

# Years 9 and 10 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 9 and 10 Australian Curriculum: Music achievement standard

By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

**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](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music)

# Years 9 and 10 Music standard elaborations

		A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>						
<b>Responding</b>		<u>thorough</u> analysis of different scores and performances aurally and visually	<u>informed</u> analysis of different scores and performances aurally and visually	analysis of different scores and performances aurally and visually	<u>description</u> of different scores and performances aurally and visually	<u>statements about</u> different scores and performances
		<u>discerning</u> evaluation of the use of the elements of music and defining characteristics from different musical styles	<u>informed</u> evaluation of the use of the elements of music and defining characteristics from different musical styles	evaluation of the use of the elements of music and defining characteristics from different musical styles	<u>explanation of how</u> the elements of music and defining characteristics from different musical styles are used	<u>statements about</u> the elements of music in different musical styles
<b>Making</b>	<b>Composing</b>	composition and documentation of music, informed and shaped by their understanding of music making in different cultures, times and places, through the <u>purposeful and skilful manipulation and skilful</u> use of: <ul style="list-style-type: none"> <li>aural skills, to recognise elements of music</li> <li>memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>knowledge of the elements of music, style and notation</li> </ul>	composition and documentation of music, informed and shaped by their understanding of music making in different cultures, times and places, through the <u>manipulation and skilful</u> use of: <ul style="list-style-type: none"> <li>aural skills, to recognise elements of music</li> <li>memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>knowledge of the elements of music, style and notation</li> </ul>	composition and documentation of music, informed and shaped by their understanding of music making in different cultures, times and places, through the use of: <ul style="list-style-type: none"> <li>aural skills, to recognise elements of music</li> <li>memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>knowledge of the elements of music, style and notation</li> </ul>	<u>partial</u> composition and documentation of music, informed and shaped by their understanding of music making in different cultures, times and places, through the <u>uneven</u> use of <u>aspects of</u> : <ul style="list-style-type: none"> <li>aural skills, to recognise elements of music</li> <li>memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>knowledge of the elements of music, style and notation</li> </ul>	<u>fragmented</u> composition of music, informed and shaped by their understanding of music making in different cultures, times and places, through the <u>sporadic</u> use of <u>aspects of</u> : <ul style="list-style-type: none"> <li>aural skills, to recognise elements of music</li> <li>memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>knowledge of the elements of music, style and notation</li> </ul>

		A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>						
<b>Making</b>	<b>Performing</b>	<p>effective and sensitive interpretation and authoritative performance of solo and ensemble repertoire, informed and shaped by their understanding of music making in different cultures, times and places, in a range of forms and styles demonstrating the skilful and sustained use of:</p> <ul style="list-style-type: none"> <li>aural skills, to recognise elements of music</li> <li>memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>knowledge of the elements of music, style and notation</li> <li>technical control</li> <li>expression</li> <li>stylistic understanding</li> </ul>	<p>effective interpretation and effective performance of solo and ensemble repertoire, informed and shaped by their understanding of music making in different cultures, times and places, in a range of forms and styles demonstrating the skilful use of:</p> <ul style="list-style-type: none"> <li>aural skills, to recognise elements of music</li> <li>memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>knowledge of the elements of music, style and notation</li> <li>technical control</li> <li>expression</li> <li>stylistic understanding</li> </ul>	<p>interpretation and performance of solo and ensemble repertoire, informed and shaped by their understanding of music making in different cultures, times and places, in a range of forms and styles demonstrating the use of:</p> <ul style="list-style-type: none"> <li>aural skills, to recognise elements of music</li> <li>memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>knowledge of the elements of music, style and notation</li> <li>technical control</li> <li>expression</li> <li>stylistic understanding</li> </ul>	<p>partial performance of solo and ensemble repertoire, informed and shaped by their understanding of music making in different cultures, times and places, in a range of forms and styles demonstrating the uneven use of aspects of:</p> <ul style="list-style-type: none"> <li>aural skills, to recognise elements of music</li> <li>memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>knowledge of the elements of music, style and notation</li> <li>technical control</li> <li>expression</li> <li>stylistic understanding</li> </ul>	<p>fragmented performance of solo and ensemble repertoire, informed and shaped by their understanding of music making in different cultures, times and places, in a range of forms and styles demonstrating the sporadic use of aspects of:</p> <ul style="list-style-type: none"> <li>aural skills, to recognise elements of music</li> <li>memorisation of aspects of music, such as pitch and rhythm sequences</li> <li>knowledge of the elements of music, style and notation</li> </ul>

**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
<b>understanding</b>	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
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Years 9 and 10 Music standard elaborations

These terms clarify the descriptors in the Years 9 and 10 Music SEs. Descriptions are drawn from:

- ACARA Australian Curriculum: The Arts glossary, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary)
- ACARA The Arts: Music > Examples of knowledge and skills > Years 9 and 10, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/example-of-knowledge-and-skills](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/example-of-knowledge-and-skills)
- other sources, to ensure consistent understanding.

Term	Description
<b>analysis; analyse</b>	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
<b>artist</b>	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 <a href="#">hybrid artworks</a>
<b>artwork</b>	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 <a href="#">hybrid artworks</a>
<b>aspects</b>	particular parts or features
<b>aural skills</b>	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 <a href="#">skills</a>
<b>authoritative</b>	having the sanction or weight of authority; expert, commanding
<b>characteristics</b>	distinguishing features or qualities
<b>composition; compositions; composing</b>	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)

Term	Description
<b>conventions</b>	traditional or culturally accepted ways of doing things based on audience expectations; each art form has hundreds of conventions built up over time and widely accepted by audiences
<b>defining</b>	to determine and describe the qualities that are distinct to a particular style
<b>description; describe</b>	give an account of characteristics or features
<b>discerning</b>	showing good judgment to make thoughtful choices
<b>dynamics</b>	see <a href="#">elements of music (dynamics and expression)</a>
<b>effective</b>	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
<b>elements of music</b>	<ul style="list-style-type: none"> <li>• rhythm — combinations of long and short sounds that convey a sense of movement subdivision of sound within a beat</li> <li>• pitch — the highness or lowness of a sound</li> <li>• dynamics and expression — how the sound is performed, including sound qualities (e.g. the relative volume and intensity of sound)</li> <li>• 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</li> <li>• timbre — the particular tone, colour or quality that distinguishes sound or combinations of sounds</li> <li>• texture — the layers of sound in a musical work and the relationship between them;</li> </ul> <p>in Years 9 and 10 Music, examples for the <i>elements of music</i> include:</p> <ul style="list-style-type: none"> <li>• rhythm <ul style="list-style-type: none"> <li>– regular and irregular time signature and beat subdivisions; triplets and duplets; further time signature</li> <li>– complex metres, required note groupings: <math>\frac{5}{4}</math> <math>\frac{7}{8}</math> <math>\frac{9}{8}</math></li> <li>– rhythmic devices including syncopation, rhythmic motif, rhythmic augmentation and diminution</li> </ul> </li> <li>• pitch <ul style="list-style-type: none"> <li>– melodies and chords based on major, minor and modal scales; tonal centres; modulation; consonance and dissonance; chromaticism; pitch devices including riff, ostinato and pedal note</li> </ul> </li> <li>• dynamics and expression <ul style="list-style-type: none"> <li>– dynamic gradations; expressive devices and articulations relevant to style such as rubato, ornamentation, terraced dynamics, pitch bending, vibrato, oscillation, filters and pedals</li> </ul> </li> <li>• form and structure <ul style="list-style-type: none"> <li>– structures appropriate to styles and repertoire studied including theme, hook, motivic development, head, sonata form, interlude and improvisation</li> </ul> </li> <li>• timbre <ul style="list-style-type: none"> <li>– identifying instruments and voice types by name and method of sound production; use of mutes, pedals, harmonics, digitally manipulated sound, distortion, and techniques appropriate to style</li> </ul> </li> <li>• texture <ul style="list-style-type: none"> <li>– horizontal and vertical layers appropriate to styles and repertoire studied; homophonic and polyphonic writing, countermelody and white noise</li> </ul> </li> </ul>

Term	Description
<b>evaluation; evaluate</b>	examine and judge the merit or significance of something
<b>explanation; explain</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>expression</b>	see <a href="#">elements of music (dynamics and expression)</a>
<b>expressive skills</b>	in Music, the use of elements such as dynamics combined with technical skills to enhance performance
<b>form; forms</b>	in Music, <i>form</i> is the sections within a piece of music, e.g. <ul style="list-style-type: none"> <li>• <i>binary</i> form (AB) contains section A, then section B</li> <li>• <i>ternary</i> form (ABA) contains section A, section B, then return to section A</li> <li>• <i>rondo</i> form (ABACA) contains section A, section B, section C, then return to section A;</li> </ul> see also <a href="#">elements of music (form and structure)</a>
<b>fragmented</b>	disjointed, incomplete or isolated
<b>hybrid artwork</b>	the combination of more than one art form within an artwork
<b>informed</b>	having relevant knowledge; being conversant with the topic; in Music, this includes how the knowledge and skills ( <a href="#">elements of music</a> , conventions of form, instrumental techniques, ensemble skills, <a href="#">aural skills</a> ) work together to communicate meaning or intent in and through music
<b>making</b>	includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions
<b>manipulation</b>	to skilfully change the state of something to suit a purpose
<b>meaning</b>	an intended idea, expression or purpose
<b>notation</b>	written symbols that represent and communicate sound; notation can be invented, recognisable to a traditional style or culture, or digitally created
<b>partial</b>	attempted; incomplete evidence provided
<b>parts</b>	in Music, the <i>parts</i> of a score include pitch (harmony, melody) and rhythm (bass, percussion)
<b>perform; performing; performance; performances</b>	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
<b>pitch</b>	in Music, the highness or lowness of a sound
<b>practice (n)</b>	repeated performance or systematic exercise for the purpose of acquiring skill or proficiency; see also <a href="#">practise</a> ; <a href="#">rehearse</a>
<b>practise (v)</b>	regularly revising, developing and consolidating skills, techniques and repertoire as a class or as an individual; see also <a href="#">practice</a> ; <a href="#">rehearse</a>
<b>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task

Term	Description
<b>rehearse</b>	in Music, <a href="#">practise</a> and refine a piece of music to refine their performance skills; in Years 9 and 10 Music, students must be given opportunities to <i>rehearse</i> songs and instrumental pieces
<a href="#">responding</a>	<a href="#">includes exploring, responding to, analysing and interpreting artworks</a>
<b>repertoire</b>	in The Arts, a collection of artworks (including dance sequences, dramatic plays, musical songs)
<a href="#">responding</a>	<del><a href="#">includes exploring, responding to, analysing and interpreting artworks</a></del>
<b>rhythm</b>	see <a href="#">elements of music</a>
<b>score; scores</b>	a collection of notated representations of sound used to communicate musical information; <i>scores</i> can use graphic, traditional, invented or stylistically specific symbols
<b>sensitive</b>	susceptible to the attitude, feelings or circumstances of others; responsive to external conditions or stimulations
<b>sequence; sequences</b>	the linking together of series of ideas, much like words are linked together to form sentences and paragraphs; in Music, a melodic, rhythmic or harmonic pattern; it can also describe the process or product of arranging blocks of music using sequencing software
<b>skills; skilful; skilfully</b>	abilities that come from knowledge, <a href="#">practice</a> , aptitude, etc., to do something well; in Music, in the context of: <ul style="list-style-type: none"> <li>• <i>creating artworks</i>, <i>skilful</i> includes considered selection, management and application of the <a href="#">elements of music</a></li> <li>• <i>sharing artworks</i>, <i>skilful</i> includes a high degree of proficiency and polish;</li> </ul> in Years 9 and 10 Music, examples for <i>skills</i> include: <ul style="list-style-type: none"> <li>• singing and playing music in two or more parts in a range of styles</li> <li>• performing with expression and technical control and an awareness of ensemble</li> </ul>
<b>sporadic</b>	appearing, happening now and again or at intervals; (irregular) or occasional
<b>statement; state</b>	a sentence or assertion
<b>style; stylistic</b>	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
<b>sustained</b>	continuing for an extended period or without interruption
<b>technical skills</b>	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
<b>thorough</b>	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
<b>timbre</b>	see <a href="#">elements of music</a>
<b>uneven</b>	not properly corresponding or aligning; not in keeping with

Term	Description
<b>unison</b>	coincidence in pitch of two or more notes, voices, etc.; 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