

THE ARTS

CONSULTATION CURRICULUM

Music – Comparative information 7–10

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COMPARISON OF CURRENT AND REVISED CURRICULUM IN THE ARTS 7–10

MUSIC

Content descriptions Year 7 to Year 10

Strand: Exploring and connecting

	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097)	Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104)
Proposed	analyse the ways that musicians use the elements of music and stylistic characteristics to communicate ideas, create effects and engage audiences in music created for different purposes and contexts (AC9AMU8E01)	evaluate the ways that musicians working in different contexts, develop personal style, work collaboratively, and use the elements of music and stylistic characteristics to communicate ideas, create effects and engage audiences (AC9AMU10E01)
Original	Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR098)	Analyse a range of music from contemporary and past times to explore differing 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)
Proposed	research and apply best practice to respectfully select and use material in music works, considering copyright and Indigenous Cultural Intellectual Property laws and protocols (AC9AMU8E02)	evaluate the ways that contemporary arts and cultural expressions challenge, entrench and celebrate multiple perspectives of Australian identity over time (AC9AMU10E02)

Strand: Developing skills, practice and ideas

	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Experiment with texture and timbre in sound sources using aural skills (ACAMUM092)	Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (ACAMUM101)
	develop and practise listening, technical and expressive skills to shape sounds using voices and instruments (AC9AMU8P01)	practise, develop and refine the use of listening, technical and expressive skills to shape sounds and communicate intended effects (AC9AMU10P01)
Original	Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094)	Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100)
Proposed	improvise and trial ways to combine and shape the elements of music and compositional devices to communicate ideas and effects when interpreting and composing music (AC9AMU8P02)	improvise and experiment with ways to combine and shape the elements of music, compositional devices and stylistic conventions to communicate intended effects and meanings (AC9AMU10P02)

Strand: Creating

	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)	Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099)
Proposed	Interpret music in a variety of forms and styles, and manipulate the elements of music to communicate expressive effects and intended meanings (AC9AMU8C01)	interpret music using technical and expressive skills and stylistic conventions to communicate intended meanings for audiences (AC9AMU10C01)
Original	Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095)	Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)
Proposed	improvise and compose using the elements of music and compositional devices to communicate ideas and intentions, and document compositions in a relevant form (AC9AMU8C02)	combine elements of music and use compositional devices to plan, and structure compositions to communicate ideas and intentions and document the works (AC9AMU10C02)

Strand: Sharing and communicating

	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096)	Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)
Proposed	rehearse and present planned performances of music using expressive skills to communicate stylistic understanding, and reflect on and discuss responses to the music (AC9AMU8S01)	rehearse and present planned performances using technical control, expression and stylistic understanding to communicate intended meanings, and reflect on and evaluate responses to the music (AC9AMU10S01)

Achievement standard Year 7 to Year 10

	Years 7 and 8	Years 9 and 10
Original	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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 recognize 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.</p>
Proposed	<p>By the end of Year 8 students analyse ways musicians working in different styles communicate ideas, meaning and feelings in their works and performances. They demonstrate and describe how musicians select and use material and meet legal and ethical obligations.</p> <p>Students demonstrate developing listening skills and performance techniques. They improvise and use stylistically relevant composing processes to create and document music. They individually and collaboratively make decisions about how they will interpret and shape elements of music. They rehearse and perform music and evaluate responses to the music.</p>	<p>By the end of Year 10 students evaluate how musicians working in specific styles or contexts shape music works and performances to communicate ideas, meanings and feelings, and interact with audiences. They discuss how music is used across cultures to celebrate, entrench or challenge ideas.</p> <p>Students practise and refine listening and interpretive skills and performance techniques relevant to the styles and contexts in which they are working. They use stylistically relevant improvisation and composing processes to create and document music that communicates ideas, meaning and feelings. They present performances that convey intentions and meanings and evaluate responses to the music.</p>