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|  | Years 7 and 8 band plan — Australian Curriculum: Music  Overview for planning with the Australian Curriculum: The Arts |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | |
| Australian Curriculum: The Arts | | | Band: Years 7–8 | Arts subject: Music |
| Identify curriculum[[1]](#footnote-1) | **Course organisation** | The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.  The Australian Curriculum: The Arts covers each of the five Arts subjects — Dance, Drama, Media Arts, Music and Visual Arts — across bands of year levels:   * Foundation to Year 2[[2]](#footnote-2) * Years 3 and 4 * Years 5 and 6 * Years 7 and 8 * Years 9 and 10.   Each subject focuses on its own practices, terminology and unique ways of looking at the world. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.  In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.  In addition to the overarching aims of the Australian Curriculum: The Arts, Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:   * the confidence to be creative, innovative, thoughtful, skilful and informed musicians * skills to compose, perform, improvise, respond and listen with intent and purpose * aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions * an understanding of music as an aural art form as they acquire skills to become independent music learners.   Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.   * *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. * *Responding* includes exploring, responding to, analysing and interpreting artworks.   In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.  The Arts band plans are organised to:   * align with the Australian Curriculum: The Arts * identify opportunities for teaching, learning, assessment and feedback, organised in units according to band levels, and developed using the Australian Curriculum: Music content descriptions and achievement standards.   The Arts band plans provide flexibility to:   * make decisions about how the subject will be implemented, based on the local context and needs of students in schools * implement each of the Australian Curriculum: The Arts subjects at least once per band. | | |
|  | **Phase curriculum focus** | Curriculum focus: Years 7 to 10  As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and consider increasingly complex ideas. They are keen to explore the nature of evidence and the contestability of ideas, debating alternative answers and interpretations.  In these years, learning in the Arts enables students to explore and question their own immediate experience and their understanding of the wider world. Learning through and about the Arts enables students to build on their own experiences and dispositions. Students explore and engage with artworks made by others. They make their own artworks drawing on their developing knowledge, understanding and skills.  Students’ understanding of sustainability is progressively developed. They explore how the Arts are used to communicate about sustainability and also learn about sustainability of practices in the Arts.  Students learn that Aboriginal and Torres Strait Islander Peoples have converted oral records to other technologies. As they explore forms, students learn that over time there has been development of different traditional and contemporary styles. Students explore Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement. They identify and explore the social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, reflected in developments of forms and styles in the Arts.  Through the Australian Curriculum: The Arts, students in Years 7 to 10 pursue broad questions such as: What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through exploration of past and present debates | | |
| **Band description** | In Years 7 and 8, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing.  Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control. They identify a variety of audiences for which music is made.  As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore form in music, students learn that over time there has been further development of techniques used in traditional and contemporary styles of music.  As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They consider social, cultural and historical contexts of music. They evaluate the expressive techniques used in music they listen to and experience in performance.  Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music. | | |
| **Achievement standard** | By the end of Year 8, students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) how the elements of music are used in different styles and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) this knowledge in their performances and compositions. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.  Students [manipulate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Manipulate) the elements of music and stylistic conventions to compose music. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise), memorise and notate features, such as melodic patterns in music they perform and compose. | | |
| **Content descriptions** | For each unit:   * Experiment with texture and [timbre](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=timbre) in sound sources using [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) [(ACAMUM092)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM092) * Develop musical ideas, such as mood, by improvising, combining and manipulating the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) [(ACAMUM093)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM093) * [Practise](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practise) and rehearse a variety of music, including Australian music to develop technical and [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) [(ACAMUM094)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM094) * Structure compositions by combining and manipulating the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) using [notation](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=notation) [(ACAMUM095)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM095) * Perform and present a range of music, using techniques and expression appropriate to [style](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=style) [(ACAMUM096)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM096) * Analyse composers’ use of the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) and stylistic features when listening to and interpreting music [(ACAMUR097)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUR097) * Identify and connect specific features and purposes of music from different eras to explore [viewpoints](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=viewpoints) and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples [(ACAMUR098)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUR098) | | |
| Teaching and learning | **Viewpoints[[3]](#footnote-3)**  👁 | The Australian Curriculum: The Arts outlines a range of viewpoints — a collection of perspectives, lenses or frames through which artworks can be explored and interpreted. These perspectives, lenses and frames include the contexts, knowledge and evaluations students consider when both making and responding to artworks.  Music exists distinctively in every culture and is a basic expression of human experience. Students’ active participation in music fosters understanding of other times, places, cultures and contexts.  In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique music as composers, performers and audiences, they may ask and answer questions to interrogate, explore and investigate the composers’ and performers’ meanings, and the audiences’ interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own music and the music they interpret as musicians and listen to as audiences. The complexity and sophistication of such questions will change across Foundation to Year 10. In the later years, students will consider the interests and concerns of composers, performers and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.  Key questions: Years 7 and 8   * Context as artist and audience * What is the social and cultural context of music and what does it signify? * How do different audiences respond to music? * How do social, cultural and historical forces influence musicians’ approaches to musical ideas? * What are the appropriate protocols for viewing Aboriginal music and Torres Strait Islander music and other culturally specific performance? * Knowledge as artist and audience * How do musicians manipulate elements of music, skills and techniques to enhance composition and performance? * How do musicians use and interpret different compositional and structural devices? * What terminology, symbols and notation are required to compose and perform music with expression? * What characterises a particular musical style? * Evaluations and judgments as artist and audience * How do the musical choices of musicians impact upon the success of musical works? * Why does the same piece sound different when different musicians play it? * What techniques and skills characterise successful and strong performances and compositions? * Why do you prefer particular styles of music? | | |
| **Unit overviews**  The Australian Curriculum assumes that students in Years 7 and 8 will have the opportunity to experience one or more Arts subjects in depth.  Schools decide which units of study per subject to complete, and how and when. This band plan provides one potential unit. | Unit — Popular music | | |
| Students make and respond to music by exploring popular music from a range of cultures, times and locations. They will listen to, compose and perform music in a variety of styles.  Students will:   * experiment with texture and timbre in popular music, using aural skills * develop musical ideas, by improvising, combining and manipulating the elements of music in popular music * practise and rehearse a variety of popular music, including Australian music to develop technical and expressive skills * structure popular music compositions by combining and manipulating the elements of music, using notation * perform and present a range of popular music, using techniques and expression appropriate to style * analyse composers’ use of the elements of music and stylistic features when listening to and interpreting popular music * identify and connect specific features and purposes of popular music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal peoples and Torres Strait Islander peoples. | | |
| **General capabilities** | Literacy    Critical and creative thinking    Personal and social capability     Intercultural understanding | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures | | |
|  | **Assessment**  The *Year 7 to Year 10 The Arts*  *Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_arts\_yr7-10.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr7-10.pdf). | Unit — Popular music | | |
| Develop assessment | The assessment for each unit provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Music Years 7 and 8 achievement standard. Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. It will gather evidence of their ability to:   * identify and analyse how the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) are used in popular music and apply this knowledge in their performances and compositions * evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers * manipulate the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) and stylistic [conventions](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=conventions) to compose popular music * interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) * use [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills), music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in popular music they perform and compose. | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | * Make judgments of student achievements using the relevant achievement standards and task-specific standards. * Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. * Make consistent and comparable judgments by matching characteristics of the student work and qualities in the achievement standards. | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* —[www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1](http://www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1). [↑](#footnote-ref-1)
2. Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June. [↑](#footnote-ref-2)
3. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* *—Music: Rationale and Learning in Music,* [www.australiancurriculum.edu.au/the-arts/music/rationale](http://www.australiancurriculum.edu.au/the-arts/music/rationale). [↑](#footnote-ref-3)