




Music

Year 3 and 4 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 3 and 4).

Sequence of units		Year 3		Year 4	
		Semester 1	Semester 2	Semester 1	Semester 2
Unit description		In this unit, students are learning to explore to understand the elements of music through the context of performance. Students in Year 3 will be learning the song “All Star” in their music lessons. Students will be assessed on singing the song – that they can sing in time and using correct Rhythms, pitch, tempo and melody. Students will also combine their vocal performance with playing the keyboard using their knowledge of chord structures.	In this Unit will explore and identify the basic elements of music—pitch, rhythm, dynamics, and timbre—across different genres. Each lesson focuses on one element, starting with an introduction and followed by listening to music samples, discussions, and interactive activities such as clapping rhythmic patterns, comparing pitches, creating dynamics charts, and identifying instruments' timbres. Students will explore how these elements impact the feel and mood of music in various genres, culminating in a presentation comparing two chosen genres. Throughout the unit, students will engage in hands-on activities, discussions, and reflections to deepen their understanding of music's fundamental components.	In this unit, small groups of students will explore complex rhythm, textures and dynamics to compose a piece of music based on an emotion using garage band on the iPad and demonstrate their compositions to the class. Students will use GarageBand to create a multitrack polyphonic rhythmic composition.	During this unit Year 4 helps students will explore complex rhythms like syncopation and polyrhythms, melody and harmony, practice dynamics and expression, and learn about musical texture, form, and structure. The unit also includes exploring techniques and studying famous composers.

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	Test/Examination	Assignment	Project
	If other, or more than one, specify	Group Performance	Genre Comparison	Composition	Presentation
	Mode	<input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Multimodal	<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			
students describe and discuss similarities and differences between music they listen to, compose and perform.					
discuss how they and others use the elements of music in performance and composition.					
collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.					
demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.					