



This document is a statement of student achievement standard and content descriptions as described in the Australian Curriculum, the Arts, Music observed during the Primary Schools Music Festival Choir rehearsals and performances in 2021.

Student Name:

School:

Year Level:

Years 5 and 6 Achievement Standard

By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.

Students use rhythm, pitch and form symbols and terminology to perform music. They sing music in different styles, demonstrating aural, technical and expressive skills by singing with accurate pitch, rhythm and expression in performances for audiences.

A - excellent	B - good	C - satisfactory	D - partial	E - minimal

These learning outcomes have been achieved through:

- ♪ Learning the repertoire, including the lyrics, harmony parts and the way to communicate musically, while exploring the meaning and interpretation of pieces
- ♪ Working with an accompanist and choir conductor at school and off-site rehearsals
- ♪ Experiencing the musical language used to express the principal characteristics of music – sound quality, pitch, rhythm, dynamics, tempo, style, expression, form & structure, timbre & texture
- ♪ Discussing the origins of repertoire – composer, country, place in history, purpose
- ♪ Singing in a professional performance venue using appropriate performance skills
- ♪ Opportunities to discuss personal preference and opinions of music in a variety of genres

Signed:

Choir Teacher

Date:

FOR TEACHER REFLECTION (not for distribution)
Years 5 and 6 Content Descriptions and Knowledge and Skills

6.1 Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns

- manipulating the timbre of voices to create and vary mood or atmosphere
- interpreting dynamics and expression in a range of notated music by singing
- Considering viewpoints – meanings and interpretations: For example – How does the composer indicate dynamics in this piece? How does the performer show emotion in this piece?

6.2 Develop technical and expressive skills in singing with understanding of rhythm, pitch and form in a range of pieces, including in music from the community

- rehearsing a range of unison and part music individually and in ensemble to develop contrast in music they sing
- practising their singing to explore and develop technical skills in solo and ensemble music, for example, practising to accurately interpret rhythm and pitch
- rehearsing and refining performances in an expressive manner to communicate meaning, for example, songs from the community
- rehearsing and performing songs using scores in a range of forms
- rehearsing and performing using technologies

6.3 Rehearse and perform music by improvising, arranging ideas, and making decisions to engage an audience

- experimenting with combinations of sounds to create moods and atmospheres
- Considering viewpoints – forms and elements: For example – Which style of music is this? What musical clues helped you to decide?

6.4 Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music













- discussing personal preferences for music from a range of contexts and cultures, using music terminology
- participating in and responding to music from a variety of contexts and cultures as both audience members and performers
- providing and responding to feedback to refine performances
- Considering viewpoints – evaluations: For example – What do you like about this music and why?
- identifying and comparing how the elements of music are used and combined in different music styles from different cultures
- Considering viewpoints – societies and cultures: For example – How do different cultures use music? Why is this piece of music important in this culture?

Skills (including aural skills)

- identifying metre and rhythmic groupings
- singing independent parts against contrasting parts
- recognising vocal timbres
- using available technology as a tool for music learning
- using voices safely and correctly
- listening to others controlling volume and tone in ensemble activities.

Knowledge (elements of music)

Rhythm

- simple metres and time signatures $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$, bars and bar lines
- semibreve , minim , crotchet , crotchet rest , quaver ,  and associated rests, semiquaver 
- compound metre $\frac{6}{8}$, dotted crotchet , crotchet , quaver , quavers in groups of 3 
- semiquaver 

Pitch

- major scales
- recognising pitch sequences such as a riff; treble and bass clef

Dynamics and expression

- smoothly (legato), detached (staccato), accent

Form

- theme, phrase, rondo (ABACA), riff, ostinato

Timbre

- voice and instrument types

Texture

- contrast within layers of sound