

Years 9–10 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 9–10 Australian Curriculum: Music achievement standard

By the end of Year 10, students analyse ways composers and/or performers use the elements of music and compositional devices to engage audiences. They evaluate how music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how music is used to celebrate and challenge perspectives of Australian identity.

Students demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation. They notate, document and/or record their music. They apply knowledge of styles and/or forms when performing their own and/or others' music. They demonstrate appropriate vocal and/or instrumental techniques and 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-10?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 9–10 Music standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Exploring and responding	discerning analysis of ways composers and/or performers use the elements of music and compositional devices to engage audiences	informed analysis of ways composers and/or performers use the elements of music and compositional devices to engage audiences	analysis of ways composers and/or performers use the elements of music and compositional devices to engage audiences	description of ways composers and/or performers use the elements of music and compositional devices to engage audiences	identification of use the elements of music and compositional devices
	discerning evaluation of how: <ul style="list-style-type: none"> music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning music is used to celebrate and challenge perspectives of Australian identity 	informed evaluation of how: <ul style="list-style-type: none"> music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning music is used to celebrate and challenge perspectives of Australian identity 	evaluation of how: <ul style="list-style-type: none"> music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning music is used to celebrate and challenge perspectives of Australian identity 	description of how: <ul style="list-style-type: none"> music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning music is used to celebrate or challenge perspective/s of Australian identity 	identification of: <ul style="list-style-type: none"> music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts music used to celebrate or challenge perspective/s of Australian identity
Creating and making	demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and discerning manipulation of the elements of music and use of compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s	demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and informed manipulation of the elements of music and use of compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s	demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and manipulation of the elements of music and use of compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s	variable demonstration of listening and aural skills and use of the elements of music and compositional devices to communicate aspects of ideas, perspectives and/or meanings in compositions [using] notation, documentation and/or recording their music	fragmented use of the elements of music and/or compositional devices in compositions

	A	B	C	D	E
	and/or using selected instrumentation [using] notation, documentation and/or recording their music	and/or using selected instrumentation [using] notation, documentation and/or recording their music	and/or using selected instrumentation [using] notation, documentation and/or recording their music		
Presenting and performing	discerning application of knowledge of styles and/or forms when performing their own and/or others' music	informed application of knowledge of styles and/or forms when performing their own and/or others' music	application of knowledge of styles and/or forms when performing their own and/or others' music	variable application of knowledge of styles and/or forms when performing their own and/or others' music	fragmented application of knowledge of styles and/or forms when performing their own and/or others' music
	demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and discerning demonstration of appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.	demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and informed demonstration of appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.	demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.	variable demonstration of listening and aural skills and appropriate vocal and/or instrumental techniques and/or performance skills when performing music for audiences.	fragmented demonstration of vocal and/or instrumental techniques and/or performance skills when performing music for audiences.

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

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

 © State of Queensland (QCAA) 2023

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution:** (include the link): © State of Queensland (QCAA) 2023

Unless otherwise indicated material from Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](http://www.australiancurriculum.edu.au) and its [copyright notice](#).