Celebration Sing Out! 2026

NESA Music Curriculum Mapping & Outcome Examples

This document provides detailed pedagogical examples and performance evidence mapped directly to specific NESA Music syllabus outcomes for **Celebration Sing Out! 2026**. These examples can be directly integrated into school lesson plans, program registrations, or alignment logs.

Stage 4 Music (Years 7–8 Mandatory)

MU4-PER-01: Uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas.

> **SPECIFIC PROGRAM EXAMPLE:**
>
> Singing the primary melodic line of Peter Allen's *I Still Call Australia Home* in unison or foundational part-structures, demonstrating vocal control, precise pitch matching, and direct responsiveness to the conductor's real-time dynamic cues.

MU4-LIS-01: Uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music.

> **SPECIFIC PROGRAM EXAMPLE:**
>
> Identifying and describing the significant shift in **texture** and **tone colour** when the Sydney Town Hall Grand Pipe Organ and a live symphony orchestra enter to reinforce the massed vocal ensemble during choruses from Mozart's *Requiem*.

Stage 5 Music (Years 9–10 Elective)

MU5-PER-01: Performs repertoire with stylistic awareness and musical expression.

> **SPECIFIC PROGRAM EXAMPLE:**
> Demonstrating strict classical stylistic awareness by executing the crisp vocal articulation, precise rhythmic subdivision, and formal dynamic phrasing demanded by the sacred choruses within Mozart's *Requiem*.

MU5-PER-02: Manipulates and combines the elements of music in performance to communicate musical ideas.

> **SPECIFIC PROGRAM EXAMPLE:**
> Actively manipulating vocal projection, section balance, and structural blending within the SATB configuration to effectively cut through and interlock with the heavy brass and percussion orchestration in Tchaikovsky's *1812 Overture*.

MU5-LIS-01: Uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts.

> **SPECIFIC PROGRAM EXAMPLE:**
> Analysing the historical, cultural, and political conditions surrounding Tchaikovsky's composition of the *1812 Overture*, or examining how Peter Allen uses lyrical narrative to establish an iconic representation of Australian national identity.

MU5-LIS-02: Uses listening skills to evaluate how the elements of music are manipulated and combined.

> **SPECIFIC PROGRAM EXAMPLE:**
> Critically evaluating the manipulation of **duration** (meter, syncopation) and **pitch** (harmonic part-writing) using the online guide tracks to isolate, rehearse, and refine difficult cross-rhythms before mass integration.

Stage 6 Music 1 (Years 11–12 HSC)

P1 / H1: Performs a stylistically diverse range of repertoire as a soloist and/or member of an ensemble.

> **SPECIFIC PROGRAM EXAMPLE:**
> Sustaining high-level vocal performance within a massive SATB setting at Sydney Town Hall, demonstrating micro-intonation, section independence, and seamless collective blending across disparate musical epochs (Classical, Romantic, Contemporary Pop).

P4 / H4: Demonstrates an understanding of the concepts of music in a range of styles and periods through musicological analysis.

> **SPECIFIC PROGRAM EXAMPLE:**
> Conducting a structural and musicological analysis of Peter Allen's *I Still Call Australia Home*, focusing on how specific choices in orchestration, modulations, and melodic hooks elevate a popular song into an enduring cultural anthem.

P6 / H6: Analyses and discusses structural and stylistic features of music.

> **SPECIFIC PROGRAM EXAMPLE:**
> Analysing and documenting the contrapuntal architecture, complex imitative entries, and thematic integration within the massed choral sections of Mozart's *Requiem*.

Stage 6 Music 2 (Years 11–12 HSC)

P1 / H1: Performs a standard of repertoire that reflects the mandatory and additional topics.

> **SPECIFIC PROGRAM EXAMPLE:**
> Maintaining absolute rhythmic precision, vocal flexibility, and modal clarity while executing highly challenging polyphonic vocal lines against independent orchestral counter-melodies in Mozart's *Requiem*.

P4 / H4: Analyses, discusses and writes about music using appropriate musical terminology and concepts.

> **SPECIFIC PROGRAM EXAMPLE:**
> Authoring analytical score annotations and critical essays that dissect the specific methods of word-painting, text-setting of the Latin mass, and advanced instrumentation choices utilized across the 2026 performance program.

P5 / H5: Identifies, analyses and discusses stylistic features and performance practices.

> **SPECIFIC PROGRAM EXAMPLE:**
> Critically adapting historical performance conventions—such as classical vibrato control, traditional Latin pronunciation, and historical phrasing variants—under the real-time direction of professional conductors and members of the Sydney Philharmonia Choirs.