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

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 facilitates 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 automatically 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 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, 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.

Organisation and Structure
In 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 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 the artists with the creative freedom to design and develop unique and innovative forms of art.

Content Descriptions

In Music, students explore and understand the elements of music, musical conventions, styles and forms to expand their continued active engagement with music. The arts of performing and composing music from a broad range of styles, practices, traditions and contexts, students learn to recognise their subjective preferences and consider diverse perspectives of music. This, in turn, informs the way in which they interpret music as performers and how they respond to the music they listen to. Additionally, students develop their own musical voices as composers and their own style as musicians.

Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding, and Understanding and Appreciation. Each subject is a cluster of synergistic art forms that 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 respond to artworks in the past, present and future. Students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

Content Descriptions

Foundation–Year 6

1st Exploring ideas and improvising with ways to represent ideas
2nd Developing understanding of practices
3rd Sharing artworks through performance, presentation or display
4th Responding to and interpreting artworks

Years 7–10

1st Exploring ideas and improvising with ways to represent ideas
2nd Manipulating and applying the elements/concepts with intent
3rd Developing and refining understanding of skills and techniques
4th Structuring and organising ideas into form
5th Sharing artworks through performance, presentation or display
6th Analysing and reflecting upon intentions
7th Responding to and interpreting artworks

Learning Area The Arts: Foundation to Year 2 Achievement Standard
By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

Music: Foundation to year 2 Achievement Standard
By the end of Year 2, students describe how music they create and perform connects to arts practices and makes links between one art form and another.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by playing in tune and keeping in time when they sing and play.
In Foundation to Year 2, students explore music. They listen to and explore sound and learn about how music can represent the world and that they can make music to represent their ideas about the world. They share their music with peers and experience music as audiences. In Foundation to Year 2, learning in Music builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students’ connection with and contribution to the world.

Students learn to listen to music and become aware of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they explore and make music. They learn to discriminate between sounds and silence, and loud and soft sounds. They learn to move and perform with beat and tempo.

In the Foundation Year, students undertake music suitable to their level of development. 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 Asian region. While music in the local community should be the initial focus for learning, young students are also aware of and interested in music from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that songs and music are used by Aboriginal and Torres Strait Islander people for different purposes.

As they make and respond to music, students explore meaning and interpretation, forms and elements and social and cultural contexts of music. They make simple evaluations of music expressing what they like and why. Students learn about safety when using instruments and while interacting with others. They experience the role of artist and they respond to feedback in their music making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance.

### Years F–2: 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** - sound/silence, long/short, fast/slow, beat and rhythm, rest, crotchet, quavers in pairs, experience of duple and triple metres
- **Pitch** - high/low, pitch direction (going up or down), pitch matching, unison
- **Dynamics and expression** - loud (forte) and soft (piano)
- **Form** - same/different, patterns, repetition, echo, introduction, verse, chorus, round
- **Timbre** - every voice and instrument has its own distinct sound; how sound is produced including hit, blown, plucked and shaken
- **Texture** - unison, melody and accompaniment, round, drone

**Skills (including aural skills )**

- discriminating between sounds and silence
- moving and performing with an understanding of beat and tempo
- demonstrating the difference between singing and speaking voice
- discriminating between loud and soft, long and short, high and low
- recognising familiar instrument timbres
- using technology as a tool for music learning
- holding and playing classroom instruments safely and correctly
- understanding turn-taking in group music making
- playing in time.

### Years F–2 Content Descriptions: Music

1. **Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion**
2. **Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community**
3. **Create compositions and perform music to communicate ideas to an audience**
4. **Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples.**

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**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