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| **CURRICULUM AREA – The Arts: Music** | | |
| **Context:** Classroom musicStudents 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 |
| **CURRICULUM AREA – The Arts: Music** | | | |
| **Context:** Students participate in an instrumental or classroom music program and complete a unit of work that focuses on study and performance of music in a particular style or genre. The teaching and learning plan will focus on developing students’ understanding of the style/genre and associated instrumental/vocal techniques and conventions. Opportunities should be provided for students to discuss their responses to the music and their ideas for interpreting the works.  Students can also compose, improvise or arrange music in the selected style/genre. As a class, students plan and present a performance of the works they have created and learnt. They also set and monitor individual/group learning goals/performance intentions and establish/maintain effective practice/rehearsal habits. Depending on the learning context students or teachers might select the music/style/genre. | | | |
| **Level 9-10 The Arts: Music Content Descriptions addressed in this example**  **Explore and express ideas:**  Manipulate combinations of the elements of music in a range of styles, using technology and notation to explore options for interpretation and developing music ideas. (VCAMUE041)  **Music practices:** Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions (VCAMUM042)  **Respond and interpret**: Evaluate a range of performances and compositions to inform and refine their own music making (VCAMUR045)  Note: In the chart below, only aspects of the achievement standards directly relevant to the examples of indicative progress are highlighted. | | | |
| **Music Level 7-8 Achievement Standard** | **VCAA example of indicative progress towards the Music Level 10 Achievement Standard** | | **Music Level 9-10 Achievement Standard** |
| 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 | Indicative progress towards the Level 10 achievement standard may be when students:   * explore and develop techniques for achieving particular tone colour or use of articulation, dynamics or phrasing that is characteristic of a selected music style * describe characteristics of a music style/genre (orally and/or in writing) * plan and execute a practice and/or rehearsal routine specifically targeted to improving their skill in using techniques and conventions associated with a selected music style and evaluate their progress * create a check-list of performance conventions relevant to a selected music style as a reference for planning a performance of music in that style * compose, improvise or arrange music that reflects characteristics of the selected style | | By the end of Level 10, students  - interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles  - demonstrate a developing personal voice and technical control, expression and stylistic understanding  - use general listening and specific aural skills to enhance their performances  - use knowledge of the elements of music, style and notation to compose, document and share their music.  - aurally and visually analyse works and performances of different styles  - evaluate the use of elements of music and defining characteristics from different musical styles. |