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| Years 7–8 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.

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| Years 7–8 Australian Curriculum: Music achievement standard |
| By the end of Year 8, students analyse how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience. They evaluate the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to composing, performing and/or responding to music.  Students demonstrate listening and aural skills when composing and performing. They manipulate elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning. They notate, document and/or record the music they compose. They manipulate elements of music when performing their own and/or others’ music. They demonstrate performance skills when performing music for audiences. |
| 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-7?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 7–8 Music standard elaborations

|  | A | B | C | D | E |
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|  | The folio of student work contains evidence of the following: | | | | |
| Exploring and responding | discerning analysis of how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience | informed analysis of how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience | analysis of how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience | description of the elements of music and/or compositional devices used in music they compose, perform and/or experience | identification of element/s of music and/or compositional devices used in music they compose, perform and/or experience |
| discerning evaluation of the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning | informed evaluation of the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning | evaluation of the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning | description of the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning | identification of music from across cultures, times, places and/or other contexts |
| discerning description of respectful approaches to composing, performing and/or responding to music | informed description of respectful approaches to composing, performing and/or responding to music | description of respectful approaches to composing, performing and/or responding to music | identification of respectful approaches to composing, performing and/or responding to music | statement/s about respect in music |
| Creating and making | demonstration of listening and aural skills when purposefully manipulating the elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning, [using] notation, documentation and/or recording | demonstration of listening and aural skills when effectively manipulating the elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning, [using] notation, documentation and/or recording | demonstration of listening and aural skills when manipulating the elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning, [using] notation, documentation and/or recording | variable demonstration of listening and aural skills when using the elements of music and compositional devices to compose music that communicates aspects of ideas, perspectives and/or meaning, [using] notation, documentation and/or recording | fragmented use of the elements of music to compose music |
| Presenting and performing | demonstration of discerning performance skills when performing music for audiences | demonstration of informed performance skills when performing music for audiences | demonstration of performance skills when performing music for audiences | variable demonstration of performance skills when performing music for audiences | fragmented demonstration of performance skills when performing music for audiences |
| demonstration of listening and aural skills and discerning manipulation of the elements of music when performing their own and/or others’ music. | demonstration of listening and aural skills and informed manipulation of the elements of music when performing their own and/or others’ music. | demonstration of listening and aural skills and manipulation of the elements of music when performing their own and/or others’ music. | variable demonstration of listening and aural skills and use of the elements of music when performing their own and/or others’ music. | fragmented use of the elements of music when performing their own and/or others’ music. |

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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

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