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|  | Years 9 and 10 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 9–10 | 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 9 and 10, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing.  Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. They extend their use of and identification of timbre to discriminate between different instruments and different voice types.  They build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques. In performance they extend technical and expressive skills from the previous band.  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 music forms, students learn that over time there has been further development of different traditional and contemporary styles. Students reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music.  As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music. They evaluate performers’ success in expressing the composers’ intentions and expressive skills in music they listen to and perform.  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 10, students [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) different scores and performances aurally and visually. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret), rehearse and perform solo and ensemble repertoire in a range of forms and styles. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and perform music with technical control, expression and stylistic understanding. They use aural skills to [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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. | | |
|  | **Content descriptions** | For each unit:   * Improvise and arrange music, using aural recognition of texture, [dynamics](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=dynamics) and expression to manipulate the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) to explore personal [style](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=style) in [composition](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=composition) and performance [(ACAMUM099)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM099) * Manipulate combinations of the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) in a range of styles, using technology and [notation](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=notation) [(ACAMUM100)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM100) * [Practise](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practise) and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill [(ACAMUM101)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM101) * Plan and organise compositions with an understanding of [style](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=style) and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander [artists](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=artists) [(ACAMUM102)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM102) * Perform music applying techniques and expression to interpret the composer’s use of [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) [(ACAMUM103)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUM103) * Evaluate a range of music and compositions to inform and refine their own compositions and performances [(ACAMUR104)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUR104) * Analyse a range of music from contemporary and past times to explore differing [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, and consider music in international contexts [(ACAMUR105)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMUR105) | | |
| 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 9 and 10   * Context as artist and audience: * How are the elements of music used to convey a cultural identity? * What historical forces and influences are evident in music? * How are pieces of music reflective of the social context in which it was created? * How is the representation of musical ideas a reflection of musicians’ viewpoints? * Knowledge as artist and audience: * How do musicians manipulate elements of music, skills and techniques to enhance composition and performance in a variety of styles? * What terminology, symbols, notation and compositional devices are required to compose and perform music with expression? * What technical and interpretative skills heighten compositional and performance success and strength? * What constitutes a personal musical style? * Evaluations and judgments as artist and audience: * How do changes in instrumentation and orchestration affect the interpretation of pieces of music? * How do various performances of the same repertoire differ and why? * How has technology impacted on audiences, the music industry and the way we consume music? * What philosophical, ideological and/or political perspectives evident in music affect an audience’s interpretation of it? | | |
| **Unit overviews**  The Australian Curriculum assumes that students in Years 9 and 10 will have the opportunity to specialise in one or more Arts subjects.  Schools decide which units of study per subject to complete, and how and when. This band plan provides one potential unit. | Unit — Music fusions | | |
| Students make and respond to music by exploring music that involves fusing various styles, genres, musical sources, ideas and other art forms.  Students will:   * improvise and arrange music involving fusing various styles and genres, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance * manipulate combinations of the elements of music in music that involves fusing various styles and genres using technology and notation * practise and rehearse to refine a variety of performance repertoire including fusing of various styles and genres with increasing technical and interpretative skill * plan and organise compositions involving fusing of various styles and genres with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists * perform music, involving a fusion of various styles and genres, applying techniques and expression to interpret the composer’s use of elements of music * evaluate a range of music and compositions that involve fusing various styles and genres to inform and refine their own compositions and performances * analyse a range of music from contemporary and past times that involves fusion of various styles and genres to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples, and consider music in international contexts. | | |
| **General capabilities** | Literacy    ICT capability   Critical and creative thinking    Personal and social capability     Intercultural understanding | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures | | |

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| Develop assessment | **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 — Music fusions |
| 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 9 and 10 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:   * analyse different scores and performances aurally and visually * evaluate the use of [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) and defining characteristics from different musical styles * use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions * interpret, rehearse and perform solo and ensemble fused repertoire in a range of [forms](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=forms) and styles * interpret and perform music with technical control, expression and stylistic understanding * use [aural skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=aural+skills) to recognise [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music) and memorise aspects of music, such as [pitch](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=pitch) and [rhythm](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=rhythm) sequences * use knowledge of the [elements of music](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+music), [style](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=style) and [notation](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=notation) to compose, document and share their fused music. |
| 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)