

# Year 7 to 10

# The Arts

## Music

September 2022

## Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0



Government  
of South Australia

Department for Education

# The Arts – Music: Year 7 to 10

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# Context statement

In Music, students listen to, compose, rehearse, refine, appreciate, respond to, and perform music from a range of genres, styles, traditions, cultures, and contexts. Students create, shape, share sounds in time and space, and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding, and skills about music and musicians. Students consider music from the viewpoint of the composer, the performer, and the audience. They make informed critical judgements about their own music choices, music they interpret, and the music they listen to. Students develop their musical literacy as they explore where, how, and why music takes place, and the elements, materials, skills, and processes involved in creating, developing, interpreting, and performing musical ideas.

Teachers are advised to use their professional judgement when selecting a range of music and musicians on which to focus the delivery of this curriculum. Choices should reflect accessibility and student needs and interests. Where examples are given, these are suggestions and are by no means exhaustive or mandated. The use of local music and musicians is strongly encouraged.

The **Achievement standards** have the verbs in bold text, are aligned with the content descriptions, and must be considered when designing assessment activities, collecting evidence of student learning, and when assessing student work.

The document is organised in the 4 interrelated strands of The Arts:

- **Exploring and responding**
- **Developing practices and skills**
- **Creating and making**
- **Presenting and performing.**

Each strand has 1 or more content descriptions, followed by dot pointed content clarifiers which describe the explicit learning required.

The strands and content descriptions should be combined when planning teaching and learning; they are not designed to be addressed as isolated activities.

**Making** and **responding**, and **viewpoints** are key considerations embedded in The Arts curriculum. They are intrinsically connected and should be integrated when designing teaching and learning experiences:

- As students make music, they actively respond to their own developing musical art works and the musical art works of others.
- As students respond to music, they draw on the knowledge, understanding, and skills acquired through their experiences in making musical artwork.
- Students learn from music works they experience, and they are an audience for their own music works.
- Students consider music from multiple viewpoints, as artists and as audiences.

**The elements of music are fundamental to all learning in this subject: duration/time (including beat and rhythm), pitch, dynamics and expression, form and structure, timbre and texture.**

These documents have been designed to:

- provide clarity and context for teaching and learning in South Australia, in alignment with the Australian Curriculum: The Arts
- identify the discipline specific and transferable knowledge, skills, and understandings required at each year level
- enable rigour, engagement, and discipline specific skill development.

# Achievement standards

Year 7 to 8	Year 9 to 10
<p>By the end of year 8, students:</p> <ul style="list-style-type: none"> <li>• <b>analyse</b> how the elements of music and/or compositional devices are manipulated in music they <b>compose, perform, and/or experience</b></li> <li>• <b>evaluate</b> the ways music from across cultures, times, places, and/or other contexts communicates ideas, perspectives, and/or meaning</li> <li>• <b>describe</b> respectful approaches to composing, performing, and/or responding to music</li> <li>• <b>demonstrate</b> listening and aural skills when <b>composing</b> and <b>performing</b></li> <li>• <b>manipulate</b> elements of music and compositional devices to <b>compose</b> music that communicates ideas, perspectives and/or meaning</li> <li>• <b>notate, document, and/or record</b> the music they <b>compose</b></li> <li>• <b>manipulate</b> elements of music when performing their own and/or others' music</li> <li>• <b>demonstrate</b> performance skills when performing music for audiences.</li> </ul>	<p>By the end of year 10, students:</p> <ul style="list-style-type: none"> <li>• <b>analyse</b> ways composers and/or performers use the elements of music and compositional devices to engage audiences</li> <li>• <b>evaluate</b> how music and/or performances in a range of styles and/or from across cultures, times, places, and/or other contexts communicate ideas, perspectives and/or meaning</li> <li>• <b>evaluate</b> how music is used to celebrate and challenge perspectives of Australian identity</li> <li>• <b>demonstrate</b> listening and aural skills relevant to the styles and/or contexts in which they are working</li> <li>• <b>manipulate</b> elements of music and <b>use</b> compositional devices to <b>communicate</b> ideas, perspectives, and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation</li> <li>• <b>notate, document, and/or record</b> their music</li> <li>• <b>apply</b> knowledge of styles and/or forms when performing their own and/or others' music</li> <li>• <b>demonstrate</b> appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.</li> </ul>

# Scope and sequence

Subject: Music				
Strands:	Year 7	Year 8	Year 9	Year 10
Exploring and responding	Investigate the ways that composers and performers use the elements of music and compositional devices in music composed across cultures, times, places, or other contexts.		Investigate composers' and performers' use of elements of music, compositional devices, and vocal or instrumental techniques in music from a range of cultures, times, places, or other contexts.	
	<ul style="list-style-type: none"> <li>• <b>Experience</b> and <b>describe</b> live or recorded music from a range of cultures, times, places, and other contexts. <b>Analyse</b> and <b>evaluate</b> how the elements of music are manipulated and how compositional devices are used.</li> <li>• <b>Identify</b> the stylistic features and elements of music in different genres or styles, from a range of historical and cultural contexts.</li> <li>• <b>Identify</b> and <b>analyse</b> the elements of music or compositional devices when discussing 2 pieces of music from the same era and <b>use</b> that information to <b>describe</b> the common features of that era.</li> <li>• <b>Explore</b> the purpose of music from a range of contemporary and historic contexts. <b>Identify</b> how this may inform choices in their own compositions and performances.</li> <li>• <b>Evaluate</b> the ways music communicates ideas, viewpoints, or meaning in a range of contexts. For example, for entertainment, cultural significance, to share knowledge, or influence mood.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experience</b> viewing or listening to live or recorded music from a range of cultures, times, places, and other contexts, and <b>analyse</b> stylistic characteristics, including the elements of music or compositional devices.</li> <li>• <b>Analyse</b> how the elements of music are manipulated and how compositional devices are used, then <b>use</b> this information to <b>describe</b> features of a style and to inform their composition or performance of music in that style.</li> <li>• <b>Compare</b> a range of live or recorded musical performances to <b>evaluate</b> the performers' and the composers' intentions</li> <li>• <b>Experience</b> viewing or listening to live or recorded music from a range of cultures, times, places, and other contexts. <b>Evaluate</b> how performers have interpreted a composer's intentions, such as tempo choices, instrumentation, feel, or articulation.</li> <li>• <b>Analyse</b> and <b>evaluate</b> the features and purposes of music from a range of contemporary and historic contexts to <b>inform</b> own music making.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyse</b> the use of the elements of music in a variety of styles, including those from a range of cultures, times, places, or other contexts. <b>Use</b> these as a stimulus for own compositions and performances.</li> <li>• <b>Analyse</b> ways composers or performers use the elements of music or compositional devices to communicate ideas and create effects to evoke an emotional response in audiences. For example, <b>analyse</b> the use of scales and riffs to structure compositions, and <b>consider</b> how the elements of music are manipulated to communicate meaning.</li> <li>• <b>Discuss</b> and evaluate audience expectations and responses, and composers' and performers' roles across a broad range of formal and informal music performance contexts – <b>consider</b> different cultures, times and places.</li> <li>• <b>Discuss</b> and <b>evaluate</b> the influence of music on societies, and <b>analyse</b> how different styles affect the way people respond to music, for example, the effect of jingles on consumerism. <b>Use</b> this analysis to <b>compose</b> a new piece of music.</li> <li>• <b>Evaluate</b> the impact of technology on the features, purpose, and creation of music by using viewpoints to ask</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> the social and cultural contexts of a particular piece of music. <b>Analyse</b> the stylistic features, purpose, audience, technique, conventions, and elements of music. <b>Consider</b> when <b>composing</b> own music or <b>performing</b> own or others' compositions.</li> <li>• <b>Experience</b> and <b>review</b> performances, or analyse scores, focusing on how the elements of music and compositional devices are used to structure compositions, for example, the use of scales, modes, motifs, riffs, or hooks, or how composers or performers manipulate the elements of music to evoke an emotional response from the audience.</li> <li>• <b>Analyse</b> and <b>compare</b> performance practices of others to inform own performances, and <b>apply</b> effective strategies for improvement of technical and expressive skills.</li> <li>• <b>Discuss</b> and <b>evaluate</b> how cultural and historical styles may influence the development of personal style – <b>analyse</b> the use and manipulation of the elements of music or compositional devices.</li> <li>• <b>Evaluate</b> the influence of music on the development of personal or cultural identity, then use this information to create a new piece of music.</li> </ul>

Strands:	Year 7	Year 8	Year 9	Year 10
			<p>questions, such as, ‘How has the rise of technology changed music styles?’.</p>	<ul style="list-style-type: none"> <li>• <b>Evaluate</b> the impact of technology on the features, purpose, and creation of music by using viewpoints to ask questions, such as, ‘How has the rise of technology changed the way composers and performers work?’.</li> </ul>
	<p><b>Investigate the diversity of music composed and performed by First Nations Australians, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights</b></p>		<p><b>Investigate the ways that First Nations Australian performers and composers celebrate and challenge multiple perspectives of Australian identity through music.</b></p>	
	<ul style="list-style-type: none"> <li>• <b>Describe</b> culturally sensitive, respectful approaches to composing, performing, and responding to music composed or performed by First Nations Australians.</li> <li>• <b>Describe</b> culturally appropriate responses and permissions when interacting with music composed or performed by First Nations Australians.</li> <li>• <b>Recognise</b> the diversity of music and cultures represented by First Nations Australians.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>demonstrate</b> culturally sensitive, respectful approaches to composing, performing, and responding to music composed or performed by First Nations Australians.</li> <li>• <b>Describe</b> and <b>reflect</b> on the need for respect, appropriate permissions, and the avoidance of cultural appropriation when interacting with music composed or performed by artists from a range of First Nations.</li> <li>• <b>Explore</b> the diverse forms and styles of music composed or performed by First Nations Australians.</li> <li>• <b>Explore</b> and <b>discuss</b> Indigenous Cultural Intellectual Property rights in relation to composers and performers of music.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> the communication of cultural and social values in music composed or performed by First Nations Australian artists</li> <li>• <b>Discuss</b> and <b>evaluate</b> intended meanings and representation of identity in music composed and performed by First Nations Australian artists. <b>Consider</b> meanings from the different perspectives of performer and audience.</li> <li>• <b>Experience</b> and <b>analyse</b> music by First Nations artists to <b>identify</b> and <b>evaluate</b> how those artists have explored, represented, or challenged concepts and histories of Australia and Australian identity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> and <b>reflect</b> on the national and global influence of First Nations Australian musicians.</li> <li>• <b>Experience</b> music composed and performed by First Nations Australian artists and <b>discuss</b> the intended meanings and representation of identity. <b>Consider</b> how these may be interpreted from various cultural or societal viewpoints.</li> <li>• <b>Explore</b> the viewpoints of First Nations Peoples represented in Australian music and <b>evaluate</b> how multiple perspectives are communicated and challenged.</li> <li>• <b>Evaluate</b> how First Nations Australian songwriters, composers, or performers use music to share knowledge, educate, and communicate ideas, perspectives, or meaning.</li> </ul>
	<p><b>Developing practices and skills</b></p>	<p><b>Develop and practise listening and aural skills, and vocal or instrumental skills and techniques for manipulating elements of music to achieve expressive effects.</b></p>		<p><b>Develop, practise, and refine the use of listening and aural skills and style-specific vocal or instrumental skills and techniques to interpret music and communicate expressive effects.</b></p>
	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with and <b>demonstrate</b> ways in which vocal or instrumental techniques can be used to <b>manipulate</b> the elements of music to achieve intended effects, such as an expressive sound that is characteristic of a particular style.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with and <b>demonstrate</b> ways in which vocal or instrumental techniques can be used to <b>manipulate</b> the elements of music to achieve intended effects, such as an expressive sound that is characteristic of a particular style. Then <b>notate</b>,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rehearse</b> and <b>perform</b> solo and ensemble repertoire, and <b>demonstrate</b> increasing technical skill, musical sensitivity, and stylistic understanding.</li> <li>• <b>Record</b>, listen to, and <b>evaluate</b> own performances to <b>identify</b> areas for</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> appropriate technique and ensemble skills, such as <b>listening</b> carefully to establish and maintain balance across parts. For example, when performing in a duo, ensemble, or rehearsing with or as an accompanist.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Practise</b> and <b>demonstrate</b> technical and expressive skills, such as intonation, rhythmic accuracy, phrasing, or shaping dynamics and articulation to <b>communicate</b> expressive intent using voices or instruments.</li> <li>• Aurally <b>identify</b> and <b>analyse</b> the structure of specific music pieces in a range of music styles.</li> <li>• <b>Identify</b> qualities of chords in a song or instrumental music and <b>compose</b> or <b>improvise</b> over a simple chord progression, such as the 12-bar blues.</li> <li>• <b>Experiment</b> with using digital technologies to <b>arrange</b> musical ideas or create expressive effects, for example, use a Digital Audio Workstation to create a mashup of 2 or more musical works.</li> </ul>	<p><b>document</b>, or <b>record</b> these ideas to be incorporated in future performances or compositions.</p> <ul style="list-style-type: none"> <li>• <b>Develop</b> and demonstrate ability to manipulate and control the elements of music to enhance performance and <b>communicate</b> meaning using voices or instruments. For example, record alternative interpretations of a phrase or melody and evaluate it to identify preferred options.</li> <li>• <b>Experiment</b> with digital technologies to <b>arrange</b> musical ideas or create expressive effects. For example, use digitally produced sounds alone or in combination with recorded instruments to <b>compose</b> a piece of music.</li> </ul>	<p>improvement by <b>applying</b> knowledge of styles or forms.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> aural skills to <b>develop</b>, <b>interpret</b>, and <b>perform</b> repertoire in a range of styles.</li> <li>• <b>Experiment</b> with the elements of music and <b>apply</b> specific stylistic features to <b>create</b> and <b>perform</b> music of a specific style.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Apply</b> an aural understanding of key and tonality when <b>audiating</b>, <b>improvising</b>, <b>composing</b>, and <b>performing</b> music.</li> <li>• <b>Analyse</b> the use and combination of elements of music to inform personal style.</li> <li>• <b>Demonstrate</b> technical and expressive capacity and control when using voice or instruments. For example, plan a considered approach to develop and extend vocal or instrumental skills in preparation for a performance.</li> </ul>
	<p><b>Reflect on their own and others’ music to inform choices they make as composers and performers about how they will manipulate elements of music and compositional devices.</b></p>	<p><b>Reflect on their own and others’ music to inform choices they make as composers and performers about how they will interpret and manipulate elements of music and compositional devices.</b></p>		
	<ul style="list-style-type: none"> <li>• <b>Reflect</b> on own technical and expressive competence when <b>composing</b> and <b>performing</b> music in response to individual and whole class teacher feedback.</li> <li>• <b>Document</b> own progress and creative process. For example, use a journal, blog, or digital recording. <b>Secure</b> appropriate permissions when using images of others.</li> <li>• <b>Use</b> focused listening when playing a recording to <b>analyse</b> the use of the elements of music to inform own interpretation.</li> <li>• <b>Self-evaluate</b>, <b>reflect</b>, and <b>discuss</b> personal progress in the development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Extend</b> own technical and expressive competence when <b>composing</b> and <b>performing</b> music in response to self, peer, instrumental teacher, and teacher feedback.</li> <li>• <b>Document</b>, <b>analyse</b>, and <b>reflect</b> on own progress and creative process. For example, document progress in a journal, blog, digital recording, or multi-modal presentation. <b>Secure</b> appropriate permissions when using images of others.</li> <li>• <b>Use</b> focused listening and selected aural skills to <b>analyse</b> the use of elements of music when listening to a recording, to <b>inform</b> own interpretation of music.</li> <li>• <b>Self-evaluate</b>, <b>reflect</b>, and <b>discuss</b> personal progress in the development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observe</b> and <b>reflect</b> on the development of own technical, expressive, and creative skills.</li> <li>• <b>Use</b> listening, aural skills, and knowledge of music literacies provided in scores to <b>develop</b> interpretations of repertoire from a range of cultures, times, places, and other contexts.</li> <li>• <b>Observe</b> and <b>evaluate</b> the techniques of specific historical or current musicians to <b>inform</b> and <b>refine</b> own technical, expressive, and creative skills.</li> <li>• <b>Analyse</b> the use of the elements of music and compositional devices when listening to or viewing a range of live or recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observe</b>, <b>reflect</b> on, and <b>evaluate</b> the development of own technical, expressive, and creative skills.</li> <li>• <b>Use</b> listening, aural skills, and knowledge of music literacies provided in scores to <b>develop</b> interpretations and <b>analyse</b> repertoire from a range of cultures, times, places, and other contexts.</li> <li>• <b>Apply</b> the techniques of specific historical or current musicians to <b>inform</b> and <b>refine</b> own technique and skills development when performing music.</li> <li>• <b>Evaluate</b> and critically <b>respond</b> to the use of the elements of music and compositional devices when listening</li> </ul>

Strands:	Year 7	Year 8	Year 9	Year 10
	<p>of technical and expressive composition and performance skills.</p> <ul style="list-style-type: none"> <li>• <b>Reflect</b> on, <b>evaluate</b>, and <b>discuss</b> the work of self and others using music specific terminology, to <b>inform</b> own compositions and performances.</li> </ul>	<p>of technical and expressive composition and performance skills. For example, set SMART goals to improve, measure, and reflect upon progress.</p> <ul style="list-style-type: none"> <li>• <b>Reflect</b> on, <b>evaluate</b>, and <b>describe</b> the work of self and others. Respond in discussion, writing, or multi-modal presentation to <b>inform</b> own creative choices, process, and compositional devices. <b>Use</b> music specific terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop</b> criteria and <b>use</b> to <b>evaluate</b> the quality of own and others’ compositions and performances. <b>Consider</b> the elements of music and compositional devices.</li> <li>• <b>Use</b> focused listening and aural skills to <b>identify, sing, or play, and notate</b> musical ideas such as pitch, rhythms, intervals, and common chord progressions.</li> <li>• <b>Document</b> personal reflections and <b>evaluate</b> own progress and creative process, including use of self and peer evaluation strategies, and individual reflective records. Documents may be journals, blogs, photos, video or audio recordings, or multi-modal presentations. <b>Secure</b> appropriate permissions when using images of others.</li> <li>• <b>Provide</b> feedback on peer compositions and performances.</li> <li>• <b>Consider</b> self-reflection and peer and teacher feedback to <b>improve</b> own compositions and performances.</li> </ul>	<p>to, viewing, and interpreting a range of live or recorded music.</p> <ul style="list-style-type: none"> <li>• <b>Apply</b> consistent criteria to <b>evaluate</b> the quality of own and others’ compositions and performances. <b>Consider</b> the elements of music and compositional devices.</li> <li>• <b>Use</b> focused listening, audiation, and aural skills to <b>identify, sing, play, and notate</b> musical ideas such as pitch, rhythms, intervals, melodies, and chord progressions.</li> <li>• <b>Document, reflect</b> on, and <b>evaluate</b> own progress and creative process, including the use of evaluation strategies, feedback gathered, and individual reflective records. Documents may be journals, photos, blogs, video or audio recordings, or multi-modal presentations. <b>Secure</b> appropriate permissions when using images of others.</li> <li>• <b>Provide</b> feedback on peer compositions and performances, with advice to progress their learning.</li> <li>• <b>Respond</b> to, <b>identify</b>, and <b>apply</b> refinements in response to self-reflection and peer and teacher feedback on compositions and performances.</li> </ul>
<p><b>Creating and making</b></p>	<p><b>Interpret music in a variety of forms and styles, manipulating elements of music and employing relevant vocal or instrumental techniques.</b></p>		<p><b>Interpret music in a variety of forms and styles, manipulating the elements of music and compositional devices, and using style-specific vocal or instrumental techniques to communicate ideas, perspectives, and meaning.</b></p>	
	<ul style="list-style-type: none"> <li>• <b>Experience</b> the musical work of others and <b>discuss</b> how the composer or performer has used the elements of music or compositional devices to represent ideas. <b>Use</b> this to <b>inform</b> own compositions or performances.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experience, analyse, and evaluate</b> the musical work of others. <b>Identify</b> how the composer or performer has manipulated specific elements of music or compositional devices, or used vocal or instrumental technique to communicate meaning. <b>Use</b> this to</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experience</b> the musical work of others and <b>evaluate</b> how ideas, perspectives, and meaning have been communicated through the use and combinations of the elements of music, compositional devices, and vocal or instrumental technique.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experience</b> a range of musical works from a range of cultures, times, places, or other contexts. <b>Analyse</b> and <b>evaluate</b> how ideas, perspectives, and meaning are communicated through the combinations of the elements of music,</li> </ul>



Strands:	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> <li>• <b>Interpret</b> music that is notated in a range of formats, such as graphic scores, standard notation, tablature, or recordings.</li> <li>• <b>Use</b> technology to <b>manipulate</b> specific elements of music, such as pitch and timbre, to <b>create</b> intended effects in a composition or performance.</li> <li>• <b>Use</b> student and teacher-set goals to focus when <b>practising</b> and <b>rehearsing</b> a range of solo or ensemble music to <b>demonstrate</b> performance skills.</li> </ul>	<p><b>inform</b> own composition or performance.</p> <ul style="list-style-type: none"> <li>• <b>Interpret</b> music that is notated in a range of formats, such as graphic scores, standard notation, tablature, or recordings. For example, listen to a recording and use a lead sheet to <b>compose</b> an arrangement of a song.</li> <li>• <b>Change</b> sound quality and <b>explore</b> how sounds are produced with different instruments and voice types, for example, <b>manipulate</b> dynamics and timbre in voice, acoustic, or digital instruments to communicate meaning.</li> <li>• <b>Use</b> student and teacher-set goals when <b>practising</b>, <b>rehearsing</b>, and <b>refining</b> a variety of solo or ensemble pieces, considering the stylistic features of the music, to <b>demonstrate</b> improved performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Manipulate</b> different combinations of the elements of music to <b>communicate</b> ideas in music they <b>arrange</b> or <b>compose</b>.</li> <li>• <b>Manipulate</b> sound sources and technology, and <b>apply</b> knowledge of specific stylistic features.</li> <li>• <b>Rehearse</b> and <b>refine</b> appropriate vocal or instrumental technique in solo or ensemble repertoire to <b>demonstrate</b> accuracy and fluency and to <b>communicate</b> stylistic understanding.</li> </ul>	<p>compositional devices, and use of vocal or instrumental technique.</p> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> an understanding of key and tonality when improvising or composing music.</li> <li>• <b>Compose</b> and <b>arrange</b> musical works with increasing complexity, and <b>manipulate</b> the elements of music to communicate ideas, perspectives, or meaning.</li> <li>• <b>Demonstrate</b> technical skills, control, and musicianship in solo and ensemble performance and purposefully <b>communicate</b> stylistic understanding.</li> </ul>
	<p><b>Compose using the elements of music and compositional devices to communicate ideas, perspectives, or meaning, and notate, document and record the music.</b></p>		<p><b>Compose music, manipulating and combining elements of music and compositional devices relevant to chosen styles and forms to communicate ideas, perspectives, and meaning, and notate, document, and record the music.</b></p>	
	<ul style="list-style-type: none"> <li>• <b>Compose</b> songs or instrumental music, and <b>manipulate</b> the elements of music and compositional devices to communicate ideas, for example, songs about identity.</li> <li>• <b>Select, combine, manipulate,</b> and <b>record</b> sounds and silence using available technologies.</li> <li>• <b>Sing</b> or <b>play,</b> and <b>recognise</b> chords and rhythmic and melodic patterns to extend musical ideas in improvisation, composition, and arranging.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Manipulate</b> the elements of music to <b>compose</b> arrangements in a range of musical styles using appropriate notation.</li> <li>• <b>Select, combine,</b> and <b>manipulate</b> the elements of music in a way that changes the style of a familiar piece of music, and <b>analyse</b> the composition devices used.</li> <li>• <b>Use</b> harmonic and melodic structures such as the 12-bar blues and blues scale, as the basis to <b>improvise</b> or <b>compose</b>.</li> <li>• <b>Use</b> software to <b>notate</b> compositions in formats that are appropriate to the genre, style, or instrument, for</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Manipulate</b> the elements of music and <b>use</b> devices such as repetition and contrast to structure arrangements or compositions, and <b>communicate</b> ideas, perspectives, or meaning.</li> <li>• <b>Explore</b> and <b>manipulate</b> combinations of electronic and acoustic sounds to create new works using technology as a composition tool and sound source.</li> <li>• <b>Use</b> appropriate notation and technologies to <b>communicate</b> musical intention.</li> <li>• <b>Develop</b> understanding of musical literacies to <b>create, read,</b> and <b>perform</b> musical works.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compose</b> and <b>arrange</b> music using the elements of music and compositional devices to <b>communicate</b> ideas, perspectives, or meaning. <b>Apply</b> knowledge gained from <b>analysing</b> contemporary Australian styles and emerging genres.</li> <li>• <b>Experiment</b> with contemporary media and recording techniques to <b>create</b> and <b>refine</b> original compositions and arrangements.</li> <li>• <b>Analyse</b> traditional and contemporary conventions of music composition to <b>create</b> original works.</li> <li>• <b>Analyse</b> how the elements of music are typically used in a music style and <b>apply</b></li> </ul>

Strands:	Year 7	Year 8	Year 9	Year 10
		example, use standard notation to notate a spoken chant.		knowledge when arranging music or creating original works. • <b>Develop</b> understanding of musical literacies to <b>create, read, analyse</b> and <b>perform</b> musical works.
Presenting and performing	Perform music using relevant vocal and instrumental techniques and performance skills.		Rehearse and present planned performances of music they have learnt or composed, using relevant vocal or instrumental techniques and performance skills.	
	<ul style="list-style-type: none"> <li>• <b>Rehearse</b> a range of music in solo and ensemble activities and <b>perform</b> to a variety of audiences. <b>Demonstrate</b> expressive skills that convey stylistic understanding, for example, articulation and accents.</li> <li>• <b>Sing or play</b> intervals and single line melodic patterns to extend musical ideas in improvisations.</li> <li>• <b>Perform</b> with correct posture to music composed by self and others, and <b>demonstrate</b> technical control throughout the performance.</li> <li>• <b>Play or sing</b> with increased technical control, and <b>demonstrate</b> ensemble skills by working together to <b>create</b> a balanced sound.</li> <li>• <b>Demonstrate</b> audience and performance etiquette.</li> <li>• <b>Seek</b> feedback from peers and teachers to <b>reflect</b> on and <b>use</b> to modify their musical practices in future performances.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop</b> and <b>improve</b> expressive possibilities and stylistic features when practising and rehearsing.</li> <li>• <b>Rehearse</b> and <b>refine</b> a range of music in various styles in solo and ensemble playing and singing.</li> <li>• <b>Interpret</b> and <b>perform</b> a range of known and unknown pieces of music from a variety of music styles.</li> <li>• <b>Perform</b> with correct posture and increasing skill, and <b>demonstrate</b> technical control throughout the performance of music made by self and others.</li> <li>• <b>Experiment</b> with alternative dynamics and expression to <b>enhance</b> a performance. <b>Explain</b> how the elements of music are used in the performance.</li> <li>• <b>Develop</b> and demonstrate increased technical control as a soloist and member of an ensemble, working to balance sound and maintain safety, correct posture, and appropriate techniques when using instruments, voices, and technologies.</li> <li>• <b>Analyse</b> the performance practices of musicians in specific styles or genres to <b>identify</b> strategies for interpreting the styles authentically, for example, when performing rock music.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perform</b> a variety of repertoire with increasing technical skill, control, expression, and relevant stylistic features using scores made by self and others.</li> <li>• <b>Record</b> and <b>evaluate</b> own performances using digital tools to <b>identify</b> areas for improvement.</li> <li>• <b>Develop</b> a personal style by combining and layering different sounds in improvisation and composition.</li> <li>• <b>Collaborate</b> to <b>demonstrate</b> ensemble performance skills and an understanding of the role of each member within the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practise, rehearse, and perform</b> repertoire from a range of cultures, times, places, or other contexts, including by self and others.</li> <li>• <b>Record</b> and <b>evaluate</b> own performances using digital technologies to <b>identify</b> areas for improvement then <b>reflect</b> and <b>evaluate</b> how each performance may have been different, and which was more successful and why?</li> <li>• <b>Demonstrate</b> technical skill, control, and musicianship skills in a purposeful and musical manner.</li> <li>• <b>Plan</b> and <b>present</b> performances in a range of venues including physical or virtual spaces, and provide audiences with information about the music, the performers, and the ideas that the performers are intending to communicate.</li> <li>• <b>Evaluate</b> own music performance and that of others to <b>identify</b> areas for improvement, for example, <b>watch</b> and <b>listen</b> to a recording of their own performance and <b>identify</b> areas for improvement.</li> <li>• <b>Apply</b> and <b>explain</b> audience and performance etiquette appropriate to the social and cultural context of a performance.</li> </ul>

Strands:	Year 7	Year 8	Year 9	Year 10
		<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> audience and performance etiquette.</li> <li>• <b>Seek</b> feedback from peers and teachers to <b>reflect</b> on and <b>use</b> to modify their musical practices in future performances.</li> <li>• <b>Give</b> feedback to improve the practice of peers.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> appropriate ensemble skills, working collaboratively to rehearse and perform a range of repertoire with stylistic expression and technical control.</li> </ul>

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