

MUSIC

Possible assessment tasks	Assessment period	Topics and/or Concepts	The achievement grade includes assessment from the following tasks:
<p>Explore and Express ideas</p> <ul style="list-style-type: none"> Participate in a variety of songs and games <p>Music Practices</p> <ul style="list-style-type: none"> Learn rhythmical and pitch patterns in known songs Play instruments <p>Present and Perform</p> <ul style="list-style-type: none"> Learn songs for the school productions <p>Respond and Interpret</p>	<p>Weeks 1-6</p>	<p>*Students will hone aural skills through listening and responding to games and songs.</p> <p>*Theory components will be introduced and revised with visual charts to assist with this understanding</p> <p>*Participate in songs and games – teamwork and listening to each other</p> <p>*Explore and present a project on a musical topic.</p>	<ul style="list-style-type: none"> Identifies differences between all the rhythmical elements. Actively participates in songs and games Responds to the learning intention and is able to articulate how they went Matches rhythms to their visual form Is able to scat short vocal patterns and creates their own improvisation
<ul style="list-style-type: none"> Learn a variety of songs and interpret what they hear Take part in musical games including solo singing experiences Articulate which songs/activities they enjoy and why Reflect on how music makes them feel – think about composers' intentions. 	<p>Weeks 7-12</p>	<p>*Participate in songs and games – teamwork and listening to each other</p> <p>*learn to notate the rhythmical elements for longer songs</p> <p>*Revise the solfa scale and the corresponding hand signs. Use this to assist student's aural skills.</p> <p>*Begin rehearsing songs for productions and eisteddfod. Explore and present a project on a musical topic.</p>	<ul style="list-style-type: none"> Match rhythms to known songs Can do the hand signs for the solfa scale focusing mainly on: – do, ra, me, so and la Recognise pitch patterns in known songs Is actively involved in the rehearsing of 2 songs for the eisteddfod Use instruments to respond to music or given stimuli

	Weeks 13-19	<p>Participate in songs and games – teamwork and listening to each other</p> <p>*learn to notate the rhythmical elements</p> <p>*Introduce the solfa scale and the corresponding hand signs</p> <p>*Introduce the staff and how the solfa scale and rhythms transfer to this. Revise basic theory of music.</p> <p>*Explore and present a project on a musical topic.</p>	<ul style="list-style-type: none"> • Express the rhythm and pitch of a known song or parts of it in written form. • Understand that musical notation is written on a staff and begin to write notes on this. Know the names of notes for both the treble clef and bass clef. • Perform songs and reflect on performance, using vocabulary such as diction, harmony, pitch and expression • Use instruments to respond to music or given stimuli • Project
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For Student Progress Report teachers will make an “on-balance’ judgement about each student’s achievement in this subject. They will draw on VEL’s assessment standards, classroom observation, student’s contribution to work in class, as well as from a range of assessment tasks outlined in this assessment guide.