**Rationale: Music**

This rationale complements and extends the rationale for The Arts learning area.

Music is uniquely an aural art form. The essence 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 meaning, 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.

As independent learners, students integrate listening, performing and composing activities. 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, mind and spirit 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, skilled 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.

**Organisation and Content Structure**

Within the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts Foundation to Year 10 enables exploration of the dynamic and emerging relationships between Arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the Arts such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing for different experiences of art making and design. Students develop a range of experiences that make them independent and creative designers.

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**Strands**

- Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.

**Making** includes exploring, responding to, analysing and interpreting artworks.

**Responding** includes exploring, responding to, analysing and interpreting artworks.

**Relationship between the strands.** Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students’ skills in critical and creative thinking. As students make artworks they actively contribute to their developing artwork and the artworks of others; as students respond to artworks they draw on the world, understanding and skills acquired through their experiences in making artworks.

**Viewpoints**

- In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students’ knowledge, understanding and inquiry skills.

In Music, students study to compose and perform music from a diverse range of styles, traditions and contexts. They create, share and shape sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and understanding understanding and skills about music and musicians.

**Knowledge and skills of Music**

In Music, students’ exploration and understanding of the elements of music, musical conventions, styles and forms expands with their continued active engagement with music.

Students are encouraged to explore and understand the elements of music, style and notation to compose, perform and present music in a range of styles, traditions, contexts and styles.

**Content Descriptions**

Content descriptions in each Arts subject focus on similar concepts and skills that, across the bands, present a developmental sequence of knowledge, understanding and skills.

The focus of each content description in Foundation to Year 10 expands into more specific content descriptions for Years 7 to 10 as presented in the table below. For transition purposes from primary to secondary in Years 7 – 10 and consistency state-wide, generalist primary teachers at Year 7 could use the Foundation to Year 6 content, and the four first similar concepts and skills eg. the 1st, 3rd, 5th and 7th Content Descriptions, with the deeper and expanded concepts being emphasised in year 8 eg. the 2nd, 4th, 5th and 7th Content Descriptions. E.g. The emphasis in Year 7 could then be on: 8.1, 8.3, 8.5 and 8.8, and in Year 8: 8.2, 8.4, 8.5 and 8.7.

<table>
<thead>
<tr>
<th>Content description</th>
<th>Foundation-Yr 6</th>
<th>Content description</th>
<th>Yrs 7-10</th>
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<tbody>
<tr>
<td>1-1st Exploring ideas and improving with ways to represent ideas</td>
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<td>2-2nd Developing understanding of practices</td>
<td>2-2nd Manipulating and applying the elements/concepts with intent</td>
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<td>3rd Sharing artworks through performance, presentation or display</td>
<td>3rd Structuring and organising ideas into form</td>
<td>3rd Structuring and organising ideas into form</td>
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<td>4-4th Responding to and interpreting artworks</td>
<td>4-4th Analysing and reflecting upon intentions</td>
<td>4-4th Analysing and reflecting upon intentions</td>
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</tbody>
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Years 9–10: Level Description: Music
In Years 9 and 10, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing.

Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. They extend their use of and identification of timbre to discriminate between different instruments and different voice types.

They build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques. In performance they extend technical and expressive skills from the previous band. As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore music forms, students learn that over time there has been further development of different traditional and contemporary styles. Students reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music.

As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music. They evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform.

Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.

Years 9–10: Examples of knowledge and skills in Music
Music is learned through developing skills and knowledge associated with the elements of music. Musical ideas are conceived, organised and shaped by aspects and combinations of rhythm, pitch, dynamics and expression, form and structure, timbre and texture. When making and responding, students' musical skills are best developed 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**
  - regular and irregular time signature and beat subdivisions; triplets and duplets; further time signature
  - complex metres, required note groupings: \( \frac{3}{4} \), \( \frac{5}{4} \)
  - rhythmic devices including syncopation, rhythmic motif, rhythmic augmentation and diminution

- **Pitch**
  - melodies and chords based on major, minor and modal scales; tonal centres; modulation; consonance and dissonance; chromaticism; pitch devices including riffs, ostinato and pedal note

- **Dynamics and expression**
  - dynamic gradations; expressive devices and articulations relevant to style such as rubato, ornamentation, terraced dynamics, pitch bending, vibrato, oscillation, filters and pedals

- **Form and structure**
  - structures appropriate to styles and repertoire studied including theme, hook, motivic development, head, sonata form, interlude and improvisation

- **Timbre**
  - identifying instruments and voice types by name and method of sound production; use of mutes, pedals, harmonics, digitally manipulated sound, distortion, and techniques appropriate to style

- **Texture**
  - horizontal and vertical layers appropriate to styles and repertoire studied; homophonic and polyphonic writing, counterpoint and polyphony

**Skills (including aural skills)**
- singing and playing music in two or more parts in a range of styles
- performing with expression and technical control and an awareness of ensemble.

**Examples of viewpoints and questions within the Music Content Elaborations Years 9–10**
Considering viewpoints:
- **Meanings and interpretations**: For example – How do changes in instrumentation and orchestration affect the interpretation of this piece?
- **Cultures and histories**: For example – How are the elements of music used in this piece to convey a cultural identity? What historical forces and influences are evident in this work?
- **Psychology**: For example – How does music used in games or film influence and stimulate an emotional response in an audience?
- **Evaluations**: For example – How are these two performances different? Which one was more successful with audiences and why?
- **Societies**: For example – How is this piece typical of the social context in which it was created? Cultures: How are the elements of music used in this piece to convey a cultural identity? How do the elements and forms of music influence and have an effect on society today?
- **Critical theories**: For example – How has the rise of technology changed the nature of music? How has technology impacted on audiences, the music industry and the way we consume music?

Years 9–10: Content Descriptions: Music
10.1 Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance
10.2 Manipulate combinations of the elements of music in a range of styles, using technology and notation
10.3 Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill
10.4 Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists
10.5 Perform music applying techniques and expression to interpret the composer's use of elements of music
10.6 Evaluate a range of music and compositions to inform and refine their own compositions and performances
10.7 Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts.

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