

# Introducing the Victorian Curriculum: Music, Dance and Drama 7–10

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VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY



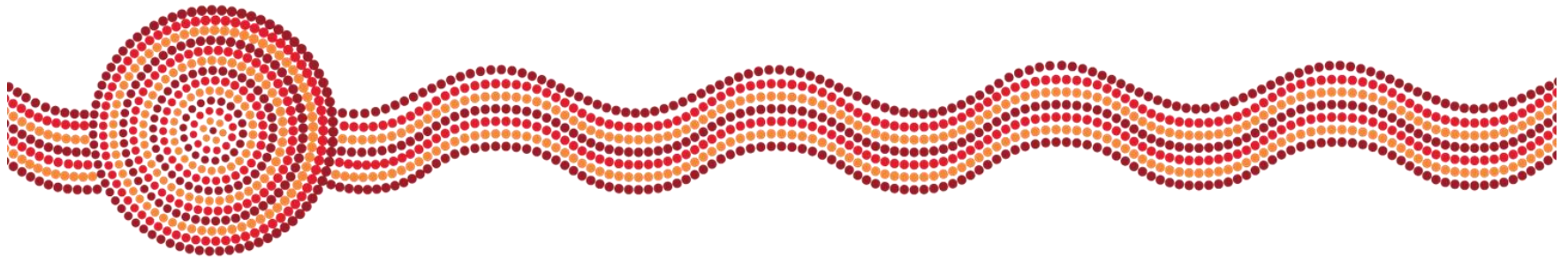
# Acknowledgment of Country

*I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.*

*For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations.*

*When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region.*

*I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.*



# Aims of this session

- What are the aims of the curriculum?
- How is the Victorian Arts Curriculum structured?
- Where can you find the curriculum documentation for Music, Dance and Drama?
- How can you link the curriculum to school planning and planning your classes?
- Where can you find support resources?
- How can you assess against the Achievement Standards?
- Contacts

# What are the aims of the Victorian Curriculum in the Arts?

# Key messages

- Each Arts discipline is based on two overarching principles:
  - students learn as artist and as audience
  - students learn through making and responding
- Each Arts discipline has a Rationale, Aims, Structure, and Achievement Standards. While they each have their own content, they are clearly related within the Arts learning area.

# Aims

Each of the disciplines has its own aims, but overall the aims reflect these aspects:

- confidence to be creative and innovative
- skills appropriate to the discipline
- aesthetic knowledge, curiosity and respect across global communities, cultures and traditions
- understanding of relationship with other arts forms and contributions to cultures and societies, and an ability to reflect knowledgeably on their own and others' work

## Learning Areas

- The Arts
  - Dance
  - Drama
  - Media Arts
  - Music
  - Visual Communication Design (7-10)
  - Visual Arts
- English
- Humanities
  - Civics and Citizenship
  - Economics and Business
  - Geography
  - History
- Languages
- Health and Physical Education
- Mathematics
- Science
- Technologies
  - Design and Technologies
  - Digital Technologies \*

## Capabilities

- Critical and creative thinking
- Intercultural\*
- Ethical\*
- Personal and social

# The Arts in stages of the curriculum

- **Foundation Stage (Prep – Year 2) – substantial attention to the arts**
- **Breadth Stage (Years 3 – 8) – an arts program that in Years 3-4 includes all five Arts disciplines, and at Years 5-6 and 7-8 consist of at least two Arts disciplines, one from Performing Arts and one from Visual Arts.**
- **Pathway stage (Years 9 – 10)**



# How is Arts Education delivered in schools?

- In many different ways!
- Most primary schools do not have specialist teachers for Arts disciplines, but sometimes one will be nominated as a ‘performing arts’ teacher.
- In secondary schools, teachers might be trained in one area of the arts, but also expected to teach another.

# Where do you find the Arts Curriculum?

- <https://victoriancurriculum.vcaa.vic.edu.au/>

# The Arts

## About the Arts

[Glossary](#)[Dance](#)[Drama](#)[Media Arts](#)[Music](#)[Visual Arts](#)[Visual Communication Design](#)

## About the Arts

[Print this page](#)

In the Victorian Curriculum F–10, the Arts includes Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design.

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts students are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, taking into account different histories and cultures. The Arts contributes to the development of confident and creative individuals and enriches Australian society. Students express, represent and communicate ideas in contemporary, traditional and emerging arts forms. In Dance, Drama and Music students explore the performing arts whilst in Media Arts, Visual Arts and Visual Communication Design students explore the world of visual representation and expression.

The significant contributions of Aboriginal and Torres Strait Islander peoples to Australia's arts heritage and contemporary arts practices are explored across the Arts, and students are encouraged to respect and value these

https://victoriancurriculum.vcaa.vic.edu.au/the-arts/music/introduction/rationale-and-aims

Pages - 2021 Plain English Sp... Music - Rationale and Aims ...

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# Music

Introduction Curriculum

## Rationale and Aims

Structure Learning in Music Scope and Sequence Resources

## Rationale and Aims

Print this page

### Rationale

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped; new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

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. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music. As students progress in their study of Music, they learn to appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way

https://victoriancurriculum.vcaa.vic.edu.au/the-arts/music/introduction/structure

Type here to search

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# How is the Arts Curriculum structured?

# Structure

## Strands

<b>Explore and Express Ideas</b>	<b>Practices</b>	<b>Present and Perform</b>	<b>Respond and Interpret</b>
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# Achievement standards

- **The first achievement standard is at Foundation, and then at Levels 2, 4, 6, 8 and 10**
- **A curriculum for students with disabilities is provided**
- **Unless regular time is devoted to the arts disciplines, progress on the learning continuum will be slower**

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[Rationale and Aims](#)

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[Structure](#)

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[Learning in Music](#)

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[Scope and Sequence](#)

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[Resources](#)

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## Scope and Sequence

The curriculum sets out what students are expected to learn and is designed as a continuing curriculum. This curriculum is being presented in a scope and sequence chart to support teachers to easily assist in planning teaching and learning programs to meet the diverse needs of students.

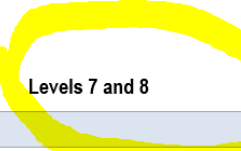
These charts include the content descriptions and achievement standards. It is advised to be used in conjunction with the introductory materials and the level/band descriptions in the [curriculum](#).

The number of levels represented in each chart varies. Read the naming convention in the [introduction](#) to selecting the most appropriate chart.

These charts are designed to be printed in A3 format.

- [Music Levels A to D, Foundation.docx \(107 KB\)](#)
- [Music Levels A to D, Foundation.pdf \(136 KB\)](#)
- [Music Foundation-Level 10 update.docx \(108 KB\)](#)



**Foundation Level****Levels 1 and 2****Levels 3 and 4****Levels 5 and 6****Levels 7 and 8****Explore and Express Ideas**

Explore sound and silence and ways of using their voices, movement and instruments to express ideas

Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion

Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments

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

Experiment with elements of **music, in isolation** combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects

Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music

**Music Practices**

Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community

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

Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms

Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing

Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills

Structure compositions by combining and manipulating the elements of music and using notation

**Present and Perform**

Rehearse and perform songs and short instrumental pieces which they have learnt and composed

Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience

Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience

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

Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expressive appropriate to style

**Respond and Interpret**

Respond to music, expressing what they enjoy and why

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

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

Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations

Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music

Rationale and Aims

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Structure

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Learning in Music

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**Scope and Sequence**

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Resources

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## Scope and Sequence

The curriculum sets out what students are expected to learn and is presented in a scope and sequence chart to support teachers to assist in planning teaching and learning programs to meet the diverse needs of students.

These charts include the content descriptions and achievement standards in conjunction with the introductory materials and the level/band descriptions.

The number of levels represented in each chart varies. Read the notes and select the most appropriate chart.

- These charts are designed to be printed in A3 format.

Filter

Showing all levels



Showing all strands



View



Show



Level descriptions



Content descriptions



Achievement standards

[◀ Previous](#)[A](#) [B](#) [C](#) [D](#) [F](#) [1-2](#) [3-4](#) [5-6](#) [7-8](#) [9-10](#)

## Levels 5 and 6

### Levels 5 and 6 Description

In Levels 5 and 6, Music involves students continuing to listen to, improvise, compose, arrange and perform music, independently and collaboratively with their peers, teachers and communities.

Students...

[Show more](#)

### Levels 5 and 6 Content Descriptions

[Explore and Express Ideas](#)

## Levels 7 and 8

### Levels 7 and 8 Description

In Levels 7 and 8, students make and respond to music independently and collaboratively, with their peers, teachers and communities.

Students using listening skills to identify and make decisions...

[Show more](#)

### Levels 7 and 8 Content Descriptions

[Explore and Express Ideas](#)

## Levels 9 and 10

### Levels 9 and 10 Description

In Levels 9 and 10, learners make and respond to music using their voices, instruments and media, with their peers, teachers and communities.

[Show more](#)

### Levels 9 and 10 Content Descriptions

[Explore and Express Ideas](#)



capella, dance styles

- exploring ways to combine and extend music ideas within specific forms such as song form, ABA, or improvising motifs and combining them with a chord progression to create music for a film-score segment to create solo (unaccompanied) or ensemble work
- arranging a familiar melody, for example, writing counter-melody, bass line or variations or reworking the rhythm/feel to fit a particular music style and creating a score using notation (by hand or with technology)
- exploring technologies as tools for creating, notating, recording, sharing and discussing music ideas, for example, how effectively are the expressive techniques indicated in the notation of the composition? What are the strengths of this performance or composition?

Code

VCAMUM036

Curriculum resources and support

**FUSE**

Find related teaching and learning resources in **FUSE\***



Find related curriculum resources on the [VCAA resources site](#)

**How can I link the curriculum to school planning, and plan my classes?**

# Four interrelated layers

- [By School](#) – a high-level summary of the coverage of all the curriculum areas, reflecting the school’s goals, vision and any particular areas of specialisation or innovation
- [By Curriculum Area](#) – the sequencing of key knowledge and skills across the years of schooling to support a progression of learning
- [By Year Level](#) – a coherent program from a student perspective that enables effective connections across curriculum areas
- [By Unit / Lessons](#) – specifying Victorian Curriculum F–10 content descriptions and achievement standards, activities and resources to ensure students of all achievement levels are able to progress

# Curriculum planning - a unit of work

## By Unit / Lessons

### Does the unit plan/sequence of lessons:

- specify the content descriptions addressed in each unit/sequence of lessons?
- specify the achievement standards addressed in each unit/sequence of lessons?
- include the resources and activities used to develop knowledge and skills?
- provide for a range of student abilities?
- specify the assessments used to monitor and progress student learning?
- provide guidance about the approximate time required for the unit/sequence of lessons?

<http://curriculumplanning.vcaa.vic.edu.au/sat/self-assessment-tool>



# How do I assess against the achievement standards?

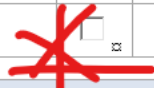
- The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Each curriculum area includes content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do.

- Schools must ensure there is ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program
- Schools must assess student performance against the [Victorian Curriculum F-10 achievement standards](#)
- Schools must document how they will assess student learning as part of their school-based curriculum program, including formative and summative assessment
- Reporting is a school decision



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<b>Movement Standard</b>	<b>Dance--Levels 5 and 6 Achievement Standard</b> <small>Separated by line. Number in brackets, e.g.-(3), is used as an identifier in various parts of the template. . .</small>	<b>Dance--Levels 7 and 8 Achievement Standard</b>
<p>to dance sequences and use the elements of dance and communicate their ideas and intentions. ¶</p> <p>safely with control, accuracy, projection and focus. ¶</p> <p>similarities and differences between dances they make, ¶</p> <p>rs organise the elements of dance to communicate ideas</p>	<p>By the end of Level 6 ¶</p> <ul style="list-style-type: none"> <li>• Students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. (1) ¶</li> <li>• They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice. (2) ¶</li> <li>• Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. (3) ¶</li> <li>• They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making. (4) ¶</li> </ul>	<p>By the end of Level 8 ¶</p> <ul style="list-style-type: none"> <li>• Students choreograph and perform dances to communicate</li> <li>• They improvise movement and select and organise the e</li> <li>• Students learn, rehearse and perform dances, demonstr</li> <li>• Students identify and analyse the elements of dance, ch</li> <li>• They evaluate how they and other dance practitioners fro</li> </ul>
<b>Movement Standard</b>	<b>Drama--Levels 5 and 6 Achievement Standard</b>	<b>Drama--Levels 7 and 8 Achievement Standard</b>
<b>Movement Standard</b>	<b>Music--Levels 5 and 6 Achievement Standard</b>	<b>Music--Levels 7 and 8 Achievement Standard</b>

- **Glossary – at the start of the Arts Curriculum**
- **Links at the bottom of the elaboration pages – VCAA and FUSE**
- **Subject associations – AMuse, ASME  
Drama Victoria  
Ausdance Victoria**

# Contacts

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**For further advice about the implementation of the F–10 curriculum in Victorian schools, including developments, resources and professional learning opportunities, please subscribe to the F–10 Curriculum Update:**

**<https://www.vision6.com.au/em/forms/subscribe.php?db=399327&s=112201&a=18689&k=799b5d6>**