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|  | Years 3 and 4 standard elaborations — Australian Curriculum: Music |

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| **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 **C 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. |

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| **Years 3 and 4 Australian Curriculum: Music achievement standard** | |
| By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.  Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression. | |
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| **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](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/) |

## Years 3 and 4 Music standard elaborations

|  |  | A | B | | C | | D | | E | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | The folio of a student’s work has the following characteristics: | | | | | | | | |
| Responding | | thorough description and thorough discussion of similarities and differences between music listened to, composed and performed | | informed description and informed discussion of similarities and differences between music listened to, composed and performed | | description and discussion of similarities and differences between music listened to, composed and performed | | identification of similarities and differences between music listened to, composed and performed | | statements about similarities and differences in music |
| thorough discussion of how they (as the artist) and others use the elements of music in performance and composition | | informed discussion of how they (as the artist) and others use the elements of music in performance and composition | | discussion of how they (as the artist) and others use the elements of music in performance and composition | | identification of the elements of music they (as the artist) and others have used in performance and composition | | statements about the elements of music |
| Making | Composing | improvisation, composition and arrangement of music that is cohesive and clearly communicates ideas through the skilful and effective use of:   * sound * silence * tempo * volume | | improvisation, composition and arrangement of music that communicates ideas through the effective use of:   * sound * silence * tempo * volume | | improvisation, composition and arrangement of music that communicates ideas through the use of:   * sound * silence * tempo * volume | | improvisation, composition and arrangement of music that communicates ideas through the uneven use of aspects of:   * sound * silence * tempo * volume | | presentation of music with sporadic use of aspects of:   * sound * silence * tempo * volume |
| Performing | demonstration of aural skills through skilful, effective and accurate use of:   * pitch * rhythm * expression | | demonstration of aural skills through effective and accurate use:   * pitch * rhythm * expression | | demonstration of aural skills by singing and playing instruments with accurate use of:   * pitch * rhythm * expression | | guided demonstration of aural skills through uneven use of aspects of:   * pitch * rhythm * expression | | directed demonstration of aural skills through sporadic use of aspects of:   * pitch * rhythm * expression |

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

## 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.

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| 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 Years 3 and 4 Music standard elaborations

These terms clarify the descriptors in the Years 3 and 4 Music SEs. Descriptions are drawn from:

* ACARA Australian Curriculum: The Arts glossary,   
  [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary/)
* ACARA The Arts: Music > Examples of knowledge and skills > Years 3 and 4,  
  [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/example-of-knowledge-and-skills](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/example-of-knowledge-and-skills/)
* other sources, to ensure consistent understanding.

| Term | Description |
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| arrangement; arrange; arranging | 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;  artists include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make [hybrid artworks](#hybrid_artwork) |
| 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 artwork; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles;  artworks include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes [hybrid artworks](#hybrid_artwork) |
| 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 with students identify sounds such as rhythm, pitch and timbre;  see also [skills](#skills) |
| clear; clearly | easy to perceive, understand, or interpret; without ambiguity |
| cohesive | characterised by being united, bound together or having integrated meaning |
| collaborate; collaboratively | to work jointly on an activity or project;  in Years 3 and 4 Music, students work collaboratively to improvise, compose and arrange sound, silence, tempo and volume |
| communication; communicates | in The Arts,communication means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience |
| composition; composing; composed | the placement or arrangement of elements or parts in artworks;  in Music, composing is the process of arranging and structuring the elements of music, instrumental parts, and vocal parts in a music artwork (including a song) |
| description; describe | give an account of characteristics or features |
| directed | following the instructions of the facilitator |
| discussion; discuss | talk or write about a topic, taking in to account different issues or ideas |
| effectively; effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result;  in Music, effective includes meeting the purpose by producing a strong impression |
| elements of music | * 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;   in Years 3 and 4 Music, examples for the elements of music include:   * rhythm   + simple metres, crotchet, crotchet rest, quaver, semiquaver   + dotted crotchet , quavers in groups of 3 and identical rests in repertoire studied   + ostinato, tempo changes (faster and slower) * pitch   + pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff * dynamics and expression   + very soft (pianissimo) pp and very loud (fortissimo) ff, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached * form   + question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms * timbre   + recognising familiar instrumental timbres in isolation and combination * texture   + combining two or more rhythmic or melodic patterns which occur simultaneously in different voices |
| expression | see [elements of music (dynamics and expression)](#dynamics_and_expression) |
| expressive skills | in Music, the use of elements such as dynamics combined with technical skills to enhance performance |
| form | in Music, *form* is the sections within a piece of music, e.g.   * binary form (AB) contains section A, then section B * ternary form (ABA) contains section A, section B, then return to section A * rondo form (ABACA) contains section A, section B, section C, then return to section A;   see also [elements of music (form and structure)](#form_and_structure) |
| hybrid artwork | the combination of more than one art form within an artwork |
| identification; identify | establish or indicate who or what someone or something is |
| improvisation | spontaneous, creative activity applying the elements of an art form; in Years 3 and 4, *improvisation* includes improvising music, using elements of music including rhythm and pitch |
| informed | having relevant knowledge; being conversant with the topic;  in Music, this includes how the knowledge and skills ([elements of music](#elements_of_music), conventions of form, instrumental techniques, ensemble skills, [aural 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 |
| pitch | see [elements of music](#elements_of_music) |
| responding | includes exploring, responding to, analysing and interpreting artworks |
| rhythm | see [elements of music](#elements_of_music) |
| skills; skilful; skilfully | abilities that come from knowledge, practice, aptitude, etc., to do something well;  see also [aural skills](#aural_skills);  in Music, in the context of:   * creating artworks, skilful includes considered selection, management and application of the [elements of music](#elements_of_music) * sharing artworks, skilful includes a high degree of proficiency and polish   in Years 3 and 4 Music, examples for skills include:   * matching pitch and showing the direction of a tune with gesture or drawings * recognising the differences between notes moving by steps and leaps * discriminating between rhythm and beat * demonstrating beat and tempo changes * matching and varying dynamics * varying instrumental timbres to create expressive effects using instruments and voices safely and correctly in the classroom * taking on different roles in group music making, for example, accompaniment, lead * using technology as a tool for music making and performance |
| sound | loudness, softness; background noise |
| sporadic | appearing, happening now and again or at intervals; (irregular) or occasional |
| statement; state | a sentence or assertion |
| sustained | continuing for an extended period or without interruption |
| tempo | the rate, rhythm or pattern of movement in a musical piece, identified in terms of fast (including allegro) or slow (including adagio) |
| thorough | demonstrating depth and breadth, inclusive of relevant detail;  in Music, thorough means demonstrating depth and breadth of music knowledge and skills; attention to detail; carried out completely and carefully |
| uneven | not properly corresponding or aligning; not in keeping with |
| volume | loudness or softness;  see also see [elements of music (dynamics and expression)](#dynamics_and_expression) |