

Our school community is one with high expectations.
We are collaborative and inclusive of all.
We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.

The Music Curriculum Overviews links directly to:

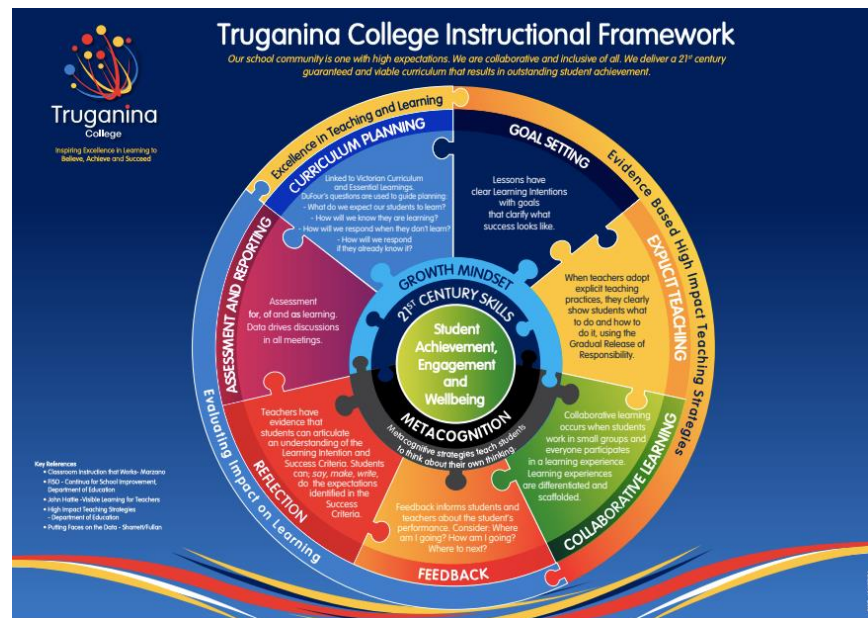
HIGH IMPACT TEACHING STRATEGIES (HITS)



The planning, teaching and learning of the Music Curriculum links directly to the College's Strategic Plan goals:

- Goal 1: To grow each student's learning outcomes across all curriculum areas, with a focus on Literacy and Numeracy.
- Goal 2: To strengthen a positive culture for learning that empowers both students and staff.
- Goal 3: To increase community connectedness in supporting outstanding student achievement.

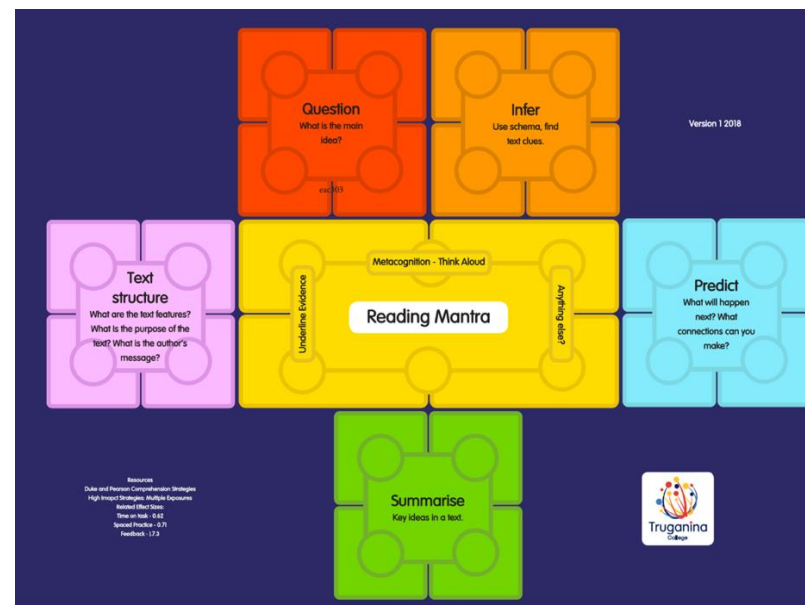
Instructional Framework



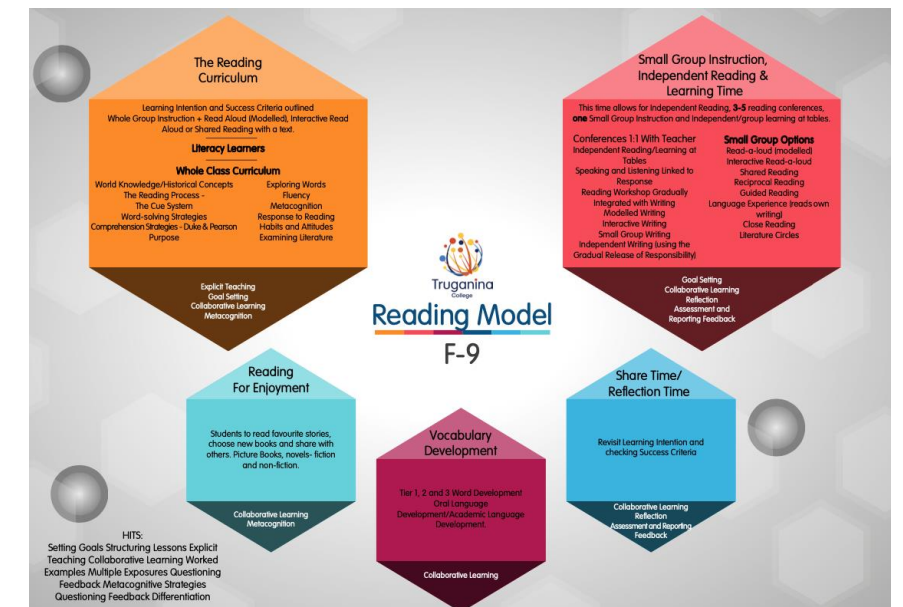
Curriculum Planning- Refer to DuFour's Questions

Assessment & Reporting – Data drives discussion in all meetings

Reading Mantra



Reading Model



	Term 1	Term 2	Term 3	Term 4
Year 6	<p style="text-align: center;">PERFORMANCE</p> <p>EXPLORE AND EXPRESS IDEAS Explore ways of combining the elements of music (Structure/dynamics) using listening skills, with a range of instruments (drums, bass, guitar, keyboard) (VCAMUE029)</p> <p>MUSIC PRACTICES Develop and practise technical skills and use of expressive elements of music in playing instruments and composing (VCAMUM030)</p> <p>PRESENT AND PERFORM Rehearse and perform songs and music they have learnt, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience (VCAMUP031)</p> <p>RESPOND AND INTERPRET Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR032)</p> <hr/> <p>Questions and Possibilities Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023)</p> <p>Reasoning Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas (VCCCTR028)</p> <hr/> <p>Questioning & Inferring</p>	<p style="text-align: center;">COMPOSITION</p> <p>EXPLORE AND EXPRESS IDEAS Explore ways of combining the elements of music (Texture/instrumentation) using listening skills, with a range of instruments (ukulele, keyboard, drum pads) (VCAMUE029)</p> <p>MUSIC PRACTICES Develop and practise technical skills and use of expressive elements of music in playing instruments and composing (VCAMUM030)</p> <p>PRESENT AND PERFORM Rehearse and perform songs and music they have learnt, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience (VCAMUP031)</p> <p>RESPOND AND INTERPRET Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR032)</p> <hr/> <p>Meta-Cognition Investigate thinking processes using visual models and language strategies (VCCCTM029)</p> <p>Metacognition & Visualising</p>	<p style="text-align: center;">PERFORMANCE</p> <p>EXPLORE AND EXPRESS IDEAS Explore ways of combining the elements of music (Structure/dynamics) using listening skills, with a range of instruments (drums, bass, guitar, keyboard) (VCAMUE029)</p> <p>MUSIC PRACTICES Develop and practise technical skills and use of expressive elements of music in playing instruments and composing (VCAMUM030)</p> <p>PRESENT AND PERFORM Rehearse and perform songs and music they have learnt, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience (VCAMUP031)</p> <p>RESPOND AND INTERPRET Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR032)</p> <hr/> <p>Questions and Possibilities Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023)</p> <p>Reasoning Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas (VCCCTR028)</p> <hr/> <p>Questioning & Inferring</p>	<p style="text-align: center;">COMPOSITION</p> <p>EXPLORE AND EXPRESS IDEAS Explore ways of combining the elements of music (Texture/instrumentation) using listening skills, with a range of instruments (ukulele, keyboard, drum pads) (VCAMUE029)</p> <p>MUSIC PRACTICES Develop and practise technical skills and use of expressive elements of music in playing instruments and composing (VCAMUM030)</p> <p>PRESENT AND PERFORM Rehearse and perform songs and music they have learnt, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience (VCAMUP031)</p> <p>RESPOND AND INTERPRET Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples (VCAMUR032)</p> <hr/> <p>Meta-Cognition Investigate thinking processes using visual models and language strategies (VCCCTM029)</p> <p>Metacognition & Visualising</p>
	Year 7	<p style="text-align: center;">COMPOSITION</p> <p>EXPLORE AND EXPRESS IDEAS Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects (VCAMUE033) Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMUE034)</p> <p>MUSIC PRACTICES Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills (VCAMUM035)</p>	<p style="text-align: center;">PERFORMANCE</p> <p>EXPLORE AND EXPRESS IDEAS Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects (VCAMUE033) Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMUE034)</p> <p>MUSIC PRACTICES Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills (VCAMUM035)</p>	<p style="text-align: center;">COMPOSITION</p> <p>EXPLORE AND EXPRESS IDEAS Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects (VCAMUE033) Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMUE034)</p> <p>MUSIC PRACTICES Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills (VCAMUM035)</p>

	<p>Structure compositions by combining and manipulating the elements of music and using notation (VCAMUM036)</p> <p>RESPOND AND INTERPRET Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR038)</p> <p>Questions and Possibilities Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)</p> <p>Reasoning Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)</p> <p>Inferring & Visualising</p>	<p>PRESENT AND PERFORM Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style (VCAMUP037)</p> <p>RESPOND AND INTERPRET Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR038)</p> <p>Meta-Cognition Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (VCCCTM041)</p> <p>Questioning & Metacognition</p>	<p>Structure compositions by combining and manipulating the elements of music and using notation (VCAMUM036)</p> <p>RESPOND AND INTERPRET Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR038)</p> <p>Questions and Possibilities Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)</p> <p>Reasoning Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)</p> <p>Inferring & Visualising</p>	<p>PRESENT AND PERFORM Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style (VCAMUP037)</p> <p>RESPOND AND INTERPRET Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR038)</p> <p>Meta-Cognition Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (VCCCTM041)</p> <p>Questioning & Metacognition</p>
Year 8	<p>COMPOSITION (Film music)</p> <p>EXPLORE AND EXPRESS IDEAS Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects (VCAMUE033) Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMUE034)</p> <p>MUSIC PRACTICES Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills (VCAMUM035) Structure compositions by combining and manipulating the elements of music and using notation (VCAMUM036)</p> <p>RESPOND AND INTERPRET Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR038) Identify and connect specific features and purposes of music from contemporary and past times including the music of Aboriginal and Torres Strait Islander peoples, to explore viewpoints and enrich their music making (VCAMUR039)</p> <p>Questions and Possibilities Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)</p> <p>Reasoning Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)</p> <p>Inferring & Visualising</p>	<p>PERFORMANCE</p> <p>EXPLORE AND EXPRESS IDEAS Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects (VCAMUE033) Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMUE034)</p> <p>MUSIC PRACTICES Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills (VCAMUM035)</p> <p>PRESENT AND PERFORM Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style (VCAMUP037)</p> <p>RESPOND AND INTERPRET Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR038)</p> <p>Meta-Cognition Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (VCCCTM041)</p> <p>Questioning & Setting a Purpose</p>	<p>COMPOSITION (Film music)</p> <p>EXPLORE AND EXPRESS IDEAS Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects (VCAMUE033) Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMUE034)</p> <p>MUSIC PRACTICES Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills (VCAMUM035) Structure compositions by combining and manipulating the elements of music and using notation (VCAMUM036)</p> <p>RESPOND AND INTERPRET Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR038) Identify and connect specific features and purposes of music from contemporary and past times including the music of Aboriginal and Torres Strait Islander peoples, to explore viewpoints and enrich their music making (VCAMUR039)</p> <p>Questions and Possibilities Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)</p> <p>Reasoning Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)</p> <p>Inferring & Visualising</p>	<p>PERFORMANCE</p> <p>EXPLORE AND EXPRESS IDEAS Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects (VCAMUE033) Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music (VCAMUE034)</p> <p>MUSIC PRACTICES Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills (VCAMUM035)</p> <p>PRESENT AND PERFORM Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style (VCAMUP037)</p> <p>RESPOND AND INTERPRET Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR038)</p> <p>Meta-Cognition Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (VCCCTM041)</p> <p>Questioning & Setting a Purpose</p>

COMPOSITION (Songwriting)**EXPLORE AND EXPRESS IDEAS**

Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions (VCAMUE041)

MUSIC PRACTICES

Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions (VCAMUM042)

RESPOND AND INTERPRET

Evaluate a range of performances and compositions to inform and refine their own music making (VCAMUR045)

Questions and Possibilities

Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044)

Meta-Cognition

Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)

Inferring & Visualising**PERFORMANCE****EXPLORE AND EXPRESS IDEAS**

Improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas (VCAMUE040)

MUSIC PRACTICES

Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions (VCAMUM042)

Plan, develop, and notate compositions with an understanding of style and convention (VCAMUM043)

PRESENT AND PERFORM

Perform music applying techniques and expression to interpret the composer's use of the elements of music and compositional devices (VCAMUP044)

RESPOND AND INTERPRET

Evaluate a range of performances and compositions to inform and refine their own music making (VCAMUR045)

Analyse a range of music from contemporary and past times, including the music of Aboriginal and Torres Strait Islander peoples to explore differing viewpoints, enrich their music making, and develop understanding of music practice in local, national and international contexts (VCAMUR046)

Reasoning

Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion (VCCCTR050)

Summarising & Metacognition**COMPOSITION (Songwriting)****EXPLORE AND EXPRESS IDEAS**

Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions (VCAMUE041)

MUSIC PRACTICES

Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions (VCAMUM042)

RESPOND AND INTERPRET

Evaluate a range of performances and compositions to inform and refine their own music making (VCAMUR045)

Questions and Possibilities

Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044)

Meta-Cognition

Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)

Inferring & Visualising**PERFORMANCE****EXPLORE AND EXPRESS IDEAS**

Improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas (VCAMUE040)

MUSIC PRACTICES

Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions (VCAMUM042)

Plan, develop, and notate compositions with an understanding of style and convention (VCAMUM043)

PRESENT AND PERFORM

Perform music applying techniques and expression to interpret the composer's use of the elements of music and compositional devices (VCAMUP044)

RESPOND AND INTERPRET

Evaluate a range of performances and compositions to inform and refine their own music making (VCAMUR045)

Analyse a range of music from contemporary and past times, including the music of Aboriginal and Torres Strait Islander peoples to explore differing viewpoints, enrich their music making, and develop understanding of music practice in local, national and international contexts (VCAMUR046)

Reasoning

Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion (VCCCTR050)

Summarising & Metacognition

Last Updated: 20th August 2020

The Music Curriculum links directly to:

- **High Impact Teaching Strategies**

The Department of Education and Training's 2017 guide contains descriptions, examples, references and effect sizes for each of the 10 High Impact Teaching Strategies (HITS) being Setting Goals, Structuring Lessons, Explicit Teaching, Worked Examples, Collaborative Learning, Multiple Exposures, Questioning, Feedback, Metacognitive Strategies, and Differentiated Teaching: <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>

- **Duke & Pearson Comprehension Strategies**

For a succinct review of Duke & Pearson's 9 reading strategies (Inferring, Predicting, Questioning, Think-aloud (Metacognition), Text Structure, Visualising, Setting a Purpose, Monitoring Comprehension, Retelling and Summarising) to improve students' comprehension of texts, see Link: <https://docs.google.com/document/d/1EX3DR3V7MHUzfcCF5YZ8aaHeJAc98wjQC59raZXjGrg/edit>

- **21st century Learning**

Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn
 Ways of Working: Communication & Collaboration
 Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career
 Tools for Working: Information Literacy, Information & Communication Technology (ICT) Literacy

- **Critical & Creative Thinking Curriculum**

For the structure, scope and sequence and resources see Link: <https://victoriancurriculum.vcaa.vic.edu.au/critical-and-creative-thinking/introduction/scope-and-sequence>

