

# THE ARTS

## CONSULTATION CURRICULUM

**Scope and sequence 7–10 Music**

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MUSIC YEARS 7–10

MUSIC	Years 7 and 8	Years 9 and 10
<b>Music achievement standard</b>		
	<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>
<b>Strand</b>	<b>Content description</b> <i>Students learn to:</i>	
<b>Exploring and connecting</b>	<p>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)</p> <p>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)</p>	<p>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)</p> <p>evaluate the ways that contemporary arts and cultural expressions challenge, entrench and celebrate multiple perspectives of Australian identity over time (AC9AMU10E02)</p>
<b>Developing skills, practice and ideas</b>	<p>develop and practise listening, technical and expressive skills to shape sounds using voices and instruments (AC9AMU8P01)</p> <p>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)</p>	<p>practise, develop and refine the use of listening, technical and expressive skills to shape sounds and communicate intended effects (AC9AMU10P01)</p> <p>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)</p>
<b>Creating</b>	<p>interpret music in a variety of forms and styles, and manipulate the elements of music to communicate expressive effects and intended meanings (AC9AMU8C01)</p> <p>improvise and compose using the elements of music and compositional devices to communicate ideas and intentions, and document compositions in a relevant form (AC9AMU8C02)</p>	<p>interpret music using technical and expressive skills and stylistic conventions to communicate intended meanings for audiences (AC9AMU10C01)</p> <p>combine elements of music and use compositional devices to plan, and structure compositions to communicate ideas and intentions and document the works (AC9AMU10C02)</p>
<b>Sharing and communicating</b>	<p>rehearse and present planned performances of music using expressive skills to communicate stylistic understanding, and reflect on and discuss responses to the music (AC9AMU8S01)</p>	<p>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)</p>