Scope and sequence
Music
Year 7 to 10

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Music: Scope and sequence 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 diverse range of styles, traditions and contexts. Students create, shape and 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 diverse 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 making and responding strands inform and support each other. They are intrinsically connected and should be integrated when designing learning experiences.
- As students make music, they actively respond to their own developing composition and performance work and the work of others.
- As students respond to music they draw on the knowledge, understanding and skills acquired through their experiences in making music.

The elements of music are fundamental to all learning in this subject: beat, rhythm**,** pitch, dynamics and expression, form, texture and timbre.

This document is structured around the shared arts sub-strands to clarify the explicit learning required. As with the strands, the sub-strands should be combined when planning teaching and learning activities, they are not designed to be addressed as isolated activities.

These documents have been designed to:
- Provide clarity and context, for teaching and learning in South Australia, in alignment with the Australian Curriculum content descriptions
- 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
By the end of year 8, students: • **identify** and **analyse** how the elements of music are used in different styles and **apply** this knowledge in their performances and compositions • **evaluate** musical choices they and others from different cultures, times and places make, to **communicate** meaning as performers and composers • **manipulate** the elements of music and stylistic conventions to **compose** music • **interpret, rehearse** and **perform** songs and instrumental pieces in unison and in parts, **demonstrating** technical and expressive skills • **use** aural skills, music terminology and symbols to **recognise, memorise** and **notate** features, such as melodic patterns in music they perform and compose.	By the end of year 10, students: • **analyse** different scores and performances aurally and visually • **evaluate** the use of elements of music and defining characteristics from different musical styles • **use** their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions • **interpret, rehearse** and **perform** solo and ensemble repertoire in a range of forms and styles • **interpret** and **perform** music with technical control, expression and stylistic understanding • **use** aural skills to **recognise** elements of music and **memorise** aspects of music such as pitch and rhythm sequences • **use** knowledge of the elements of music, style, and notation to **compose, document** and **share** their music.

Scope and sequence

Strand: Making				
Sub-strand	**Year 7**	**Year 8**	**Year 9**	**Year 10**
Exploring ideas and improvising with ways to represent ideas	Experiment with the elements of music using aural skills. Create sounds and combine technology to experiment with texture and timbre: • **experiment** with pitch contour (the rise and fall of the melodic line), beat groupings and rhythmic sequences • **sing** or **play** intervals and single line melodic patterns to extend musical ideas in **improvisation** • **experiment** with texture by layering and combining sound in different ways in composition for example, using looping software • **consider** how the elements of music and different instruments have been used in a piece of music.	Experiment with the elements of music using aural skills. Create sounds and combine technology to experiment with texture and timbre: • **experiment** with pitch contour, beat groupings and rhythmic sequences • **sing** or **play** and **recognise** chords (triads) and melodic patterns to extend musical ideas in improvisation, composition and arranging • **manipulate** sound quality by **exploring** how sounds are produced by different instruments and voice types eg manipulating dynamics and timbre in voice, acoustic or digital instruments • **use** aural skills to **evaluate** and **improve interpretation** of music students read and perform.	Improvise and arrange music in a variety of styles using aural skills to recognise texture, dynamics and expression. Manipulate the elements of music to explore mood and a personal style in music composition and performance: • use aural skills and memory to **identify**, sing or play and **notate** pitch, rhythmic patterns and intervals • **develop** a personal style by combining and layering different sounds in improvisation and composition • **analyse** the use of elements of music in different styles to **inform** own composition and performance • **improvise** with the use of dynamics to **develop** the texture and expression in a piece of music.	Improvise and arrange music in a variety of styles using aural skills to recognise texture, dynamics, and expression. Manipulate the elements of music to explore mood and a personal style in music composition and performance: • use aural skills and memory to **recognise** and **notate** pitch, complex rhythmic patterns, intervals and chord changes • **manipulate** dynamics and expressive techniques to **develop** the texture of a piece • **apply** an aural understanding of key and tonality when **improvising** and **composing** • **improvise** with the application of dynamics in a variety of musical styles.
Manipulating and applying the elements/concepts with intent	Develop music ideas through improvisation, composition, performance and the manipulation of the elements of music: • **use** technology to **manipulate** specific elements such as pitch and timbre to **create** intended effect in composition or performance • **experiment** with different types of notation, including graphic and grid notation, to **communicate** and **record** ideas • **consider** the elements of music when discussing two different pieces of music from the same era.	Develop music ideas through improvisation, composition, performance and the manipulation of the elements of music: • **manipulate** timbre and expression with and without the use of technology, to **convey** intended style • **use** invented and conventional styles of notation and appropriate technologies to **plan, record** and **communicate** musical ideas • **compare** and **contrast** recordings of the same piece of music by two different artists. **Consider** and **discuss** how the elements of music are used differently in each recording.	Manipulate combinations of the elements of music using technology and notation to communicate music ideas and intentions in a range of styles: • **manipulate** sound sources and technology, **considering** specific stylistic features • **create** symbols using varied traditional and invented notation and technology to **communicate musical intention** • **use** and **apply** different combinations of elements of music to shape and refine arrangements and original works • **consider and discuss** how changes in instrumentation and orchestration affect the interpretation of a piece of music.	Manipulate combinations of the elements of music using technology and notation to communicate music ideas and intentions in a range of styles: • **experiment** with the elements of music and **apply** specific stylistic features to create and perform music of a specific style • **experiment** with and **compare** how the elements of music are used to communicate musical intentions in traditional scores of different styles • **compose** and **arrange** musical works with increasing complexity • **explore** and **explain** how changes in instrumentation and orchestration affect the interpretation of a piece of music in traditional scores by self and by others.

Sub-strand	Year 7	Year 8	Year 9	Year 10
Developing and refining understanding of skills and techniques	Create, practise and rehearse music to develop listening, compositional and technical skills. Perform a variety of music with expression including Australian music: • **explore** and **manipulate** the elements of music with specific parameters to create new music • **reflect** on musical ideas used by Australian composers, including Aboriginal and Torres Strait Islander artists, to inform own practice • **apply** strategies to regularly **practise** and **improve** performance skills and techniques with a focus on expression • **develop** ensemble skills, working together to balance sound • **rehearse** a range of music in solo and ensemble activities.	Create, practise and rehearse music to develop listening, compositional and technical skills. Perform a variety of music with expression including Australian music: • **develop** and **improve** expressive possibilities and stylistic features when practising and rehearsing • **rehearse** and **refine** a range of music in various styles in solo and ensemble playing and singing • **develop** solo and ensemble skills, working to balance sound and maintain safety, correct posture and appropriate techniques when using instruments, voices and technologies • **interpret** and **perform** a range of known and unknown pieces of music from a variety of music styles.	Practise and refine technical skills with a variety of music pieces or repertoire. Increase the rigour of technical skills combined with expression and stylistic intentions: • **rehearse** solo and ensemble repertoire with increasing technical skill, musical sensitivity and stylistic understanding • **record** and **evaluate** own performances using digital technologies and **listen** to and **view** own performance and **identify** areas for improvement • **work collaboratively** to **develop** ensemble skills and an understanding of the role of each member within the ensemble • **identify** areas for improvement in own technical skills and music performance - **consider** expression and stylistic intentions.	Practise and refine technical skills with a variety of music pieces or repertoire. Increase the rigour of technical skills combined with expression and stylistic intentions: • **refine** technical skills, control and musicianship in solo and ensemble performance and **apply** specific stylistic techniques and expression in a purposeful way • **analyse** and **compare** performance practices to **inform** and **apply** effective strategies for improvement of technical and expressive skills • **apply** effective practise strategies • **consolidate** ensemble skills, working collaboratively to rehearse and perform a range of repertoire with stylistic expression and technical control • **evaluate** own music performance and that of others to **identify** areas for improvement.
Structuring and organising ideas into form	Use notation to structure compositions by combining the elements of music: • **combine** the elements of music to **create** a piece of music using appropriate notation • **identify** the structure of specific music pieces in a range of music styles • **select, combine** and **manipulate** sounds using technologies eg Garage band, Mixcraft • **manipulate** the elements of music in a way that changes the style of a familiar piece of music and **consider** the composition devices used.	Use notation to structure compositions by combining the elements of music: • **apply** the elements of music to **create** a range of musical styles using appropriate notation • **explore** the different structures of music through performance and composition in a range of music styles • **select, combine, manipulate** and **record** sounds and silence using technologies • **create** an arrangement of a melody or song by adding rhythmic accompaniment of 1 or more parts and **consider** the elements of music and compositional devices.	Plan and organise compositions with an understanding of style and convention, including Australian music by Aboriginal and Torres Strait Islander peoples: • **plan** and **organise** ideas in different musical styles, including those influenced by Australian music by Aboriginal or Torres Strait Islander peoples • **combine** and **manipulate** the elements of music, including texture - **use** devices such as repetition and contrast to structure arrangements or compositions • **explore** and **manipulate** combinations of electronic and acoustic sounds to create new works using technology as a composition tool and sound source • **examine** traditional and contemporary conventions of music composition, including Australian music by Aboriginal and Torres Strait Islander peoples.	Plan and organise compositions with an understanding of style and convention, including Australian music by Aboriginal and Torres Strait Islander peoples: • **plan, record** and **communicate** ideas in different musical styles, including those influenced by Australian music by Aboriginal or Torres Strait Islander peoples • **compose** and **arrange** music using the elements to **communicate** style and genre, considering contemporary Australian styles and emerging genres such as Aboriginal hip hop, mash-up and classical fusion • **experiment with** contemporary media and recording techniques to **create** and **refine** original compositions and arrangements • **investigate** and **use** traditional and contemporary conventions of music composition to **create** original works.

Sub-strand	Year 7	Year 8	Year 9	Year 10
Sharing artworks through performance, presentation or display	Rehearse and perform in a variety of settings a range of music they have learnt or composed, using techniques and expression appropriate to style: • **perform** with correct posture and **maintain** technical control throughout the performance of scores made by self and others • **experiment** with alternative dynamics to **enhance** a performance • **play** or **sing** with increased tone control and volume to **balance** sound in ensemble performance.	Rehearse and perform in a variety of settings a range of music they have learnt or composed, using techniques and expression appropriate to style: • **perform** with increasing skill, correct posture and **maintain** technical control throughout the performance of scores made by self and others • **experiment** with alternative dynamics and expression to **enhance** a performance - **explain** how the elements are used in the performance • **control** tone and volume to **create** a balanced sound in ensemble performance.	Perform music applying techniques and expression to interpret the composer's use of elements of music: • **perform** a variety of repertoire with increasing technical skill, control, expression and relevant stylistic features **using** scores made by self and others • **use** aural skills to **develop, interpret** and **perform** known and unknown repertoire in a range of styles • **explore** the musical features of works performed in a range of styles and contexts to **inform** own performance.	Perform music applying techniques and expression to interpret the composer's use of elements of music: • **refine** technical skill, control and musicianship skills in a purposeful and musical manner • **practise** and **perform** repertoire from a range of styles and historical, social or cultural contexts, including by self and others • **apply** knowledge and understanding of aural skills and notation as they **interpret** and **perform** known and unknown repertoire in a range of styles • **analyse** and **discuss** musical features of works performed in a range of styles and contexts to **inform** own performance.

Strand: Responding				
Sub-strand	Year 7	Year 8	Year 9	Year 10
Analysing and reflecting upon intentions	Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music: • **identify** elements of music and **discuss** how the elements and compositional devices are used to create a style • **recognise** and **describe** the features and performance practices that help determine a specific musical style • **follow** scores while listening to musical works and use this process to **interpret** music.	Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music: • **identify** and **describe** the elements of music and **discuss** how these elements, compositional techniques and devices are used and manipulated to create a style • **observe** music performances, **analyse** the features and performance practices that help determine a specific musical style • **compare** a range of music through real or virtual performances to **analyse** the performers' and the composers' intentions.	Evaluate a range of music and compositions to inform and refine their own compositions and performance: • **analyse** the use and combination of elements of music to **inform** personal style • **listen to** and **analyse** the features and performance practice of others to **shape** and **refine** own interpretation or composition • **compare** music from different styles to **identify** and **describe** stylistic, cultural and historical practices - consider how this may **inform** own composition and performance practice • **evaluate** the use of the elements of music when **listening to** or **viewing** a live or recorded music performance.	Evaluate a range of music and compositions to inform and refine their own compositions and performance: • **discuss** how cultural and historical styles may influence the development of personal style - **consider** the use and combination of the elements of music • **analyse** and **compare** the features and performance practice of others to **shape** and **refine** own interpretation or composition • **investigate and discuss** how a piece of music is typical of the social, cultural or historical context in which it was created - **consider** when interpreting and composing music • **evaluate** and critically **respond to** the use of the elements of music when **listening to**, **viewing** and **interpreting** a live or recorded music performance.

Responding to and interpreting artworks	Identify and connect specific features and purposes of music from contemporary and past times to explore different viewpoints and enrich their music making. Start with Australian music including music by Aboriginal and Torres Strait Islander peoples: • **discuss** the roles and responsibilities in music making activities as both performers and audience members • **communicate** personal preferences in the music students listen to • **evaluate** music performances and **discuss** different points of view • **identify** the features and purposes of music from a range of contemporary and historic contexts to **inform** own music making.	Identify and connect specific features and purposes of music from contemporary and past times to explore different viewpoints and enrich their music making. Start with Australian music including music by Aboriginal and Torres Strait Islander peoples: • **investigate** the roles and responsibilities in music making activities in different contexts, as both performer and audience member - **consider** audience skills and performance etiquette. • **identify** personal preferences in music and **articulate** the reasons for them • **use** specific criteria to **evaluate** performances, outlining strengths and providing ways to improve own and others' performance • **examine** and **discuss** the features and purposes of music from a range of contemporary and historic contexts to **inform** own music making.	Analyse a range of music from contemporary and past times to explore viewpoints and enrich their music making. Start with Australian music including music by Aboriginal and Torres Strait Islander peoples and consider international music: • **compare** audience expectations and responses and performers' roles across a broad range of formal and informal music performance contexts - **consider** different times, places and cultures • **develop and justify** personal opinions about music and musical preferences • **analyse and discuss** the influence of music and **consider** different opinions and viewpoints about music • **consider** the impact of technology on the features and purpose of music.	Analyse a range of music from contemporary and past times to explore viewpoints and enrich their music making. Start with Australian music including music by Aboriginal and Torres Strait Islander peoples and consider international music: • **apply** and **explain** audience and performance etiquette appropriate to the social and cultural context of a performance • **analyse** the influence of music on the development of personal and cultural identity • **evaluate** own and others' music. **Suggest** and **apply** feedback to **refine** and **improve** performances and compositions • **investigate** the impact of technology on music audiences, the music industry, and the way we consume music - **discuss** how this may inform own music making.