

Prep to Year 2 standard elaborations — Australian Curriculum: Music

Purpose The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. These can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

Structure The SEs are developed using the **Australian Curriculum achievement standard**. The Arts: Music achievement standard describes the learning expected of students at each band in the two valued features for Australian Curriculum Arts — *responding* and *making*. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

Prep* to Year 2 Australian Curriculum: Music achievement standard

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

Source Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 The Arts: Music*, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music

* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

Prep to Year 2 Music standard elaborations

| | | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
|--|---|---|--|---|--|---|
| The folio of a student's work has the following characteristics: | | | | | | |
| Responding | | clear and informed communication about: <ul style="list-style-type: none"> music listened to, made and performed where and why people make music | informed communication about: <ul style="list-style-type: none"> music listened to, made and performed where and why people make music | communication about: <ul style="list-style-type: none"> music listened to, made and performed where and why people make music | guided communication about: <ul style="list-style-type: none"> music listened to, made and performed where and why people make music | directed statements about: <ul style="list-style-type: none"> music listened to, made and performed where and why people make music |
| | Making | Composing | skillful and effective improvisation, composition and arrangement of music that is cohesive | effective improvisation, composition and arrangement of music | improvisation, composition and arrangement of music | guided improvisation, composition and arrangement of music |
| Performing | | skillful and effective improvisation and performance of music | effective improvisation and performance of music | improvisation and performance of music | guided improvisation and performance of music | directed improvisation and performance of music |
| | | skillful and effective demonstration of aural skills when singing and playing music by: <ul style="list-style-type: none"> staying in tune keeping in time | effective demonstration of aural skills when singing and playing music by: <ul style="list-style-type: none"> staying in tune keeping in time | demonstration of aural skills when singing and playing music by: <ul style="list-style-type: none"> staying in tune keeping in time | guided use of aspects of aural skills when singing and playing music by partially : <ul style="list-style-type: none"> staying in tune keeping in time | directed use of aspects of aural skills when singing and playing music by sporadically : <ul style="list-style-type: none"> staying in tune keeping in time |
| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors | | | | | |
| AP | applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations | | | | | |
| MC | makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations | | | | | |
| WW | works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them | | | | | |
| EX | exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them | | | | | |
| BA | becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them | | | | | |

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

| Dimension | Description |
|----------------------|---|
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

Terms used in Prep to Year 2 Music standard elaborations

These terms clarify the descriptors in the Prep to Year 2 Music SEs. Descriptions are drawn from:

- ACARA Australian Curriculum: The Arts glossary, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary
- ACARA The Arts: Music > Examples of knowledge and skills > Foundation to Year 2, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/example-of-knowledge-and-skills
- other sources, to ensure consistent understanding.

| Term | Description |
|---------------------------------------|--|
| arrangement; arrange | in Music, to organise and structure musical ideas for a particular purpose |
| artist | generic term for the maker of an artwork in each of the five arts subjects; <i>artists</i> include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make hybrid artworks |
| artwork | generic term for a performance or an artwork in each of the five arts subjects; when referred to generically this curriculum uses the term <i>artwork</i> ; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles; <i>artworks</i> include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes hybrid artworks |
| aspects | particular parts or features |
| aural skills | in Music, particular listening skills students develop to identify and discriminate between sounds; also referred to as ear training which involves focused listening activities through which students identify sounds such as rhythm, pitch and timbre; see also skills |
| clear | easy to perceive, understand, or interpret; without ambiguity |
| cohesive | characterised by being united, bound together or having integrated meaning |
| communication; communicate | in The Arts, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience |

| Term | Description |
|-----------------------------------|---|
| composing; composed | the placement or arrangement of elements or parts in artworks; in Music, <i>composing</i> is the process of arranging and structuring the elements of music, instrumental parts, and vocal parts in a music artwork (including a song) |
| description | give an account of characteristics or features |
| directed | following the instructions of the facilitator |
| effectively; effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result; in Music, <i>effective</i> includes meeting the purpose by producing a strong impression |
| elements of music | <ul style="list-style-type: none"> • rhythm — combinations of long and short sounds that convey a sense of movement subdivision of sound within a beat • pitch — the highness or lowness of a sound • dynamics and expression — how the sound is performed, including sound qualities (e.g. the relative volume and intensity of sound) • form and structure — the plan or design of a piece of music described by identifying what is the same and what is different and the ordering of ideas in the piece • timbre — the particular tone, colour or quality that distinguishes sound or combinations of sounds • texture — the layers of sound in a musical work and the relationship between them; <p>in Prep to Year 2 Music, examples for the <i>elements of music</i> include:</p> <ul style="list-style-type: none"> • rhythm <ul style="list-style-type: none"> – sound/silence, long/short, fast/slow, beat and rhythm, rest, ostinato, tempo, crotchet, crotchet rest, quavers in pairs, experience of duple and triple metres • pitch <ul style="list-style-type: none"> – high/low, pitch direction (going up or down), pitch matching, unison • dynamics and expression <ul style="list-style-type: none"> – loud (forte) <i>f</i> and soft (piano) <i>p</i> • form <ul style="list-style-type: none"> – same/different, patterns, repetition, echo, introduction, verse, chorus, round • timbre <ul style="list-style-type: none"> – every voice and instrument has its own distinct sound – how sound is produced including hit, blown, plucked and shaken • texture <ul style="list-style-type: none"> – unison, melody and accompaniment, round, drone |
| form | in Music, <i>form</i> is the sections within a piece of music, e.g. <ul style="list-style-type: none"> • <i>binary</i> form (AB) contains section A, then section B • <i>ternary</i> form (ABA) contains section A, section B, then return to section A • <i>rondo</i> form (ABACA) contains section A, section B, section C, then return to section A; see also elements of music (form and structure) |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| hybrid artwork | the combination of more than one art form within an artwork |
| improvisation | spontaneous, creative activity applying the elements of an art form; in Prep to Year 2 Music, an <i>improvisation</i> includes singing and playing instruments |

| Term | Description |
|---|---|
| informed | having relevant knowledge; being conversant with the topic; in Music, this includes how the knowledge and skills (elements of music , conventions of form, instrumental techniques, ensemble skills, aural skills) work together to communicate meaning or intent in and through music |
| making | includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions |
| performing; performed | includes learning about and using knowledge, skills, techniques, processes, materials and technologies to present and share artworks with audiences that communicate ideas and intentions; in Music, includes playing instruments and singing |
| responding | includes exploring, responding to, analysing and interpreting artworks |
| skills; skilful; skilfully | abilities that come from knowledge, practise, aptitude, etc., to do something well; see also aural skills ; in Music, in the context of: <ul style="list-style-type: none"> • <i>creating artworks</i>, <i>skilful</i> includes considered selection, management and application of the elements of music • <i>sharing artworks</i>, <i>skilful</i> includes a high degree of proficiency and polish in Prep to Year 2 Music, examples for <i>skills</i> include: <ul style="list-style-type: none"> • discriminating between sounds and silence • moving and performing with an understanding of beat and tempo • demonstrating the difference between singing and speaking voice • discriminating between loud and soft, long and short, high and low • recognising familiar instrument timbres • using technology as a tool for music learning • holding and playing classroom instruments safely and correctly • understanding turn-taking in group music making • playing in time |
| sound | loudness, softness; background noise |
| statement; state | a sentence or assertion |