

# Years 7–8 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 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
<b>The folio of student work contains evidence of the following:</b>					
Exploring and responding	<u>discerning</u> analysis of how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience	<u>informed</u> 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	<u>description</u> of the elements of music and/or compositional devices used in music they compose, perform and/or experience	<u>identification</u> of <u>element/s</u> of music and/or compositional devices used in music they compose, perform and/or experience
	<u>discerning</u> evaluation of the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning	<u>informed</u> 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	<u>description</u> of the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning	<u>identification</u> of music from across cultures, times, places and/or other contexts
	<u>discerning</u> description of respectful approaches to composing, performing and/or responding to music	<u>informed</u> description of respectful approaches to composing, performing and/or responding to music	description of respectful approaches to composing, performing and/or responding to music	<u>identification</u> of respectful approaches to composing, performing and/or responding to music	<u>statement/s about</u> respect in music
Creating and making	demonstration of listening and aural skills when <u>purposefully</u> 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 <u>effectively</u> 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	<u>variable</u> demonstration of listening and aural skills when <u>using</u> the elements of music and compositional devices to compose music that communicates <u>aspects of</u> ideas, perspectives and/or meaning, [using] notation, documentation and/or recording	<u>fragmented</u> use of the elements of music to compose music

	A	B	C	D	E
Presenting and performing	demonstration of <u>discerning</u> performance skills when performing music for audiences	demonstration of <u>informed</u> performance skills when performing music for audiences	demonstration of performance skills when performing music for audiences	<u>variable</u> demonstration of performance skills when performing music for audiences	<u>fragmented</u> demonstration of performance skills when performing music for audiences
	demonstration of listening and aural skills and <u>discerning</u> manipulation of the elements of music when performing their own and/or others' music.	demonstration of listening and aural skills and <u>informed</u> 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.	<u>variable</u> demonstration of listening and aural skills and <u>use</u> of the elements of music when performing their own and/or others' music.	<u>fragmented</u> use of the elements of music when performing their own and/or others' music.

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



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