharing information such as the intended purposes of their compositions with others, and documenting how they used the elements of music when composing and/or performing	<i>students share at our online concerts with introductions and discussions</i>
	reading from notation and/or documentation such as a lead-sheet (lyrics and chords), staff or graphic notation that includes invented or learnt symbols when practising and performing music	<i>encouraged but not often used till Y5/6 in our sessions</i>

