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| **CURRICULUM AREA – The Arts: Music** |
| **Context:** Classroom music Students use their voices, movement and instruments in activities that allow them to explore different ways they can create and vary sounds. Through these activities they learn to recognise and use ‘speaking’ and ‘singing’ voices and create a variety of sounds using body percussion and instruments or found objects. They work in small groups to improvise instrumental pieces using the vocal and percussion sounds they have explored. They talk about the music they create, describing what they’re hearing, what they’re enjoying and why. |
| **Foundation Level The Arts: Music Content Descriptions addressed in this example****Explore and express ideas:** Explore sound and silence and ways of using their voices, movement and instruments to express ideas [(VCAMUE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE017)**Music Practices:** Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community [(VCAMUM018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM018)**Present and Perform:** Rehearse and perform songs and short instrumental pieces which they have learnt and composed**Respond and interpret:** Respond to music, expressing what they enjoy and why [(VCAMUR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR020)Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted.  |
|  | **VCAA example of indicative progress towards the Music Foundation Level Achievement Standard** | **Music Foundation Level Achievement Standard** |
|  | Indicative progress towards the Foundation Level achievement standard may be when students:* Follow instructions to use a speaking or a singing voice
* Demonstrate different types of sound that can be produced using body percussion, a percussion instrument or a found object
* Identify their preferences when describing sounds they have created using percussion instruments and body percussion
 | By the end of Foundation level students* sing and play instruments to communicate their experiences and ideas
* explore contrasting sounds and improvise with them
* match pitch when singing
* understand and respond to the beat and simple rhythm patterns.
* describe the music to which they listen, identifying what they enjoy and why.
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| **CURRICULUM AREA – The Arts: Music** |
| **Context:** Classroom musicStudents participate in performance workshops to learn and rehearse music for a performance of music using tuned and untuned percussion instruments. The first workshop introduces students to the process of learning and playing in a classroom ensemble. The following workshops enable the students to choose a part from a score, choose an instrument to play the part, rehearse in groups and perform as a class.  |
| **Level 2 The Arts: Music Content Descriptions addressed in this example****Explore and express ideas:** Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (VCAMUE021)**Music Practices:** Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community (VCAMUM022)**Present and Perform:** Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (VCAMUP023)**Respond and interpret:** Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander Music (VCAMUR024)Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted.  |
| **Music Foundation Level Achievement Standard** | **VCAA example of indicative progress towards the Music Level 2 Achievement Standard** | **Music Level 2 Achievement Standard** |
| By the end of Foundation level students* sing and play instruments to communicate their experiences and ideas
* explore contrasting sounds and improvise with them
* match pitch when singing
* understand and respond to the beat and simple rhythm patterns.
* describe the music to which they listen, identifying what they enjoy and why.
 | Indicative progress towards the Level 2 achievement standard may be when students:* choose an appropriate instrument to play a part in a work for percussion ensemble
* learn a part through a combination of imitation and reading a graphic score
* trial possibilities for using contrasting dynamics in their performance
* describe their use of contrasting dynamics in the performance
 | By the end of Level 2 students * use imagination, their voices and instruments to improvise, compose, arrange and perform music.
* explore and make decisions about ways of organising sounds to communicate ideas
* achieve intended effects and demonstrate accuracy when performing and composing.
* describe ways contrasts and effects can be created in music they listen to, compose and perform
* describe their understanding of the purposes of music in different social and cultural contexts.
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| **CURRICULUM AREA – The Arts: Music** |
| **Context:** Classroom musicStudents listen to music/soundscapes created using voices, digital sounds and found objects or body percussion. They identify and describe features of the music that interest them and discuss its impact. As a class they brainstorm music ideas for a backing track to accompany a presentation (oral, multimedia) about an issue or topic such as comparing the weather in Zambia and their suburb/town. Then, in small groups, they work collaboratively to create and record the backing track/accompaniment. The work might be performed live or it could be pre-recorded and embedded in a digital presentation. They document the work as a graphic or semi-conventional (combination of pitched notation and graphic score). |
| **Level 4 The Arts: Music Content Descriptions addressed in this example****Explore and express ideas:** Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments **Music practices:** Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms **Present and Perform**: Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience **Respond and interpret:** Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for including the music of Aboriginal and Torres Strait Islander Peoples, using music terminologyNote: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted.  |
| **Music Level 2 Achievement Standard** | **VCAA example of indicative progress towards the Music Level 4 Achievement Standard** | **Music Level 4 Achievement Standard** |
| By the end of Level 2 students * use imagination, their voices and instruments to improvise, compose, arrange and perform music.
* explore and make decisions about ways of organising sounds to communicate ideas
* achieve intended effects and demonstrate accuracy when performing and composing.
* describe ways contrasts and effects can be created in music they listen to, compose and perform
* describe their understanding of the purposes of music in different social and cultural contexts.
 | Indicative progress towards the Level 4 achievement standard may be when students:* identify features of soundscapes/accompaniments that interest them
* brainstorm music ideas for a soundscape/backing track, trial and select those that best fit the topic
* choose instruments and explore appropriate tonal qualities
* improvise rhythmic and/or melodic patterns for the soundscape/backing track
* develop a key for a graphic score including symbols for instruments/sounds, and how tempo and dynamics will be indicated
* rehearse composition focussing on dynamics
 | By the end of Level 4, students * improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences.
* document their compositions.
* describe and discuss similarities and differences between music they listen to, compose and perform.
* discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.
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| **CURRICULUM AREA – The Arts: Music** |
| **Context:** Classroom music Students work with a member of the local Koorie community and others who represent cultural groups in the local community to present a concert that features songs from different cultures. They plan the performance and make decisions about staging and how songs will be introduced. They learn and rehearse the chosen program focusing on achieving an ‘authentic’ feel for each performance.  |
| **Level 6 The Arts: Music Content Descriptions addressed in this example**1. **Explore and express ideas:** Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects [(VCAMUE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE029)
2. **Music practices:** Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing[(VCAMUM030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM030)
3. **Present and perform:** Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience [(VCAMUP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP031)
4. **Respond and interpret:** Explain how aspects of the [elements of music](http://victoriancurriculum.vcaa.vic.edu.au/glossary/popup?a=TheArts&t=elements+of+music) are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations, including the music of Aboriginal and Torres Strait Islander peoples [(VCAMUR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR032)

Note: each aspect of the Achievement Standards draws on learning from at least two of the strands. In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted.  |
| **Music Level 4 Achievement Standard** | **VCAA example of indicative progress towards the Music Level 4 Achievement Standard** | **Music Level 6 Achievement Standard** |
| By the end of Level 4 students * improvise, arrange, compose
* accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences.
* document their compositions.
* describe and discuss similarities and differences between music they listen to, compose and perform.
* discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.
 | Indicative progress towards the Level 4 achievement standard may be when students:* identify features of a song that link it to a particular culture, time or location
* uses digital instruments to create a backing track for a song
* trial different ways to communicate tempo and starting dynamic for a performance of a song
* learns a performance technique associated with music from a particular culture
* rehearse songs in a performance space adjust articulation, dynamics and/or tempo to achieve optimum clarity and impact
 | By the end of Level 6 students * use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music.
* sing and play music in different styles
* use music terminology
* demonstrating listening, technical and expressive skills
* performing with accuracy and expression for audiences.
* explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform
* describe how their music making is influenced by music from different cultures, times and locations,
* using music terminology.
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| **CURRICULUM AREA – The Arts: Music** |
| **Context:** Students participate in an instrumental or classroom music program and focus on developing their instrumental/vocal skills. With their teachers they select performance repertoire that offers them achievable but specific challenges. The music might be work they have composed/arranged and are now preparing to perform, ensemble/group pieces they’re learning with others or work for a solo program. The teaching and learning plan will focus on supporting each student to address challenges offered by the music and develop their instrumental and/or vocal technique. Students will also set and monitor learning goals and/or performance intentions and establish and maintain effective practice habits. |
| **Level 7-8 The Arts: Music Content Descriptions addressed in this example****Explore and express ideas:**  Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects (VCAMUE033)**Music practices:** Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills (VCAMUM035)**Respond and interpret:** Analyse composers’ use of the elements of music and stylistic features when listening to and interpreting music (VCAMUR038)Note: In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted. |
| **Music Level 5-6 Achievement Standard** | **VCAA example of indicative progress towards the Music Level 8 Achievement Standard** | **Music Level 8 Achievement Standard** |
| By the end of Level 6, students* use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music.
* sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences.
* explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform.
* describe how their music making is influenced by music from different cultures, times and locations, using music terminology.
 | Indicative progress towards the Level 8 achievement standard may be when students* identify performance ‘challenges’ by adding a comments track to a recording or annotating a score/chart
* Describe their intentions for a performance of selected music based on analysis of recordings or live performances/teacher demonstrations
* Explore relevant techniques and sound qualities through improvisation activities and exercises [teacher selected]
* Create exercises to address specific challenges based on improvisation activities
* Develop learning goals and a practice plan, and stick to the plan
* Use ICT to monitor, reflect on and evaluate progress
 | By the end of Level 8, students* manipulate the elements of music and stylistic conventions to improvise, compose and perform music.
* use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.
* use music terminology and symbols to recognise, describe and notate selected features of music.
* identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions
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