

# Years 5–6 standard elaborations — Australian Curriculum v9.0: Music

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## 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 5–6 Australian Curriculum: Music achievement standard

By the end of Year 6, students explain how elements of music are manipulated in music they compose, perform and/or experience. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning. They describe how music is used to continue and revitalise cultures.

Students demonstrate listening and aural skills when composing and performing. They use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance. They notate, document and/or record the music they compose. They perform music in formal and/or 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-5?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 5–6 Music standard elaborations

	A	B	C	D	E
	<b>The folio of student work contains evidence of the following:</b>				
<b>Exploring and responding</b>	<u>thorough</u> explanation of how the elements of music are manipulated in music they compose, perform and/or experience	<u>informed</u> explanation of how the elements of music are manipulated in music they compose, perform and/or experience	explanation of how the elements of music are manipulated in music they compose, perform and/or experience	<u>description</u> of the elements of music in music they compose, perform and/or experience	<u>identification</u> of <u>element/s</u> of music in music they compose, perform and/or experience
	<u>discerning</u> description of how music: <ul style="list-style-type: none"> <li>composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning</li> <li>is used to continue and revitalise cultures</li> </ul>	<u>informed</u> description of how music: <ul style="list-style-type: none"> <li>composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning</li> <li>is used to continue and revitalise cultures</li> </ul>	description of how music: <ul style="list-style-type: none"> <li>composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning</li> <li>is used to continue and revitalise cultures</li> </ul>	<u>identification</u> of how music: <ul style="list-style-type: none"> <li>composed and/or performed across contexts, cultures, times and/or places communicates <u>aspects of</u> ideas, perspectives and/or meaning</li> <li>is used to continue <u>or</u> revitalise <u>culture/s</u></li> </ul>	<u>identification</u> of music composed and/or performed across contexts, cultures, times and/or places

	A	B	C	D	E
Creating and making	demonstration of listening and aural skills <b>discerning</b> use of the elements of music and compositional devices to compose music that communicates ideas [using] notation, documentation or recording their composition	demonstration of listening and aural skills and <b>informed</b> use of the elements of music and compositional devices to compose music that communicates ideas [using] notation, documentation or recording their composition	demonstration of listening and aural skills and use of the elements of music and compositional devices to compose music that communicates ideas [using] notation, documentation or recording their composition	<b>variable:</b> <ul style="list-style-type: none"> <li>demonstration of listening and aural skills</li> <li>use of the elements of music <b>and/or</b> compositional devices to compose music that communicates <b>aspects of</b> ideas [using] notation, documentation or recording their composition</li> </ul>	<b>fragmented</b> use of the elements of music to compose
Presenting and performing	demonstration of listening and aural skills and <b>discerning</b> [use of performance skills to] practise and perform music in informal and/or formal settings.	demonstration of listening and aural skills and <b>informed</b> [use of performance skills to] practise and perform music in informal and/or formal settings.	demonstration of listening and aural skills and [use of performance skills to] practise and perform music in informal and/or formal settings.	<b>variable</b> demonstration of listening and aural skills and [use of performance skills to] practise <b>and/or</b> perform music in informal and/or formal settings.	<b>fragmented</b> [use of performance skills to] practise and/or perform music in informal and/or formal 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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