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|  | Years 7 and 8 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.
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| **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 7 and 8 Australian Curriculum: Music achievement standard** |
| By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose. |
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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 7 and 8 Music standard elaborations

|  |  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | The folio of a student’s work has the following characteristics: |
| Responding | identification and thorough analysis of how the elements of music are used in different styles | identification and informed analysis of how the elements of music are used in different styles | identification and analysis of how the elements of music are used in different styles | identification and description of how the elements of music are used in different styles | identification and statements about the use of the elements of music in different styles |
| discerning evaluation of musical choices made to communicate meaning as performers and composers by:* them
* others from different cultures, times and places
 | informed evaluation of musical choices made to communicate meaning as performers and composers by:* them
* others from different cultures, times and places
 | evaluation of musical choices made to communicate meaning as performers and composers by:* them
* others from different cultures, times and places
 | explanation of musical choices made to communicate meaning as performers and composers by:* them
* others from different cultures, times and places
 | statements about musical choices made to communicate meaning |
| Making | Composing | discerning manipulation of the elements of music and stylistic conventions to skilfully and effectively compose music | informed manipulation of the elements of music and stylistic conventions to effectively compose music | manipulation of the elements of music and stylistic conventions to compose music | use of the elements of music and stylistic conventions to compose aspects of music | sporadic use of the elements of music and stylistic conventions to compose fragments of music |
| skilful and effective use of aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they compose | effective use of aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they compose | use of aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they compose | guided use of aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they compose | directed use of aural skills, music terminology and symbols to recognise, memorise and notate aspects of features in music they compose |
| Making | Performing | discerning interpretation and performance of songs and instrumental pieces in unison and in parts, demonstrating skilful and effective technical and expressive skills | informed interpretation and performance of songs and instrumental pieces in unison and in parts, demonstrating effective technical and expressive skills | interpretation and performance of songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills | guided interpretation and performance of songs and instrumental pieces in unison and in parts, demonstrating aspects of technical and expressive skills | directed interpretation and performance of songs and instrumental pieces in unison and in parts, demonstrating fragmented technical and expressive skills |
| skilful and effective use of aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform | effective use of aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform | use of aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform | guided use of aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform | directed use of aural skills, music terminology and symbols to recognise, memorise and notate aspects of features in music they perform |

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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 7 and 8 Music standard elaborations

These terms clarify the descriptors in the Years 7 and 8 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 7 and 8,
[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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| analysis;analyse | consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences |
| 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) |
| authoritative | having the sanction or weight of authority; expert, commanding |
| clear;clearly | easy to perceive, understand, or interpret; without ambiguity |
| cohesive | characterised by being united, bound together or having integrated meaning |
| communication;communicate | in The Arts,communication means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience |
| composition;compositions;composing | 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 |
| discerning | showing good judgment to make thoughtful choices |
| 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 7 and 8 Music, examples for the elements of music include:* rhythm
	+ time signature, semiquaver subdivisions, dotted notes, minim and semibreve rests, quaver rest, dotted crotchet rest
	+ rhythmic devices such as anacrusis, syncopation, ties and pause
* pitch
	+ melodic sequences based upon pentatonic, major and minor scales; key and key signatures; major and minor chords and primary triads (I, IV, V) in simple chord progressions; reading treble and bass clefs and ledger lines
* dynamics and expression
	+ dynamic gradations including mp and mf; articulations relevant to style, for example, glissando, slide, slap, melismatic phrasing
* form and structure
	+ repetition and contrast; call and response; digital sequences; theme and variation; 12 bar blues; popular song structures including verse, chorus, bridge, middle 8, intro and outro
* timbre
	+ recognising instrumental types and groups; voice types; acoustic and electronic sound
* texture
	+ identifying layers of sound and their role (accompaniment and melody); unison, homophonic (melody with chords), polyphonic (two or more independent layers played simultaneously)
 |
| evaluation;evaluate | examine and judge the merit or significance of something |
| explanation;explain | provide additional information that demonstrates understanding of reasoning and/or application |
| 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) |
| fragmented  | disjointed, incomplete or isolated |
| 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 |
| 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 |
| manipulation | to skilfully change the state of something to suit a purpose |
| meaning | an intended idea, expression or purpose |
| melodic pattern | in Music, a distinctive sequence within a melody that is repeated throughout a song  |
| notation;notate | written symbols that represent and communicate sound; notation can be invented, recognisable to a traditional style or culture, or digitally created |
| partial | attempted; incomplete evidence provided |
| parts | in Music, the parts of a score include pitch (harmony, melody) and rhythm (bass, percussion) |
| perform;performing;performance;performances | 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 singing and playing musical instruments in different styles |
| practice (n) | repeated performance or systematic exercise for the purpose of acquiring skill or proficiency;see also [practise](#practise); [rehearse](#rehearse) |
| practise (v) | regularly revising, developing and consolidating skills, techniques and repertoire as a class or as an individual;see also [practice](#practice); [rehearse](#rehearse) |
| purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| rehearse | in Music, [practise](#practise) and refine a piece of music to refine their performance skills; in Years 7 and 8 Music, students must be given opportunities to *rehearse* songs and instrumental pieces |
| responding | includes exploring, responding to, analysing and interpreting artworks |
| sensitive | susceptible to the attitude, feelings or circumstances of others; responsive to external conditions or stimulations |
| skills;skilful;skilfully | abilities that come from knowledge, practice, aptitude, etc., to do something well;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 7 and 8 Music, examples for skills include:* recognising rhythmic patterns and beat groupings
* discriminating between pitches, recognising intervals and familiar chord progressions
* identifying and notating metre and rhythmic groupings
* aurally identifying layers within a texture
* imitating simple melodies and rhythms using voice and instruments
* performing with expression and technical control, correct posture and safety
* understanding their role within an ensemble, balancing and controlling tone and volume
* using technology as a tool for music learning and to record their music
* holding and playing instruments and using their voices safely and correctly
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| sporadic | appearing, happening now and again or at intervals; (irregular) or occasional |
| statement;state | a sentence or assertion |
| style | the influencing context of an artwork, such as Romanticism in Music, or postmodern, 21st century, contemporary, among many others;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, 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 |
| unison | coincidence in pitch of two or more notes, voices, etc.;in Music, in unison is when two or more sounds (either instrumental or vocal) sound like one sound at the same time, in the same pitch or octave |