



*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 5 & 6 MUSIC ACHIEVEMENT STANDARDS

<b>Content Description</b>	<b>In Years 5 and 6, learning in Music can involve students:</b>
	exploring and responding to music from local, regional, national and global cultures and contexts that shows ways the elements of music can be used to communicate ideas; for example, by listening to and/or learning songs or instrumental pieces; music that showcases ways First Nations Australians are continuing and revitalising cultures
	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 or staff notation and/or lead-sheets; critical practices such as using aural skills, reflecting on and responding to music they experience, including music they
	composing and practising music for performance, manipulating the elements of music such as duration/time (including beat and rhythm, tempo, pulse, metre), pitch, dynamics and expression, texture, articulation (accent) and/or timbre to compose music; for example, songwriting, arranging a known melody or composing for an instrument they are learning, singing and playing instruments, and using aural skills to support these processes
	performing music they have learnt and/or composed in informal and/or formal settings, such as spaces within the school including as appropriate, school-hosted digital spaces such as a school learning management system
<b>Achievement Standard</b>	By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures. Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.
<b>Subject Achievement Standard</b>	By the end of Year 6, students explain how elements of music are manipulated in music they compose, perform and/or experience. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning. They describe how music is used to continue and revitalise cultures. Students demonstrate listening and aural skills when composing and performing. They use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance. They notate, document and/or record the music they compose. They perform music in formal and/or informal settings.

YEARS 5 & 6 MUSIC CONTENT DESCRIPTIONS		
EXPLORING AND RESPONDING		
<b>AC9AMU6E01</b>	<b>Explore ways that the elements of music are combined in music 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>
	listening to music that uses a range of instrumentation or forms (song forms, theme and variations, binary) and describing how the elements of music are used or combined; for example, identifying which instruments are playing the melody and which are playing accompanying parts, or exploring the effect of changing instruments by comparing original versions with arrangements/covers/reimagined versions	<i>discussion about how songs are formed to create a story and repetitive nature for the audience, how the elements of music add to the story. Comparing and discussion about covers and often we sing with the cover due to vocal range.</i>
	evaluating and discussing (using their own words and learnt music terminology) personal preferences for music from a range of contexts and cultures, such as music they listen to for leisure/pleasure, music they play in an ensemble, music that is important to their family or community, music they listen to for inspiration for their own compositions or performances, or music in specific genres such as music for screen-based contexts such as games or videos	<i>discussion about events through the year which highlight music, singing and dancing for festivals, video game music and discussions of its purpose</i>
	identifying and describing features of music that create effects, such as ways in which elements of music are manipulated (using rhythm, melody, articulation, dynamics or instrumentation) or use of compositional devices/structural features such as riffs or use of specific instrumental techniques; for example, strumming patterns	<i>describing features of songs and experimentation with vocal sound creation, exploring riffs and other vocal technique</i>
	considering ways in which music is used in celebrations, ceremonies or rituals; for example, at their school or in their local community, and exploring ways the music is used to give structure to the occasion or to communicate themes such as identity or belonging	<i>singing of happy birthday in the session, discussion about how songs are used for structure - national anthems etc</i>
	demonstrating understanding of the form and structure of popular songs; for example, using parody to demonstrate the different structures used within popular song, discussing different processes for writing lyrics that tell a story, collaboratively generating ideas to create new lyrics to known music, rehearsing the re-imagined song (using aural, technical and expressive skills) and performing their song parody to their peers	<i>discussion ongoing through our song learning, encouragement of song writing at home and development of lyrics when they create something as a group/individually at home</i>
<b>AC9AMU6E02</b>	<b>Explore ways First Nations Australians use music to continue and revitalise culture</b>	
<b>ELABORATIONS</b>	investigating the range of music styles and instruments that living First Nations Australian composers and/or performers are using in their work	<i>not covered</i>
	investigating how music is being used to maintain and revitalise knowledge and use of First Nations Australian languages	<i>not covered</i>
	investigating music that First Nations Australian composers are creating for dance, drama, media arts or visual arts works that share cultural knowledge; for example, music for animations that share cultural knowledge about places, birds or animals	<i>not covered</i>
	investigating how First Nations Australian composers and/or performers share knowledge about their culture as part of performances; for example, acknowledging Country/Place before a performance, or sharing information about the language they are using in their song/performance or their inspiration for composing a song or instrumental work	<i>not covered</i>

DEVELOPING PRACTICES AND SKILLS		
<b>AC9AMU6D01</b>	<b>Develop listening/aural skills and skills for manipulating elements of music to achieve expressive effects when composing, 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>
	Developing vocal skills by focusing on specific elements of music; for example, improvising patterns, phrases or melodies, such as harmonic, rhythmic or melodic patterns, and describing different ways they are using rhythm, melody and structure in their improvisations	<i>Various sessions cover these skills, work on changing patterns, melodies and adapting to the focus of the skill being taught</i>
	Combining listening/aural and performance skills; eg listening to hear other parts when singing and adjusting own volume to achieve a balanced sound	<i>listening to their part and singing their part in the main song - harmony being taught and encouraging them to create their own, adjusting volume discussed for virtual choirs</i>
	Exploring vocal techniques they can use to manipulate elements of music to create contrast, repetition and balance in their compositions, using focused listening and aural skills to evaluate the effects they are creating, practising and refining techniques required to achieve accuracy and making decisions about how to refine their ideas to accommodate their level of skill	<i>demonstrating in class how they can create contrast vocally, receiving feedback for how to continue skill</i>
	developing vocal and instrumental skills such as manipulating the timbre of instruments and voices/vocalisation to create and vary mood or atmosphere, or techniques that will extend their range, fluency, control or accuracy; for example, using observations from listening and questions based on Viewpoints to set goals, track progress or explore areas of interest (“How did that performer get that sound?” or “I think that this song is about ..., how can I share my feeling with the audience?”)	<i>developing vocal skills to create mood/atmosphere, experimenting with vocal skills/technique as taught through our Estill and Embodima approaches, finding what skill works best for them</i>
	using digital tools to build skills such as accuracy and control; for example, using a digital tuner, using software to monitor articulation or dynamic range, or a digital metronome to monitor tempo	<i>using a digital tuner with the voice to demonstrate how much the voice 'wobbles' when singing and what we can do to hold that frequency</i>
	practising techniques for singing and playing to develop technical skills in solo and ensemble music; for example, to accurately interpret rhythm and pitch	<i>demonstrating in class, with gentle encouragement, how to share their voice and the new skills they are learning</i>
CREATING AND MAKING		
<b>AC9AMU6C01</b>	<b>Manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meaning when composing and practising music for performance, and notate, document and/or record the music they compose</b>	
ELABORATIONS	<b>ACARA's Elaborations - suggestions as to how to cover the content</b>	<b>How Choirs4Kids do this</b>
	rehearsing a range of unison and part music individually and/or in an ensemble, using listening skills and questions based on Viewpoints to assist decision-making about how specific elements of music will be interpreted and using listening skills to refine their work (“How did the composer intend this melody to sound?” or “How can I incorporate a sense of the energy in the original performance of this song when my band doesn’t have all the instruments?”)	<i>rehearsing songs in the class and answering questions via classdojo app about interpretation</i>
	arranging or re-imagining a known work; for example, writing new lyrics and arranging for available instruments	<i>arranging and writing new lyrics for known warm ups</i>
	using voice/vocalisation and sounds such as body percussion or drumming; for example, developing a song, chant or soundscape to accompany a Welcome to Country (for example, First Nations Australian students working with an Elder or a group of people who have permission to develop this part of a ceremony) or an Acknowledgement of Country (using correct protocols)	<i>creating a soundscape, chant or song in classdojo and incorporating body percussion (online groups)</i>
using digital tools, voices and instruments to compose, notate, document music and/or record music; for example, combining loops constructed from melodic and/or rhythmic patterns with live performance, using voices and instruments or using notation software to create a score for performance by voice and instruments	<i>experimenting with loop software (apple: loopy) to create effect to their soundscape or songs - writing of notation not explored</i>	

PRESENTING AND PERFORMING		
AC9AMU6P01	Perform music in a range of forms they have learnt and/or composed in informal and/or formal settings	
ELABORATIONS	<b>ACARA's Elaborations - suggestions as to how to cover the content</b>	<b>How Choirs4Kids do this</b>
	rehearsing and refining performances to engage audiences and communicate ideas, perspectives and/or meaning; for example, focusing on expressive elements of music such as dynamics and balance when rehearsing performances of songs from a cultural group in their community or songs in a language they are learning	<i>focusing on performance for virtual choirs and for performances in person, assessing dynamics and placement of stronger singers</i>
	providing and responding to feedback to refine performances and compositions; for example, discussing how the composer indicates dynamics in the music and how the performer/s interpret this information and how the performer/s communicate the mood of the music; for example, using tone colour/timbre and/or articulation (phrasing, staccato, legato)	<i>discussion of mood creation using elements of music and experimenting with colour</i>
	presenting performances via digital platforms including, if age-appropriate, interacting with audiences via platforms such as school intranet or website, and considering online safety protocols; for example, streaming or uploading recordings of performances and posing questions for the audience to respond to in a chat space	<i>Choirs4Kids manages this and not the students, but we discuss online safety and uploading recordings of virtual choirs. Students navigate and can perform by classdojo app</i>

