

Years 7–8 Music Curriculum and assessment plan

Example A

Level description	Context and cohort considerations
<p>In this band, learning in Music builds on each student's prior learning and experiences. Students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways, and continue to develop their connection with and contribution to the world as composers and performers and as audiences. They work individually and in collaboration with peers and teachers.</p> <p>Students explore music in local, regional, national and global contexts such as music used in multi-arts, trans-disciplinary or hybrid forms, or music from countries or regions of Asia. They take opportunities to engage with living composers and performers, and expand their awareness of the diversity of music practices, genres and/or styles.</p> <p>In this band, the focus is on students:</p> <ol style="list-style-type: none"> exploring and responding to <ul style="list-style-type: none"> music and music practices across cultures, times, places and/or other contexts; for example, through listening and evaluating their own music practices or analysing performances and compositions created or presented by others the diversity of music created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights developing practices and skills <ul style="list-style-type: none"> creative practices and skills for listening (including aural skills), vocal and instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music: duration/time (including beat and rhythm, tempo, pulse, simple/compound metre), pitch, dynamics and expression, form and structure, timbre and texture critical practices for reflecting, analysing, evaluating and responding to their own work and the work of others; for example, considering how to apply knowledge of music styles or structures in compositions, developing interpretations of music composed by others or evaluating their own performances composing in forms and genres such as songwriting, solo and/or ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of solo and/or ensemble music works for performance, using aural skills and/or available digital tools as appropriate presenting performances of music to audiences; for example, a specific target audience. 	<p>Students study Music for two lessons a week for a term in Year 7 and a semester in Year 8. The units are designed to build on the knowledge from one unit to the next and provide a solid foundation for more in-depth study once Music can be studied as an elective in Years 9 and 10.</p> <p>Students have access to school supplied keyboards, drums and guitars.</p> <p>Focusing on collaborative skills is a school-wide focus for the middle school, with opportunities for group decision making and ensemble skills embedded throughout the units.</p>

Unit 1 — Team rhythm	Unit 2 — Music and mood
<p>Timing: Year 7 Duration: 10 weeks</p>	<p>Timing: Year 8 Duration: 20 weeks</p>
<p>Viewpoint question: How do artists experiment with rhythm to compose and perform music in an ensemble?</p> <p>Rhythm is fundamental to music. Rhythm helps people to relax, focus and energise. Rhythm connects people to one another and can be used to celebrate history and culture.</p> <p>In this unit, students explore how music and culture are connected. They develop their musical ability by working in an ensemble. They manipulate the elements of music, using rhythm games, everyday objects, and body percussion, to experiment with note values and structuring rhythm sequences. They learn about various rhythmic forms and structures from around the world, responding to stimulus from a range of cultures including First Nations Australian culture and places. Students examine the main instruments responsible for rhythm in First Nations Australian music (e.g. clapsticks and digeridoo) and discuss protocols associated with performing these instruments. Students also explore and compare world rhythms such as bossa nova, reggaeton and clave rhythms as distinct to certain Latino styles (e.g. samba, rumba, tango, cha cha) and define each style of music and dance.</p> <p>The focus then shifts to students applying their understanding of rhythm and manipulating texture, dynamics and tempo. Through extending a given phrase and experiment using ostinatos, call and response and polyrhythms, students develop their listening and ensemble skills. They develop collaboration skills to negotiate and rearrange their composition to perform music in an ensemble. Students reflect on working in an ensemble to describe how they have demonstrated respectful practices.</p>	<p>Viewpoint: How can music communicate a story or atmosphere?</p> <p>Music is a universal language that can be used to communicate an idea, meaning perspective and/or story. Composers make choices to communicate a storyline or atmosphere to engage an audience. In this unit, students develop their ability to translate an idea into music to evoke a time and place, contributing to the atmosphere.</p> <p>By responding to film music such as underscoring and iconic leitmotifs, students analyse and evaluate how elements of music can be used to communicate meaning. Students develop their listening and aural skills through interpreting the stimulus for music. They compare their interpretation of the music with the composer's intent and discuss how elements of music have been manipulated to communicate the idea or meaning. Students respond to a range of stimulus to complete short responses that analyse and evaluate how the elements of music and/or compositional devices are manipulated and evaluate how well the atmosphere is communicated.</p> <p>Creating sound from found instruments, students learn about melody writing and how to build tension and communicate atmosphere. By generating musical possibilities through experimenting with, and generating sound using melody, different spaces, found sound/instruments and body percussion, students develop personal capabilities through devising and analysing their own and group decision-making processes. Students choose their assessment technique to compose or perform music for a specific context to communicate atmosphere.</p>

Unit 1 — Team rhythm		Unit 2 — Music and mood	
Assessment 1 — Team rhythm project	Term/week	Assessment 2 — Music and mood short response	Term/week
Description: Students individually compose an 8-bar rhythm in common time (4/4) using appropriate musical elements and compositional devices. They work in small groups to arrange their composition ideas to create an ensemble performance. They reflect on their ensemble skills to describe how they demonstrated respectful practices in a group. Technique: Project Part A Mode: Practical Conditions: <ul style="list-style-type: none"> • 8–12 bars or up to 30 seconds • document the composition by providing a recording or a notated score (traditional, graphic or contemporary) • individual response Part B Mode: Practical Conditions: <ul style="list-style-type: none"> • 30 seconds–1 minute continuous performance • perform as part of an ensemble (group) • assessed individually Part C Mode: Written or spoken Conditions: <ul style="list-style-type: none"> • 50–100 words or 1–2 minutes spoken (submitted as an mp3) • individual response 	Term 1, Week 5	Description: Students complete several responses to a range of stimulus to analyse and evaluate how elements of music and a compositional device are manipulated to. One response is refined for final submission. Technique: Short response Mode: Written Conditions: <ul style="list-style-type: none"> • 50–150 words per item, up to 500 words for the folio of responses • completed over several lessons, under supervised conditions 	Term 1, Week 7
	Term 1, Week 8	Assessment 3 — Music and mood project Students choose either Option A or Option B or another option as negotiated with the teacher. Option A: Atmosphere composition Description: Students experiment with melody, dynamics, timbre and rhythm and using found objects to compose music that reflects a chosen location and atmosphere to engage an audience. Technique: Project Mode: Practical Conditions: <ul style="list-style-type: none"> • 8–12 bars or up to 30 seconds • document the composition by providing a recording or a notated score (traditional, graphic or contemporary) • individual response 	Term 2, Week 9
	Term 1, Week 9	Option B: Film music performance Description: Students use performance skills to perform a repertoire or theme from a film (chosen from a list provided or own selection as approved by the teacher) to engage a school community audience. Technique: Performance Mode: Practical Conditions: <ul style="list-style-type: none"> • 30 seconds–1 minute continuous performance • presented individually or as part of an ensemble (group) • assessed individually 	
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.		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. Note: Aspects of either the Creating and making or Presenting and performing strand will be assessed depending on student choice.	

	Unit 1 — Team rhythm	Unit 2 — Music and mood
Moderation	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.	Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.

Content descriptions	Units		Content descriptions	Units		Content descriptions	Units		Content descriptions	Units	
Exploring and responding	1	2	Developing practices and skills	1	2	Creating and making	1	2	Presenting and performing	1	2
investigate the ways that composers and/or performers use the elements of music and/or compositional devices in music composed across cultures, times, places and/or other contexts AC9AMU8E01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	develop and practise listening/aural skills and vocal and/or instrumental skills/techniques for manipulating elements of music to achieve expressive effects AC9AMU8D01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	interpret music in a variety of forms and/or styles, manipulating elements of music and employing relevant vocal/instrumental techniques AC9AMU8C01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	perform music using relevant vocal and/or instrumental techniques and performance skills AC9AMU8P01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
investigate the diversity of music composed and/or performed by First Nations Australians, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights AC9AMU8E02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	reflect on their own and others' music to inform choices they make as composers and performers about how they will manipulate elements of music and/or compositional devices AC9AMU8D02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	compose using the elements of music and compositional devices to communicate ideas, perspectives and/or meaning, and notate, document and/or record the music AC9AMU8C02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

General capabilities	Units	
	1	2
Critical and creative thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>

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