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| Years 9–10 standard elaborations — Australian Curriculum v9.0: Music |

## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

* make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
* develop task-specific standards (or marking guides) for individual assessment tasks
* quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Music describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

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| Years 9–10 Australian Curriculum: Music achievement standard |
| By the end of Year 10, students [analyse ways composers and/or performers use the elements of music and compositional devices to engage audiences.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/drama_music/year-9?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) They evaluate 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. They evaluate how music is used to celebrate and challenge perspectives of Australian identity.Students demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation. They notate, document and/or record their music. They apply knowledge of styles and/or forms when performing their own and/or others’ music. [They demonstrate appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/drama_music/year-9?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Music for Foundation–10* <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/music/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0> |

## Years 9–10 Music standard elaborations

|  | A | B | C | D | E |
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|  | The folio of student work contains evidence of the following: |
| Exploring and responding | discerning analysis of ways composers and/or performers use the elements of music and compositional devices to engage audiences | informed analysis of ways composers and/or performers use the elements of music and compositional devices to engage audiences | analysis of ways composers and/or performers use the elements of music and compositional devices to engage audiences | description of ways composers and/or performers use the elements of music and compositional devices to engage audiences | identification of use the elements of music and compositional devices |
| discerning evaluation of 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
* music is used to celebrate and challenge perspectives of Australian identity
 | informed evaluation of 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
* music is used to celebrate and challenge perspectives of Australian identity
 | evaluation of 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
* music is used to celebrate and challenge perspectives of Australian identity
 | description of 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
* music is used to celebrate or challenge perspective/s of Australian identity
 | identification of:* music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts
* music used to celebrate or challenge perspective/s of Australian identity
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| Creating and making | demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and discerning manipulation of the elements of music and use of compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation [using] notation, documentation and/or recording their music | demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and informed manipulation of the elements of music and use of compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation [using] notation, documentation and/or recording their music | demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and manipulation of the elements of music and use of compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation [using] notation, documentation and/or recording their music | variable demonstration of listening and aural skills and use of the elements of music and compositional devices to communicate aspects of ideas, perspectives and/or meanings in compositions [using] notation, documentation and/or recording their music | fragmented use of the elements of music and/or compositional devices in compositions |
| **Presenting and performing** | discerning application of knowledge of styles and/or forms when performing their own and/or others’ music | informed application of knowledge of styles and/or forms when performing their own and/or others’ music | application of knowledge of styles and/or forms when performing their own and/or others’ music | variable application of knowledge of styles and/or forms when performing their own and/or others’ music | fragmented application of knowledge of styles and/or forms when performing their own and/or others’ music |
| demonstration of listeningand aural skills relevant to the styles and/or contexts in which they are working and discerning demonstration of appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences. | demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and informed demonstration of appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences. | demonstration of listening and aural skills relevant to the styles and/or contexts in which they are working and appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences. | variable demonstration of listening and aural skills and appropriate vocal and/or instrumental techniques and/or performance skills when performing music for audiences. | fragmented demonstration of vocal and/or instrumental techniques and/or performance skills when performing music for audiences. |

**Note:** Words in the square brackets are not part of the achievement standard. However, they have been included to clarify this aspect of the achievement standard.

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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

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