

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 links directly to:

HIGH IMPACT TEACHING STRATEGIES (HITS)

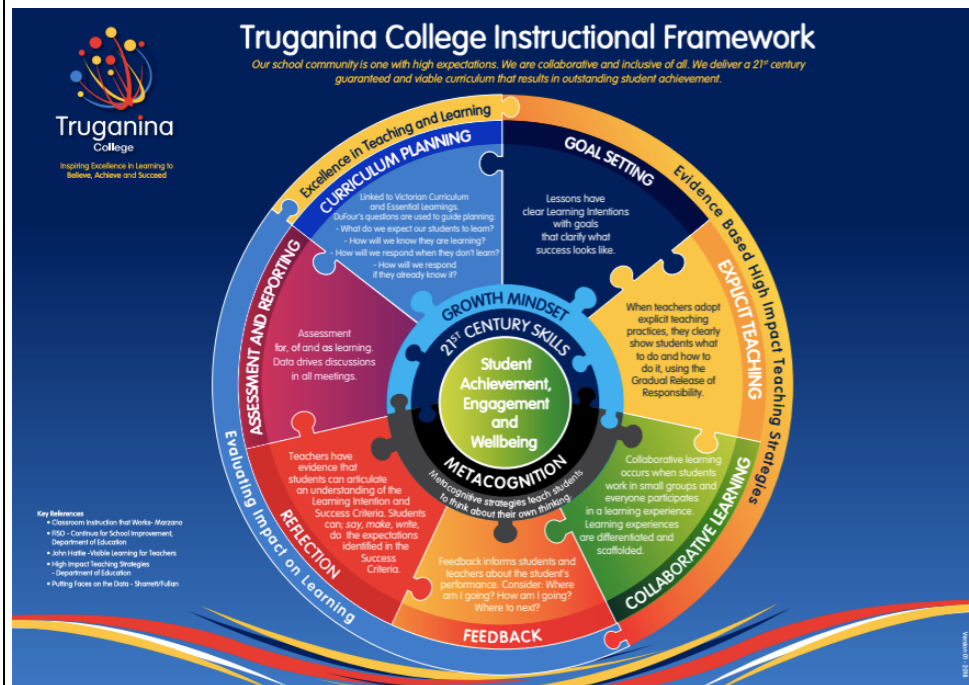


2020
2021
2022

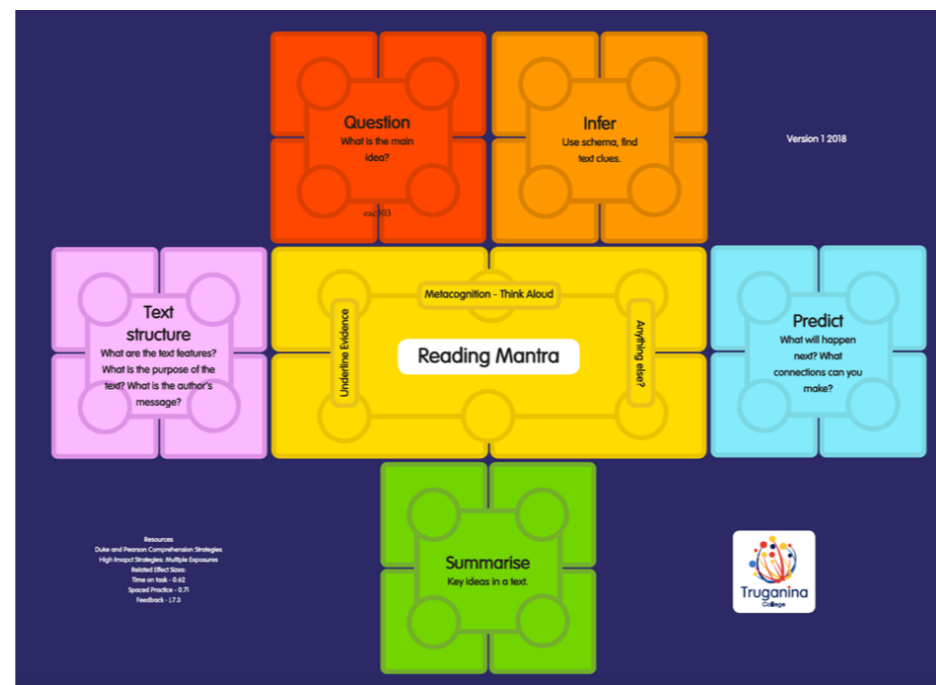
The planning, teaching and learning of the Music Curriculum links directly to the College's Strategic Plan (2021 – 2024) goals:

- Goal 1: To improve student's learning outcomes in Literacy and Numeracy.
- Goal 2: To empower students to become independent and self-regulating learners.
- Goal 3: To enhance the health and wellbeing of all students.

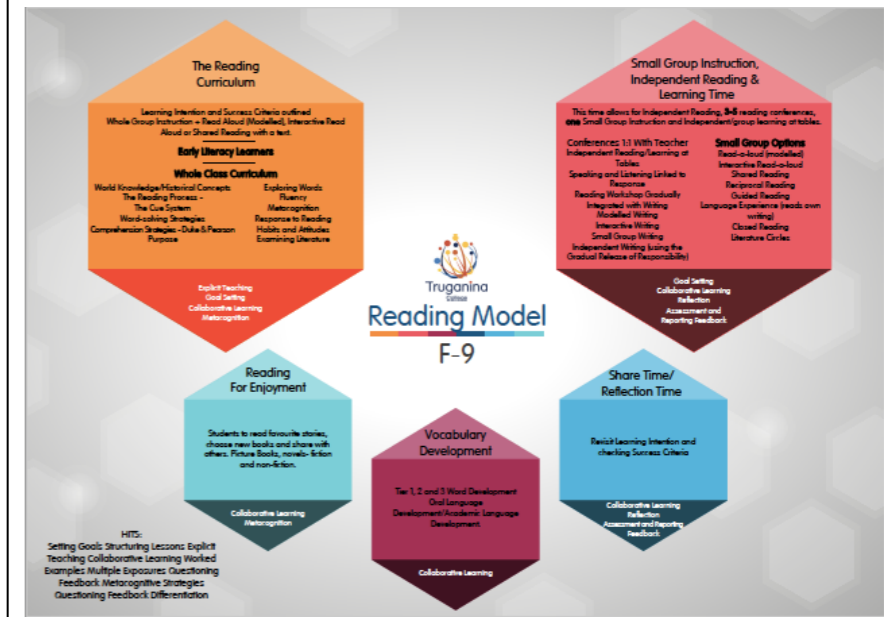
Instructional Framework



Reading Mantra



Reading Model



Curriculum Planning - Refer to DuFour's questions

- What do we need our students to learn?
- How will we know they are learning?
- What will we do if they have already learned it?
- What will we do if they have not learned?

Assessment & Reporting - Data drives discussion in all meetings

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

[Duke & Pearson Comprehension Strategies](#)

[Critical and Creative Thinking Curriculum](#)

	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><i>Questions and Possibilities</i> Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)</p> <p><i>Reasoning</i> Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)</p> <p><i>Inferring & Visualising</i></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><i>Meta-Cognition</i> Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (VCCCTM041)</p> <p><i>Questioning & Metacognition</i></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><i>Questions and Possibilities</i> Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)</p> <p><i>Reasoning</i> Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)</p> <p><i>Inferring & Visualising</i></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><i>Meta-Cognition</i> Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (VCCCTM041)</p> <p><i>Questioning & Metacognition</i></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 <i>viewpoints</i> and enrich their music making (VCAMUR039)</p> <p><i>Questions and Possibilities</i> Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)</p> <p><i>Reasoning</i> Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)</p> <p><i>Inferring & Visualising</i></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><i>Meta-Cognition</i> Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (VCCCTM041)</p> <p><i>Questioning & Setting a Purpose</i></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 <i>viewpoints</i> and enrich their music making (VCAMUR039)</p> <p><i>Questions and Possibilities</i> Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)</p> <p><i>Reasoning</i> Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)</p> <p><i>Inferring & Visualising</i></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><i>Meta-Cognition</i> Examine a range of learning strategies and how to select strategies that best meet the requirements of a task (VCCCTM041)</p> <p><i>Questioning & Setting a Purpose</i></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

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RESPOND AND INTERPRET

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

Questions and Possibilities

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Summarising & Metacognition