



*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.

### FOUNDATION MUSIC ACHIEVEMENT STANDARDS

<b>Content Description</b>	<b>In Foundation, learning in Music can involve students:</b>
	listening to music and discovering how they and others can communicate in and through music
	experiencing and developing confidence in using singing voice/vocalisation
	using voice/vocalisation and instruments and elements of music such as duration/time (beat and rhythm), pitch and dynamics for composing and performing
reflecting on their music experiences using language and/or in embodied ways.	
<b>Achievement Standard</b>	By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.
<b>Subject Achievement Standard</b>	By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing.

### FOUNDATION MUSIC CONTENT DESCRIPTIONS

#### EXPLORING AND RESPONDING

<b>AC9AMUFE01</b>	<b>Explore how and why the arts are important for people and communities</b>	
<b>ELABORATIONS</b>	<b>ACARA's Elaborations - suggestions as to how to cover the content</b>	<b>How Choirs4Kids do this</b>
	exploring how facial expressions, gestures and other ways of moving, and using voice or language, can communicate emotions and feelings in arts works; for example, characters in portraits, cartoons, songs, chants or dances from different times and cultures	<i>movement for body warm ups, playing with facial expressions, experimenting with sounds in a way to convey the feeling of the music</i>
	identifying arts works and experiences in their lives, such as songs they sing, dances or drama they watch or perform, animations, computer games or music videos, public art, 2D, 3D or screen-based works they encounter at school or in community settings, and sharing ideas and feelings about the works with peers and teachers	<i>discussions about computer games/music and performances they have attended</i>
	singing songs that are used for celebrations, such as school songs, anthems, sports teams' songs, birthday songs and songs that help teach content or concepts from other learning areas, such as health messages	<i>birthday songs, themed songs from the music composers we work with</i>
	exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters, settings and/or mood	<i>following vocal exploration images and using the voice to convey meaning</i>

DEVELOPING PRACTICES AND SKILLS		
<b>AC9AMUFD01</b>	<b>Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas</b>	
ELABORATIONS	<b>ACARA's Elaborations - suggestions as to how to cover the content</b>	<b>How Choirs4Kids do this</b>
	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		
<b>AC9AMUFC01</b>	<b>Create arts works that communicate ideas</b>	
ELABORATIONS	<b>ACARA's Elaborations - suggestions as to how to cover the content</b>	<b>How Choirs4Kids do this</b>
	creating arts works in a range of forms to communicate ideas from lived personal or social experiences; for example, creating a dance or scenes showing favourite activities such as games; using digital devices to record their peers playing a game and creating a voice-over that describes what's happening; composing a song or chant about a favourite food or activity; drawing a home scene of people and animals	<i>during vocal warm ups we create our own songs and chants, discussing foods, animals, colours and looking at letter sounds</i>
	extending and varying known songs, chants or rhymes; for example, changing words, interpreting without using voice, adding movements/actions or improvising rhythm patterns as accompaniment	<i>changing lyrics of known songs and of our warm up songs to suit their surroundings, encouragement to add movements</i>
	devising a chant/rap that a character from an animated series, a text or a fictional hero could use to communicate a health or sustainability message or to learn the steps in a process; recording the chant/rap using an available digital device and sharing live or via a school-managed space such as a learning management system	<i>adaptations of our warm ups and simple songs are encouraged through session time and after using class dojo</i>
	manipulating objects, puppets, 2D images and/or available technologies to create or retell stories	<i>use of puppets to help students find their voice and to experiment with different voices</i>
PRESENTING AND PERFORMING		
<b>AC9AMUFP01</b>	<b>Create arts works that communicate ideas</b>	
ELABORATIONS	<b>ACARA's Elaborations - suggestions as to how to cover the content</b>	<b>How Choirs4Kids do this</b>
	performing songs, soundscapes or chants/raps, using music skills they have learnt and practised, such as listening to and aiming to match starting pitch, staying in time with the group or following the agreed plan; for example, following a graphic score when performing a soundscape	<i>students sing back when learning a new song and are encouraged to start on the given pitch and keep to the same tempo as the original learning</i>
	sharing their work with their teacher and responding to questions such as "What is going on in your work?", "Tell me the story of what is happening?", "What did you enjoy about making this work?"	<i>sharing at the end of the session with peers and teacher</i>
	performing movement/dance sequences they have created for other groups in their class and introducing their work by describing their favourite moments in the sequence or explaining why they chose a particular movement	<i>performing songs via our Class Dojo app, sharing and responding to our questions. Performing for virtual choir recordings or in person events</i>

