 Alternative programming

Complete the tables below by filling them in with your own information. Add a new row in a table by placing your cursor in the bottom right-most cell and pressing the ‘tab’ key.

Concept-based program chart

To learn about musical concepts: performing, organising sound and listening

| Content | Duration | Pitch | Dynamics | Tone-colour | Structure |
| --- | --- | --- | --- | --- | --- |
| Performing |  |  |  |  |  |
| Organising sound |  |  |  |  |  |
| Listening |  |  |  |  |  |

Skill-based program chart

To learn to perform (singing, playing and moving), organising sound and listening

| Content | Duration | Pitch | Dynamics | Tone-colour | Structure |
| --- | --- | --- | --- | --- | --- |
| Performing – singing |  |  |  |  |  |
| Performing – playing |  |  |  |  |  |
| Performing – moving |  |  |  |  |  |
| Organising sound |  |  |  |  |  |
| Listening |  |  |  |  |  |

Thematic program chart

To learn about the role of music in the world by performing (singing, playing and moving), organising sound and listening

| Content | Duration | Pitch | Dynamics | Tone-colour | Structure |
| --- | --- | --- | --- | --- | --- |
| Performing – singing |  |  |  |  |  |
| Performing – playing |  |  |  |  |  |
| Performing – moving |  |  |  |  |  |
| Organising sound |  |  |  |  |  |
| Listening |  |  |  |  |  |

Sample unit overview

Place an ‘X’ in the relevant P, OS or L and D, P, Dy, TC or S columns.

| Learning outcome | P | OS | L | Learning experience | D | P | Dy | TC | S | Registration/evaluation |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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