



Music

Year 5 and 6 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 5 and 6).

Sequence of units		Year 5		Year 6	
		Semester 1	Semester 2	Semester 1	Semester 2
Unit description		In this unit, students are learning to explore, respond to and understand the elements of music through the context of singing and playing music in a band. Students will learn the song “Wonderwall” in their music lessons. Students will be assessed in groups on singing and performing the song on various instruments (keyboard, percussion etc.) – that they can sing in time and using correct Rhythms, pitch, tempo, melody and dynamics. They will also demonstrate their understanding of the songs elements through the performance.	During this unit students will focus on understanding and using the elements of music to communicate meaning. They will learn about rhythm, melody, harmony, texture, form, and dynamics, and how these elements work together to express emotions and tell stories. Through listening, performing, and composing activities, students will explore different musical cultures, seeing how these elements to create unique messages.	In this unit, students will work in groups to experiment with pitch, rhythm, texture, tempo, structure and dynamics to compose a polyphonic piece of music using garage band on the iPad. Students will use GarageBand to create a multi track rap composition with rhythmic and melodic elements. Students will collaborate in groups to develop their compositions	In year 6, students will explore and how music-making is influenced by various cultures, historical periods, and geographical locations. Students will engage in research, culminating in a PowerPoint presentation.

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	Project	Project	Assignment
	If other, or more than one, specify	Song	Written Response	Composition	Written Response
	Mode	<input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Practical <input checked="" type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <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			
explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform.					
describe how their music making is influenced by music and performances from different cultures, times and places.					
use rhythm, pitch and form symbols and terminology to compose and perform music.					
sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.					