



Music

Year 1 and 2 Band Plan 2025

The [K–12 Curriculum, assessment and reporting framework](#) (K–12 Framework) requires schools to document, retain, and monitor or review their [three levels of planning](#). This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

In alignment with the K–12 Curriculum, Assessment and Reporting Framework, Music is provided in at least one semester each year, with teaching and assessment designed to ensure effective coverage of the relevant achievement standard by the end of the band (Year 1 and 2).

Sequence of units		Year 1		Year 2	
		Semester 1	Semester 2	Semester 1	Semester 2
Unit description		Students are learning to explore, respond to and understand the elements of music through the context of singing and play melodic percussion instrument. Students in Year 1 will be learning the song “Twinkle Twinkle” in their music lessons. Students will be assessed on singing and playing the song – that they can sing/play in time and using correct rhythms and pitch. They will also demonstrate their understanding of the song’s elements and lyrics through their performance.	In this unit students will explore music concepts through interactive activities. They will explore basic rhythmic patterns, develop an understanding of pitch, and experiment with dynamics and tempos. Students will recognize different instrument timbres, practice beat and rhythm, and create simple melodies. They’ll identify musical forms, understand basic notation, and combine rhythm and melody. Activities include listening games, learning about conductors, and exploring cultural music.	In this Unit students will practise creating and performing rhythms and melodies based on the C major scale. They will use technologies to explore the sounds of various instruments and create original pieces of music. Students will learn about pitch, tempo, rhythm, beat, and dynamics. They will explore the various forms of music and their purposes created around the world. Students will create a 4 bar melody in the C major scale using ta, ti-ti, tika-tika, and za rhythms. Incorporate dynamics (e.g. forte, piano)	This unit focuses on reviewing key music concepts and exploring the history and cultural significance of music. Starting with rhythm, melody, harmony, dynamics, and timbre, students will revisit these basics before diving into the history of music from ancient times to the modern era. Each week covers a different period or style, with activities designed to help students understand the role of music in various cultures. The unit includes a listening assessment and culminates in a class presentation, encouraging students to share their knowledge and appreciation of music.

Assessment		Unit 1	Unit 2	Unit 1	Unit 2
		Assessment task	Assessment task	Assessment task	Assessment task
Range and balance of assessment conventions ¹	Technique	Performance/Presentation	Performance/Presentation	Assignment	Test/Examination
	If <i>other</i> , or more than one, specify		Group Performance	Composition	Era Listening Exam
	Mode	<input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Aural <input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Multimodal
	Conditions	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet
Aspects of the achievement standard ☀		Shade the cells to indicate aspects covered in the assessment			
communicate about the music they listen to, make and perform and where and why people make music.					
improvise, compose, arrange and perform music.					
demonstrate aural skills by staying in tune and keeping in time when they sing and play.		Formative			