

Years 7–8 Music Curriculum and assessment plan

Example B

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 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>Access to keyboards, drums and guitars are available, as well as composing apps on laptops in the music room.</p> <p>Collaboration is a focus for the middle school, with opportunities for group decision making and ensemble skills embedded throughout the units.</p>

Unit 1 — Ensemble rock	Unit 2 — Animal antics
<p>Timing: Year 7 Duration: 10 weeks</p> <p>Viewpoint: How can style be communicated through musical choices?</p> <p>Rock music provides an opportunity for teenagers to express themselves and escape reality.</p> <p>In this unit, students examine and explore the style and characteristics of rock music. Responding to a range of artists from diverse times and cultures, including First Nations Australian musicians and composers, students explore styles and genres that have influenced the development of rock music. Students analyse and evaluate artists, responding to well-known rock anthems and contemporary music as well as rock covers of popular songs.</p> <p>Students build their musical capacity on a chosen instrument, by moving through a rotation of instrumental lessons that encompasses keyboard, drums, guitar and vocals. These lessons will lead the students through fundamental aspects such as chord, melodies, rhythms and singing in the context of contemporary rock songs. They will engage in class discussions focused on fostering skills related to effective collaboration. Choosing their preferred instrument from the class rotation, students work as mini bands to perform either the class rock song or a rock song as negotiated with the teacher. Students discuss respectful practices for engaging with other ensemble members during the rehearsal process and develop and apply negotiation and social management skills.</p> <p>Students respond to feedback from draft performances. They evaluate their own draft performance and view it to evaluate their own performance skills. Reflecting on the rehearsal process, students describe how they have been a respectful ensemble member. Students perform their final performance in an ensemble for their peers.</p>	<p>Timing: Year 8 Duration: 20 weeks</p> <p>Viewpoint: How can music elements and compositional devices be manipulated to communicate an idea?</p> <p>Music can transport listeners to a place by evoking memories, ideas, or feelings. Becoming aware of how music can be used to evoke a response can inspire students and inform their compositions.</p> <p>In this unit, students learn about the elements of music and how these can be manipulated to communicate an idea or concept focussing on animals. Using <i>Leunig's Carnival of the Animals</i>, students explore the instruments of the orchestra and analyse how the different sounds can be reflective of the movement, appearance, and speed of an animal. Students respond to a range of musical pieces and choose one response to submit as their final submission.</p> <p>Using online tools, students experiment with generating musical possibilities to communicate an idea through selecting instruments and experimenting with manipulating elements and compositional devices. Through responding to their own and others' work, students develop their listening and aural skills and use their knowledge to inform their own composition.</p> <p>Celebrating Australian animals, students demonstrate their understating of the elements of music and compositional devices by composing music to reflect an Australian animal. They share their compositions with their peers.</p>

Unit 1 — Ensemble rock		Unit 2 — Animal antics		
Assessment 1 — Rock project	Term/week	Assessment 2 — Animal antics short response	Term/week	
Description: Working as part of an ensemble, students manipulate the elements of music to perform a rock song on their chosen instrument. As part of the rehearsal and performance process, students evaluate their own draft performance and reflect on how they have been a respectful ensemble member. Technique: Project Part A Mode: Practical Conditions: <ul style="list-style-type: none"> • 30 seconds–1 minute continuous performance • presented as part of an ensemble (group) • assessed individually Part B Mode: Written or spoken Conditions: <ul style="list-style-type: none"> • 50–150 words or 1–2 minutes spoken (submitted as an mp3) • completed in a single allocation of class time • individual response Part C Mode: Written or spoken Conditions: <ul style="list-style-type: none"> • 50–150 words or up to 1–2 minutes spoken (submitted as an mp3) • individual response 	Term 1, Week 9	Description: Students respond to pieces of music from <i>Leunig's Carnival of the Animals</i> to analyse how elements of music and/or compositional devices are manipulated to communicate the chosen animal. Students develop a folio of responses based on set questions and choose one response to submit for assessment. Technique: Short response Mode: Written Conditions: <ul style="list-style-type: none"> • 50–150 words • completed over several lessons • individual response 	Term 1, Week 9	
		Term 1, Week 8	Assessment 3 — Animal antics composition Description: Using digital application, students manipulate the elements of music and compositional devices to communicate a chosen animal. Students introduce their piece of music and explain how they manipulated one element of music to communicate their chosen animal. 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		
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.		
	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.	
Moderation				

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 checked="" type="checkbox"/>	<input 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 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 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 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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