

Curriculum & Professional Learning

Primary Programs P – 6								
		Australian Curriculum Context	Izzy Gizmo the Young Inventor	Open Rehearsals / Morning Symphony	A Guide to Film Music	The Musical Tale of Echo the Gecko	WASO in Schools / WASO on the Road	
<p>WASO Education Programs particularly support access to and achievement in the Responding Strand across the PP – Year 6 Music Syllabus as part of the <i>P-10 Western Australian Curriculum</i>.</p> <p>Programs also support the development of aural skills by exploring the elements of music as part of the Making Strand (Skills) and General Capabilities of:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Critical and creative thinking • Personal and social capabilities • Intercultural understanding <p>Links to other syllabus areas including Arts Learning Area subjects will be identified in supporting resources provided with bookings.</p>								
P	Audience behaviour (being an attentive listener) during performances	ACAMUR083						
	Different places and occasions where music is experienced							
	Personal responses to music they listen to and make							
1	Audience behaviour (being quiet during a performance; clapping after a performance)							
	Places and occasions where different types of music are experienced and performed							
	Personal responses expressing ideas and feelings about the music they listen to and make							
2	Audience behaviour (responding appropriately in a given context)							
	Reasons why people make music in different places and different occasions							
	Responses that identify specific elements of music and how they communicate mood and meaning							
3	Responses to, and respect for, the music of others as performers and audience members	ACAMUR087						
	Reasons why people make music across different places, events or occasions							
	Responses that identify how the elements of music combine to communicate ideas, mood and meaning							
4	Responses to, and respect for, the music of others as performers and audience members							
	Reasons why and how people make music across different cultures, events or occasions							
	Responses that identify and describe how the elements of music are combined and used to communicate ideas, mood and meaning							
5	Responses to and contributions as performers and audience members, appropriate to culture or context		ACAMUR091					
	Role of music from different times and cultures							
	Responses that identify and describe how the elements of music work together to convey meaning and purpose, using music terminology							
6	Responses to and contributions as performers and audience members, appropriate to culture and/or context							
	Factors that influence music styles in particular cultures, times and contexts							
	Responses that identify and explain how the use and combination of the elements of music define a particular style or context, using relevant music terminology							

Secondary Programs 7 – 10

Secondary Programs 7 – 10		Australian Curriculum Context	NextGen: Explore ATAR	Open Rehearsals / Morning Symphony	A Guide to Film Music	Evening concerts	WASO on the Road
<p>WASO Education Programs particularly support access to and achievement in the Responding Strand across the Year 7 - 10 Music Syllabus as part of the <i>P-10 Western Australian Curriculum</i>.</p> <p>Programs also support access to and achievement in Music Literacy and Practical and Performance Skills as part of the Making Strand and General Capabilities of:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Critical and creative thinking • Personal and social capabilities • Intercultural understanding <p>Links to other syllabus areas including Arts Learning Area subjects will be identified in supporting resources provided with bookings.</p>		Australian Curriculum Context	NextGen: Explore ATAR	Open Rehearsals / Morning Symphony	A Guide to Film Music	Evening concerts	WASO on the Road
7	Identification of, and discussion about, the use of specific elements of music and stylistic features in structured listening activities, using appropriate music terminology	ACAMUR097/ACAMUR098					
	Identification of features and performance practices that determine a specific musical style or culture, and description of ways that music contributes to a culture or a context						
	Use of given frameworks and reflective strategies to evaluate music performances and discussion of different points of view						
	Communication of thoughts and feelings about music using given criteria to form and express personal opinions						
	Exploration and discussion of different audience behaviour and performance traditions across a range of settings and musical styles						
8	Identification of, and discussion about, the use and treatment of specific elements of music in a range of works, using defined frameworks, identified criteria and appropriate music terminology	ACAMUR097/ACAMUR098					
	Identification, description and comparison of music and music practices across a range of cultural, social and historical contexts						
	Selection and use of criteria to make informed opinions, observations and evaluations about music, and identification of personal preferences, articulating the reasons for them						
	Exploration and identification of different purposes, roles and responsibilities in music making activities as both performer and audience member						
9	Identification and description of the use and stylistic treatment of the elements of music, comparing and discussing similarities and differences between musical works from a range of styles and contexts	ACAMUR104/ACAMUR105					
	Identification, comparison and evaluation of a variety of music with an understanding of cultural and historic features, stylistic characteristics and associated conventions and music practices						
	Development of personal opinions and musical preferences, analysing and discussing the influence of music and appreciating differing opinions and perspectives about music						
	Evaluation and comparison of attitudes and practices towards the role of audience and performer, recognising that different practices and stylistic conventions can influence a performance and effect audience response and interpretation						
10	Identification, comparison and evaluation of the use, combination and stylistic treatment of the elements of music, using aural and critical analysis skills and stylistically informed language to make comparisons, informed observations and judgments about a wide range of music	ACAMUR105					
	Identification, analysis and evaluation of connections between social, cultural and historical influences and musical developments; and analysis of how the use and combination of the elements of music define stylistic characteristics and cultural and historic features						
	Development of personal preferences and aesthetic appreciation, differentiating between subjective and objective interpretations when comparing and evaluating stylistic interpretations of a range of music						
	Consideration of cultural, social and ethical issues, comparing and evaluating audience response and performer roles across a broad range of music in formal, informal, virtual and interactive settings						

Senior Secondary

A variety of programs and performances support the delivery of **Music ATAR (Year 11 & 12)** and **Music General (Year 11 & 12)** courses across contexts as well as **VET (Cert II in Music)**.

For further information or to discuss your specific needs, please contact Christina Claire, Schools & Education Manager on clairec@waso.com.au