Curriculum & Professional Learning

Primary Programs P – 6

WASO Education Programs particularly support access to and achievement in the **Responding** Strand across the PP – Year 6 Music Syllabus as part of the *P-10 Western Australian Curriculum.*

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:

- Literacy
- Numeracy
- Critical and creative thinking
- Personal and social capabilities
- Intercultural understanding

Links to other syllabus areas including Arts Learning Area subjects will be identified in supporting resources provided with bookings.

Year	Descriptor	Australian Curriculum Context	Paul Rissmann & WASO's Education Chamber Orchestra	Young Person's Guide to the Orchestra	WASO Education Chamber Orchestra (EChO) in Schools	Open Rehearsals	Morning Symphony	Regional Arts Program (ReAP)	WASO on the Road
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

WASO Education Programs particularly support access to and achievement in the **Responding** Strand across the Year 7 - 10 Music Syllabus as part of the *P-10 Western Australian Curriculum*.

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:

- Literacy
- Numeracy
- Critical and creative thinking
- Personal and social capabilities
- Intercultural understanding

Links to other syllabus areas including Arts Learning Area subjects will be identified in supporting resources provided with bookings.

Year	Description	Australian Curriculum Context	ATAR Western Art Context Designated Works	Open Rehearsals	Morning Symphony	Regional Arts Program (ReAP)	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		●	●	●	●
7	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			●	●	●	●
7	Use of given frameworks and reflective strategies to evaluate music performances and discussion of different points of view			●	●	●	●
7	Communication of thoughts and feelings about music using given criteria to form and express personal opinions			●	●	●	●
7	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		●	●	●	●
8	Identification, description and comparison of music and music practices across a range of cultural, social and historical contexts			●	●	●	●
8	Selection and use of criteria to make informed opinions, observations and evaluations about music, and identification of personal preferences, articulating the reasons for them			●	●	●	●
8	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		●	●	●	●
9	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			●	●	●	●
9	Development of personal opinions and musical preferences, analysing and discussing the influence of music and appreciating differing opinions and perspectives about music			●	●	●	●
9	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	●	●	●		
10	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		●	●	●		
10	Development of personal preferences and aesthetic appreciation, differentiating between subjective and objective interpretations when comparing and evaluating stylistic interpretations of a range of music		●	●	●		
10	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		●	●	●	●	●