

Years 5 and 6 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 **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.

Years 5 and 6 Australian Curriculum: Music achievement standard

By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.

Students use rhythm, pitch and form, symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

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

Years 5 and 6 Music standard elaborations

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
Responding		thorough explanation of how the elements of music are used to communicate meaning in the music listened to, composed and performed	informed explanation of how the elements of music are used to communicate meaning in the music listened to, composed and performed	explanation of how the elements of music are used to communicate meaning in the music listened to, composed and performed	description of how aspects of the elements of music are used to communicate meaning in the music listened to, composed and performed	statements about aspects of the elements of music in music
		thorough description of how their music making is influenced by music and performances from different cultures, times and places	informed description of how their music making is influenced by music and performances from different cultures, times and places	description of how their music making is influenced by music and performances from different cultures, times and places	identification of influences on their music making from different cultures, times and places	statements about their music making
Making	Composing	composition of music that is cohesive and clearly communicates meaning with skilful and effective use of: <ul style="list-style-type: none"> rhythm pitch form symbols terminology 	composition of music that communicates meaning with effective use of: <ul style="list-style-type: none"> rhythm pitch form symbols terminology 	composition of music with use of: <ul style="list-style-type: none"> rhythm pitch form symbols terminology 	partial composition of music with uneven use of aspects of : <ul style="list-style-type: none"> rhythm pitch form symbols terminology 	making of music with sporadic use of aspects of : <ul style="list-style-type: none"> rhythm pitch form symbols terminology
	Performing	performance of music (singing and playing instruments) in different styles that is cohesive and clearly communicates meaning to audiences, with skilful, effective and sustained use of: <ul style="list-style-type: none"> aural skills, including accurate pitch and rhythm technical skills expressive skills 	performance of music (singing and playing instruments) in different styles that communicates meaning to audiences, with effective use of: <ul style="list-style-type: none"> aural skills, including accurate pitch and rhythm technical skills expressive skills 	performance of music (singing and playing instruments) in different styles to audiences, with use of: <ul style="list-style-type: none"> aural skills, including accurate pitch and rhythm technical skills expressive skills 	performance of music (singing and playing instruments) in different styles to audiences, with uneven use of aspects of : <ul style="list-style-type: none"> aural skills technical skills expressive skills 	performance of music (singing and playing instruments) in different styles to audiences, with sporadic use of aspects of : <ul style="list-style-type: none"> aural skills technical skills expressive skills
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.

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 5 and 6 Music standard elaborations

These terms clarify the descriptors in the Years 5 and 6 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 > Years 5 and 6, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/example-of-knowledge-and-skills
- other sources, to ensure consistent understanding.

Term	Description
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; 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 5 and 6 Music, students work <i>collaboratively</i> to improvise, compose and arrange sound, silence, tempo and volume
communication; communicates	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
composition; 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; 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
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 Years 5 and 6 Music, examples for the <i>elements of music</i> include:</p> <ul style="list-style-type: none"> • rhythm <ul style="list-style-type: none"> – simple metres and time signatures , bars and barlines – semibreve, minim, crotchet, crotchet rest, quaver, and associated rests, semiquaver – compound metre, dotted crotchet, crotchet, quaver, quavers in groups of 3 – semiquaver, dotted crotchet rest • pitch <ul style="list-style-type: none"> – pentatonic and major scales – recognising pitch sequences such as an arpeggio or riff; treble and bass clef • dynamics and expression <ul style="list-style-type: none"> – smoothly (legato), detached (staccato), accent • form <ul style="list-style-type: none"> – theme/motif, phrase, rondo (ABACA), riff, ostinato • timbre <ul style="list-style-type: none"> – acoustic, electronic sounds; voice and instrument types • texture <ul style="list-style-type: none"> – contrast within layers of sound
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
expression	see elements of music (dynamics and expression)
expressive skills	in Music, the use of elements such as dynamics combined with technical skills to enhance performance

Term	Description
form	<p>in Music, <i>form</i> is the sections within a piece of music, e.g.</p> <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; <p>see also elements of music (form and structure)</p>
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
informed	<p>having relevant knowledge; being conversant with the topic;</p> <p>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</p>
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
partial	attempted; incomplete evidence provided
perform; performed; performing; performance; performances	<p>includes learning about and using knowledge, skills, techniques, processes, materials and technologies to present and share artworks with audiences that communicate ideas and intentions;</p> <p>in Years 5 and 6 Music, includes singing and playing musical instruments in different styles</p>
pitch	see elements of music
responding	includes exploring, responding to, analysing and interpreting artworks
rhythm	see elements of music
skills; skilful; skilfully	<p>abilities that come from knowledge, practice, aptitude, etc., to do something well;</p> <p>see also aural skills;</p> <p>in Music, in the context of:</p> <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; <p>in Years 5 and 6 Music, examples for <i>skills</i> include:</p> <ul style="list-style-type: none"> • identifying and notating metre and rhythmic groupings • singing and playing independent parts against contrasting parts • recognising instrumental and vocal timbres and digitally generated sounds • using available technology and digital media as a tool for music learning • holding and playing instruments and using their voices safely and correctly • listening to others controlling volume and tone in ensemble activities
sound	loudness, softness; background noise
sporadic	appearing, happening now and again or at intervals; (irregular) or occasional
statement; state	a sentence or assertion

Term	Description
style	the influencing context of an artwork, such as Romanticism in Music; in Music, also a distinctive or characteristic mode or form of construction; implies certain types of music
sustained	continuing for an extended period or without interruption
symbols	in Music, written symbols are used to signify music notes (including a crotchet, minim, quaver, semibreve) when composing a music artwork (including a song)
technical skills	combination of proficiencies in control, accuracy, alignment, strength, balance and coordination in an art form that develop with practice; in Music, proficiencies developed with practice in order to sing or play instruments
thorough	demonstrating depth and breadth, inclusive of relevant detail; in Music, <i>thorough</i> 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