

Years 7 and 8 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 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.

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 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: <ul style="list-style-type: none"> • them • others from different cultures, times and places 	informed evaluation of musical choices made to communicate meaning as performers and composers by: <ul style="list-style-type: none"> • them • others from different cultures, times and places 	evaluation of musical choices made to communicate meaning as performers and composers by: <ul style="list-style-type: none"> • them • others from different cultures, times and places 	explanation of musical choices made to communicate meaning as performers and composers by: <ul style="list-style-type: none"> • 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

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
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

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 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
- 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
- other sources, to ensure consistent understanding.

Term	Description
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; <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
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, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience

Term	Description
composition; compositions; composing	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
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, <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 7 and 8 Music, examples for the <i>elements of music</i> include:</p> <ul style="list-style-type: none"> • rhythm <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – dynamic gradations including <i>mp</i> and <i>mf</i>; articulations relevant to style, for example, glissando, slide, slap, melismatic phrasing • form and structure <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – recognising instrumental types and groups; voice types; acoustic and electronic sound • texture <ul style="list-style-type: none"> – 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

Term	Description
expressive skills	in Music, the use of elements such as dynamics combined with technical skills to enhance performance
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)
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 , 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
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; <i>notation</i> can be invented, recognisable to a traditional style or culture, or digitally created
partial	attempted; incomplete evidence provided
parts	in Music, the <i>parts</i> 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 ; rehearse
practise (v)	regularly revising, developing and consolidating skills, techniques and repertoire as a class or as an individual; see also practice ; rehearse
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
rehearse	in Music, practise and refine a piece of music to refine their performance skills; in Years 7 and 8 Music, students must be given opportunities to <i>rehearse</i> songs and instrumental pieces

Term	Description
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	<p>abilities that come from knowledge, practice, aptitude, etc., to do something well; 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 7 and 8 Music, examples for <i>skills</i> include:</p> <ul style="list-style-type: none"> • 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
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	<p>combination of proficiencies in control, accuracy, alignment, strength, balance and coordination in an art form that develop with practice;</p> <p>in Music, proficiencies developed with practice in order to sing or play instruments</p>
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
unison	<p>coincidence in pitch of two or more notes, voices, etc.;</p> <p>in Music, <i>in unison</i> is when two or more sounds (either instrumental or vocal) sound like one sound at the same time, in the same pitch or octave</p>