

Years 3–4 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 C 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 3–4 Australian Curriculum: Music achievement standard

By the end of Year 4, students describe the use of elements of music in music they compose, perform and/or experience. They describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts.

Students demonstrate listening skills when performing and composing. They combine the elements of music to compose music that communicates ideas. They sing and play music they have learnt and/or composed 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-4?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 3–4 Music standard elaborations

| | A | B | C | D | E |
|--|---|---|---|--|--|
| The folio of student work contains evidence of the following: | | | | | |
| Exploring and responding | <p><u>discerning</u> description of:</p> <ul style="list-style-type: none"> the use of elements of music in music they compose, perform and/or experience where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts | <p><u>informed</u> description of:</p> <ul style="list-style-type: none"> the use of elements of music in music they compose, perform and/or experience where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts | <p>description of:</p> <ul style="list-style-type: none"> the use of elements of music in music they compose, perform and/or experience where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts | <p><u>identification</u> of:</p> <ul style="list-style-type: none"> elements of music in music they compose, perform and/or experience where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts | <p><u>identification</u> of:</p> <ul style="list-style-type: none"> element/s of music in music they compose, perform and/or experience music composed and/or performed across cultures, times, places and/or other contexts |
| Creating and making | <p>demonstration of listening skills and <u>discerning</u> combination of the elements of music to compose music that effectively communicates ideas</p> | <p>demonstration of listening skills and <u>informed</u> combination of the elements of music to compose music that communicates ideas</p> | <p>demonstration of listening skills when combining the elements of music to compose music that communicates ideas</p> | <p><u>variable</u> demonstration of listening skills and <u>use</u> of the elements of music to compose music that communicates <u>aspects of</u> ideas</p> | <p><u>fragmented</u> use of the elements of music to compose music</p> |

| | A | B | C | D | E |
|---------------------------|---|---|---|---|--|
| Presenting and performing | demonstration of listening skills and discerning [use of performance skills to] sing and play music they have learnt and/or composed in informal settings. | demonstration of listening skills and informed [use of performance skills to] sing and play music they have learnt and/or composed in informal settings. | demonstration of listening skills and [use of performance skills to] sing and play music they have learnt and/or composed in informal settings. | variable demonstration of listening skills and [use of performance skills to] sing and/or play music they have learnt and/or composed in informal settings. | fragmented [use of performance skills to] sing and/or play music they have learnt and/or composed in informal settings. |

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 emphasises the qualities that discriminate between the A–E descriptors



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