

Years 1–2 standard elaborations — Australian Curriculum v9.0: Music

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Music describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the working with (WW) standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Years 1–2 Australian Curriculum: Music achievement standard

By the end of Year 2, students identify where they experience music. They describe where, why and/or how people across cultures, communities and/or other contexts experience music.

Students demonstrate listening skills. They use the elements of music to improvise and/or compose music. They sing and play music in informal settings.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Music for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/music/year-2?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Years 1–2 Music standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of student work contains evidence of the following:					
Exploring and responding	<u>applying knowledge when</u> identifying where they experience music	<u>making connections when</u> identifying where they experience music	identifying where they experience music	<u>exploring</u> where they experience music	<u>becoming aware of</u> experiencing music
	<u>applying knowledge when</u> describing where, why and/or how people across cultures, communities and/or other contexts experience music	<u>making connections when</u> describing where, why and/or how people across cultures, communities and/or other contexts experience music	describing where, why and/or how people across cultures, communities and/or other contexts experience music	<u>exploring</u> where and/or how people experience music	<u>becoming aware of</u> people experiencing music
Creating and making	demonstration of listening skills and <u>application of knowledge when</u> using the elements of music to improvise and/or compose music	demonstration of listening skills and <u>making connections when</u> using the elements of music to improvise and/or compose music	demonstration of listening skills and using the elements of music to improvise and/or compose music	<u>variable</u> demonstration of listening skills and use of the elements of music to improvise and/or compose <u>aspects of</u> music	<u>becoming aware of</u> the elements of music

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Presenting and performing	demonstration of listening skills and applying knowledge when [using performance skills to] sing and play music in informal settings.	demonstration of listening skills and making connections when [using performance skills to] sing and play music in informal settings.	demonstration of listening skills and [using performance skills to] sing and play music in informal settings.	variable demonstration of listening skills and [use of performance skills to] sing and/or play music in informal settings.	becoming aware of singing or playing music.

Note: Words in the square brackets are not part of the achievement standard. However, they have been included to clarify that performance skills are used to assess this aspect of the achievement standard.

Key	Shading identifies the qualities or discernible differences in the AP–BA descriptors:
AP	Applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	Makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and begins to transfer skills to new situations
WW	Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them



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