In Music, students’ exploration and understanding of the elements of music, musical conventions, styles and forms expands with their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills they develop to inform and extend their own musical experiences.

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

As independent learners, students integrate listening, performing and composing activities. These activities develop sequentially, enhancing their capacity to perceive and understand music. As students’ progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul and mind of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

AIMS

In addition to the overarching aims of the Australian Curriculum: The Arts, Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skillful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

Content descriptions

In Music, students explore and understand the elements of music: pitch, rhythm, dynamics, timbre, texture, form, style and genre, and the ways in which they are used to communicate ideas and experiences. They develop skills in reading, writing and improvising musical ideas and concepts using musical notation, graphic notation and other notational systems.

These activities, developed sequentially, enhance their capacity to perceive and understand music. As students’ progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul and mind of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.
**Elements of music**

Develop knowledge, understanding and skills through activities which integrate the techniques and processes of music: listening, composing and performing.

**Examples of knowledge and skills in music**

The following information serves to articulate the main parts of the broader conceptual areas of Knowledge and Skills. These are not an exclusive, exhaustive list, but an indication of the breadth of study within music. In this band students are introduced to the ways that ideas and intentions are communicated in and through music. They develop knowledge, understanding and skills through music practices focusing on:

**Elements of music**

**Rhythm**
- simple metres and time signatures
- semibreve, minim, crotchet, quaver and associated rests, semiquaver
- compound metre, dotted crotchet, crotchet, quaver, quavers in groups of 3
- semiquaver, dotted crotchet rest

**Pitch**
- pentatonic and major scales
- recognising pitch sequences such as an arpeggio or riff, treble and bass clef

**Dynamics and expression**
- smooth (legato), detached (staccato), accent

**Form**
- theme, motif, phrase, rondo (ABACA), riff, ostinato

**Timbre**
- acoustic, electronic sounds; voice and instrument types

**Texture**
- contrast within layers of sound

**Skills (including aural skills)**
- identifying and noting metre and rhythmic groupings
- singing and playing independent parts against contrasting parts
- recognising instrumental and vocal timbres and digitally generated sounds
- using available technology and digital media as a tool for music learning
- holding and playing instruments and using their voices safely and correctly
- listening to others, controlling volume and tone in ensemble activities

**Years 5–6: Considering Viewpoints in Music**

In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique music as composers, performers and audiences, they may ask and answer questions to interrogate, explore and investigate the composers’ and performers’ meanings, and the audiences’ interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own music and the music they interpret as musicians and listen to as audiences. The complexity and sophistication of such questions will change across Foundation to Year 10. In the later years, students will be asked to explore these questions more explicitly and explore the influence of historical and cultural contexts.

**Examples of viewpoints and questions within the Music Content Elaborations Years 5–6**

- **Making**
  - Mellifluous: What kind of music is this, and how do the elements of music communicate meaning? How does the music sound in different cultural contexts?
  - Complex: What instrumental parts are used to achieve the desired effect? How do these choices relate to the cultural and historical contexts?

- **Responding**
  - For the composer, how does the music fit the intended message or emotion? Why are certain elements of the music chosen?

**Years 5–6: Level Description: Music**

In Years 5 and 6, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and collaboratively with their classmates, teachers and communities.

Students develop their aural skills by identifying rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music. They sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds. They explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose. They identify a variety of audiences for which music is made.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the meaning of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn how rhythm, pitch and form are used to communicate meaning. Students learn about music in and beyond their local community.

As they make and respond to music, students explore meaning and interpretation, forms and elements of music. They explore the social, cultural and historical contexts of music. They evaluate the use of elements of music in music they listen to, perform and compose. Students develop their aural skills by identifying rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose. They identify a variety of audiences for which music is made.

Students maintain safety in using instruments and technologies and in interaction with others. Their understanding of the role of music in society and in their local communities.

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**Years 5–6 Content Descriptions: Music**

- **6.1 Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns**
- **6.2 Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community**
- **6.3 Rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience**
- **6.4 Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music**

**NB:** It is advised that the ‘Learning in Music’ two page introduction (Subject, structure) is used along with this ‘explorer’ paper. Download it from the Australian Curriculum website.

**Source:** [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) accessed 22/02/2017