



# Yugumbir State School

## Year 6 Yearly Overview Curriculum Plan

### 2022

CARING HEARTS  
ENQUIRING MINDS  
ENRICHING LIVES

		Term 1	Term 2	Term 3	Term 4
<b>CLASS TEACHER</b>	<b>ENGLISH – V8 AC</b>	<p><b>Short Stories</b> Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.</p> <p><b>Assessment Task:</b> <b>Writing a short story</b> Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.</p>	<p><b>Examining Advertising in the Media</b> Students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.</p> <p><b>Assessment Task:</b> <b>Create a multimodal advertisement</b> Students create a multimodal advertisement and explain how it persuades the viewer.</p>	<p><b>Interpreting Literary Texts by the Same Author</b> Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion.</p> <p><b>Assessment Task:</b> <b>Panel discussion</b> Students participate in a panel discussion to analyse and evaluate the style of an individual author.</p>	<p><b>Comparing Texts</b> Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit. Students transform an informative text into a literary text for younger audiences.</p> <p><b>Assessment Task:</b> <b>Arguing a point of view</b> Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.</p>
<b>CLASS TEACHER</b>	<b>MATHS – V8 AC– C2C</b>	<p><b>Unit 1</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value - Identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving all four operations</li> <li>Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions</li> <li>Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.</li> <li>Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables</li> <li>Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.</li> <li>Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data.</li> </ul> <p><b>ASSESSMENT</b> <b>Interpreting and comparing data displays</b> Students interpret and compare data displays. <b>Interpreting and using timetables</b> Students interpret and use timetables and cost information to determine a travel schedule.</p>	<p><b>Unit 2</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers.</li> <li>Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line.</li> <li>Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.</li> <li>Using units of measurement - make connections between volume and capacity</li> <li>Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids.</li> <li>Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.</li> </ul> <p><b>ASSESSMENT</b> <b>Applying the order of operations</b> Students write and apply the correct use of brackets and order of operations in number sentences. <b>Investigating angles</b> Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point <b>Investigating pyramids and measurement</b> Students use simple strategies to reason and solve a shape and measurement inquiry question.</p>	<p><b>Unit 3</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers.</li> <li>Fractions and decimals - add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals.</li> <li>Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items.</li> <li>Patterns and algebra - create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems.</li> <li>Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity.</li> <li>Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations.</li> </ul> <p><b>ASSESSMENT</b> <b>Identifying number properties and calculating percentage discounts</b> Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages <b>Locating integers and describing and transformations</b> Students describe the use of integers in everyday contexts, locate integers on a number line, locate and ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations <b>Calculating fractions and decimals</b> Students locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences, involving fractions and decimals. To perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume.</p>	<p><b>Unit 4</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value -, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.</li> <li>Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options.</li> <li>Patterns and algebra – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms</li> <li>Location and transformation - apply translations, reflections and rotations to create symmetrical shapes.</li> <li>Geometric reasoning - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts.</li> <li>Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies.</li> <li>Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.</li> </ul> <p><b>ASSESSMENT</b> <b>Describing probabilities and comparing frequencies</b> Students compare observed and expected frequencies and write probabilities as fractions, decimals and percentages. <b>Investigating and interpreting secondary data</b> Students interpret secondary data and problem-solve and reason using secondary sources.</p>

		Term 1	Term 2	Term 3	Term 4
CLASS TEACHER	SCIENCE – V8 AC – C2C	<p><b>Making Changes</b> Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p> <p><b>Unit 1: Testing change: Reversible or irreversible?</b> Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings</p>	<p><b>Energy and Electricity</b> Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.</p> <p><b>Unit 2: Analysing energy and electricity</b> Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p><b>Our Changing World</b> Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.</p> <p><b>Unit 3: Explaining natural events and change</b> Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.</p>	<p><b>Life on Earth</b> Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</p> <p><b>Unit 4: Investigating mouldy bread</b> Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>
		<p><b>Unit 1: Australia in the Past</b> Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>examine the key figures, events and ideas that led to Australia's Federation and Constitution</li> <li>recognise the contribution of individuals and groups to the development of Australian society since Federation</li> <li>investigate the key institutions, people and processes of Australia's democratic and legal system</li> <li>locate, collect and interpret information from primary sources</li> <li>sequence information about events and the lives of individuals in chronological order</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.</li> </ul> <p><b>Assessment Task</b> To explain the significance of key people, events, institutions and processes to the development of the Australian nation. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain the significance of Federation and the contribution of individuals towards Federation</li> <li>explain the causes and effects of Federation on Australian society</li> <li>explain the importance of people, institutions and processes to Australia's democracy and legal system</li> <li>locate and collect useful data and information from primary and secondary sources</li> <li>examine sources to determine their origin and purpose and to identify different perspectives in the past</li> <li>sequence information about events, the lives of individuals and selected phenomena in chronological order</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul>	<p><b>Unit 5: Making Decision to Benefit my Community</b> Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>investigate a familiar community or regional economics or business issue that may affect the individual or the local community</li> <li>examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs</li> <li>identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment</li> <li>recognise the reasons businesses exist and the different ways they provide goods and services</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul> <p><b>Assessment Task</b> To explain ways that resources can be used to benefit individuals, the community and the environment. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>recognise why choices about the allocation of resources involve trade-offs</li> <li>explain why it is important to be informed when making consumer and financial decisions</li> <li>identify the purpose of business and recognise the different ways that businesses choose to provide goods and services</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate communication conventions and discipline-specific terms.</li> </ul>	<p><b>Unit 2: Australians as Citizens</b> Inquiry questions: <i>What does it mean to be an Australian citizen?</i> <i>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise the responsibilities of electors and representatives in Australia's democracy</li> <li>consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens</li> <li>identify different points of view and solutions to an issue</li> <li>generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others</li> </ul> <p>examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children</p> <ul style="list-style-type: none"> <li>investigate stories of groups of people who migrated to Australia since Federation</li> <li>sequence information about events and represent time by creating timelines</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.</li> </ul> <p><b>Assessment Task</b> To investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify and describe continuities and changes for different groups in the past</li> <li>compare the experiences of different people in the past</li> <li>describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens</li> <li>explain different views on how to respond to an issue or challenge</li> <li>generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others</li> </ul> <p>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</p>	<p><b>Unit 3: Australia in a Diverse World</b> Inquiry questions: <i>How do places, people and cultures differ across the world?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia</li> <li>investigate differences in the economic, demographic and social characteristics of countries across the world</li> <li>consider the world's cultural diversity, including that of its indigenous peoples</li> <li>identify Australia's connections with other countries</li> <li>organise and represent data in large- and small-scale maps using appropriate conventions</li> <li>interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</li> </ul> <p><b>Assessment Task</b> To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe, compare and explain the diverse characteristics of different places in different locations from local to global scales</li> <li>describe how people, places, communities and environments are diverse</li> <li>interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions</li> <li>organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</li> </ul>
CLASS TEACHER	HEALTH – V8 AC – C2C	<p><b>Who Influences Me/</b> Students explain the influence of people and places on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.</p> <p><b>Assignment/Project</b> Students investigate role models and their influence on health behaviours. They apply a problem-solving process to create a health message for their peers. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain the influence of people and places on identities</li> <li>access and interpret health information</li> </ul> <p>apply problem-solving skills to enhance their own and others' health, safety and wellbeing.</p>	<p><b>Let's All Be Active</b> Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <p><b>Assignment/Project</b> Students identify the significance of physical activity to health and wellbeing. They describe their own contribution to safety and wellbeing and how physical activity supports community wellbeing and cultural understanding. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe the significance of physical activity participation to health and wellbeing</li> <li>describe their own and others' contributions to health, physical activity, safety and wellbeing</li> </ul> <p>examine how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding.</p>	<p><b>What Am I Drinking?</b> Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.</p> <p><b>Supervised assessment</b> Students describe their own and others' contribution to health and wellbeing. Students access and interpret health information, and to apply decision-making skills to enhance their own and others' health and wellbeing. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe their own and others' contributions to health and wellbeing</li> </ul> <p>access and interpret health information and apply decision-making skills to enhance their own and others' health and wellbeing.</p>	<p><b>Transitioning</b> Students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p> <p><b>Research</b> Students investigate developmental changes and transitions, and explain the influence of people and places on identities as they transition to secondary school. Students recognise the influence of emotions and discuss factors that influence how people interact in new situations. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>recognise the influence of emotions on behaviours and discuss factors that influence how people interact</li> <li>investigate developmental changes and transitions</li> </ul> <p>explain the influence of people and places on identities.</p>

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CLASS TEACHER	THE ARTS – V8 AC	<b>Graffiti and Street Arts</b> The focus of this unit is to appreciate and understand the ideas that artists are trying to convey throughout street art. Students will explore freedom of expression vs. crime and punishment. Students will explore the street artist 'Banksy' and design their own tags conveying their own meaning.  <b>Artworks</b> Assignment / Project <ul style="list-style-type: none"> <li>To evaluate a Banksy Artwork and create your own Graffiti artwork based on styles learned.</li> </ul>		<b>Documentary - What's the story?</b> In this unit students create a documentary style film to tell the personal story of a classmates experiences and memories at Yugumbir State School.  <b>What's the Story?</b> Assignment / Project To explore how documentary techniques are used to portray stories, ideas and points of view of people in the community.	
		<b>Digital Homes</b> Students will investigate and examine the components of a digital home, including electrical energy in designed products / systems and digital systems in the home to form networks to transmit data. They will create their own designed house solution using design parameters and budget constraints.		<b>Security!</b> Students will evaluate the functional properties of a specific-purpose household system (security system) & use the design process to secure their home constructed in Unit 1. They will define problems in terms of data and functional requirements using design parameters and budget constraints.	
SPECIALIST TEACHERS	TECHNOLOGIES – V8 AC				
	C2C – V8 - LANGUAGES – Indonesian	<b>YEAR 6: HOBBIES AND WORK (WAKTU LUANG &amp; PEKERJAAN)</b> <b>Year 6 - Task 1 – My Week (Minggu Saya)</b> Students make a digital presentation (Keynote or BookCreator) about their spare time activities/hobbies for the week. Include images and Indonesian text and an audio recording of at least one slide. <b>Year 6 - Task 2 – 5 Minute Dictionary Translating (Kamus) test</b> at end of term	<b>YEAR 6: HOBBIES AND WORK (WAKTU LUANG &amp; PEKERJAAN)</b> <b>Year 6 - Task 1 – Interesting Jobs (Pekerjaan Menarik)</b> Students make a booklet featuring two jobs they would consider pursuing in the future. For each job, include a title in Indonesian, a hand-drawn illustration and Indonesian text about the skills and tools needed for the job. <b>Year 6 - Task 2 – 5 Minute Dictionary Translating (Kamus) test</b> at end of term	<b>YEAR 6: WHAT TO WEAR? (DIA MEMAKAI APA?)</b> <b>Year 6 – Task 1 – Boneka Kertas (Paper Doll)</b> Students create an A3 poster about a person wearing lift-the-flap clothes. Label at least 12 clothing garments in Indonesian. Include a written description in Indonesian about what your paper doll is wearing. <b>Year 6 - Task 2 – 5 Minute Dictionary Translating (Kamus) test</b> at end of term	<b>YEAR 6: CONSOLIDATION (REVISI)</b> <b>Year 6 - Task 1 – Revision Worksheets and Kamus Tests</b> Students revise all the units explored since year 4, completing a worksheet for each followed by a kamus test to beat your own Personal Best. <b>Year 6 – Task 2 – 5 Minute Dictionary Translating (Kamus) tests</b> on a weekly basis
	HPE - V8 AC	<b>Fitness Fun</b> Students will explore the health- related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will test the effects of different exercises on specific muscle groups.  <b>Assignment/Practical Task</b> Students complete an investigation of a series of exercises to determine what area of the body is being targeted. Students will demonstrate fitness knowledge.	<b>Softball</b> Students will refine their throwing and fielding skills using a glove in a softball game format. They will demonstrate pitching and batting skills. They will demonstrate fair play and skills to work collaboratively to apply these skills in the game context.  <b>Collection of Work</b> Students perform throwing, catching and fielding in a variety of settings. They apply these skills with batting in the game context.	<b>Volleyball</b> Students demonstrate fair play and skills to work collaboratively in the modified volleyball game. They perform specialised movement skills of dig, set and serve and develop strategies to achieve movement outcomes in modified volleyball.  <b>Collection of work</b> Students perform a dig, set shot and serve in a variety of settings. They demonstrate how to apply these strategically in the game setting.	<b>Super Tennis</b> Students refine striking skills such as forehand and backhand. They apply rules fairly and work collaboratively in Super Tennis. They perform specialised movement sequences combining forehand and backhand in court positioning to strategise in game play.  <b>Collection of Work</b> Students perform a forehand, backhand and serve in a variety of settings. They demonstrate how to apply these strategically in the game setting.
MUSIC – V* AC	<b>Music, Chords and Emotions</b> Students will explore the relationship between the elements of music and emotional message communicated in music. They continue guitar skills, moving playing a range of chords. They will learn strategies to derive notes for major and minor chords, and become familiar with the aural quality for each. <b>Collection of Work</b> Students will compose and perform a chord progression on guitar, demonstrating their technical and expressive skill. This task will require students to: <ul style="list-style-type: none"> <li>Write a rhythmic pattern of strumming and play in time</li> <li>Explain how they can use the elements of music to communicate an emotional message in their performance</li> </ul>		<b>Music is Organised Sound</b> Students will explore the building blocks of music – sound – and discover how <b>any</b> sound can have a musical purpose if it is used purposefully. They will learn that music is organised, both on a small scale (patterns) and large scale (form). Students will make instruments, record and edit sounds, use sequencing programs, and create music that is structured and organised. <b>Collection of Work</b> Students will compose music with a sequencing program, using only the sounds recorded in class. This task will require students to: <ul style="list-style-type: none"> <li>Plan and execute a musical structure (form)</li> <li>Create a range of contrasting patterns from individual sounds</li> <li>Edit an existing melody to compose a new melody</li> </ul>		