

Years 3 and 4 standard elaborations — Australian Curriculum: Music

Purpose The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. These can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

Structure The SEs are developed using the **Australian Curriculum achievement standard**. The Arts: Music achievement standard describes the learning expected of students at each band in the two valued features for Australian Curriculum Arts — *responding* and *making*. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

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**. The **discernible differences** or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

Years 3 and 4 Australian Curriculum: Music achievement standard

By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.

Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.

Source Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 The Arts: Music*, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music

Years 3 and 4 Music standard elaborations

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
Responding		<u>thorough</u> description and <u>thorough</u> discussion of similarities and differences between music listened to, composed and performed	<u>informed</u> description and <u>informed</u> discussion of similarities and differences between music listened to, composed and performed	description and discussion of similarities and differences between music listened to, composed and performed	<u>identification</u> of similarities and differences between music listened to, composed and performed	<u>statements about</u> similarities and differences in music
		<u>thorough</u> discussion of how they (as the artist) and others use the elements of music in performance and composition	<u>informed</u> discussion of how they (as the artist) and others use the elements of music in performance and composition	discussion of how they (as the artist) and others use the elements of music in performance and composition	<u>identification</u> of the elements of music they (as the artist) and others have used in performance and composition	<u>statements about</u> the elements of music
Making	Composing	improvisation, composition and arrangement of music that <u>is cohesive and clearly</u> communicates ideas through the <u>skilful and effective</u> use of: <ul style="list-style-type: none"> • sound • silence • tempo • volume 	improvisation, composition and arrangement of music that communicates ideas through the <u>effective</u> use of: <ul style="list-style-type: none"> • sound • silence • tempo • volume 	improvisation, composition and arrangement of music that communicates ideas through the use of: <ul style="list-style-type: none"> • sound • silence • tempo • volume 	improvisation, composition and arrangement of music that communicates ideas through the <u>uneven</u> use of <u>aspects of</u> : <ul style="list-style-type: none"> • sound • silence • tempo • volume 	<u>presentation</u> of music with <u>sporadic</u> use of <u>aspects of</u> : <ul style="list-style-type: none"> • sound • silence • tempo • volume
	Performing	demonstration of aural skills through <u>skilful, effective</u> and accurate use of: <ul style="list-style-type: none"> • pitch • rhythm • expression 	demonstration of aural skills through <u>effective</u> and accurate use: <ul style="list-style-type: none"> • pitch • rhythm • expression 	demonstration of aural skills by singing and playing instruments with accurate use of: <ul style="list-style-type: none"> • pitch • rhythm • expression 	<u>guided</u> demonstration of aural skills through <u>uneven</u> use of <u>aspects of</u> : <ul style="list-style-type: none"> • pitch • rhythm • expression 	<u>directed</u> demonstration of aural skills through <u>sporadic</u> use of <u>aspects of</u> : <ul style="list-style-type: none"> • pitch • rhythm • expression
Key		<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u>				

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Years 3 and 4 Music standard elaborations

These terms clarify the descriptors in the Years 3 and 4 Music SEs. Descriptions are drawn from:

- ACARA Australian Curriculum: The Arts glossary, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary
- ACARA The Arts: Music > Examples of knowledge and skills > Years 3 and 4, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/example-of-knowledge-and-skills
- other sources, to ensure consistent understanding.

Term	Description
arrangement; arrange; arranging	in Music, to organise and structure musical ideas for a particular purpose
artist	generic term for the maker of an artwork in each of the five arts subjects; <i>artists</i> include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make hybrid artworks
artwork	generic term for a performance or an artwork in each of the five arts subjects; when referred to generically this curriculum uses the term <i>artwork</i> ; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles; <i>artworks</i> include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes hybrid artworks
aspects	particular parts or features
aural skills	in Music, particular listening skills students develop to identify and discriminate between sounds; also referred to as ear training which involves focused listening activities through with students identify sounds such as rhythm, pitch and timbre; see also skills
clear; clearly	easy to perceive, understand, or interpret; without ambiguity
cohesive	characterised by being united, bound together or having integrated meaning
collaborate; collaboratively	to work jointly on an activity or project; in Years 3 and 4 Music, students work <i>collaboratively</i> to improvise, compose and arrange sound, silence, tempo and volume

Term	Description
communication; communicates	in The Arts, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience
composition; composing; composed	the placement or arrangement of elements or parts in artworks; in Music, <i>composing</i> is the process of arranging and structuring the elements of music, instrumental parts, and vocal parts in a music artwork (including a song)
description; describe	give an account of characteristics or features
directed	following the instructions of the facilitator
discussion; discuss	talk or write about a topic, taking in to account different issues or ideas
effectively; effective	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result; in Music, <i>effective</i> includes meeting the purpose by producing a strong impression
elements of music	<ul style="list-style-type: none"> • rhythm — combinations of long and short sounds that convey a sense of movement subdivision of sound within a beat • pitch — the highness or lowness of a sound • dynamics and expression — how the sound is performed, including sound qualities (e.g. the relative volume and intensity of sound) • form and structure — the plan or design of a piece of music described by identifying what is the same and what is different and the ordering of ideas in the piece • timbre — the particular tone, colour or quality that distinguishes sound or combinations of sounds • texture — the layers of sound in a musical work and the relationship between them; <p>in Years 3 and 4 Music, examples for the <i>elements of music</i> include:</p> <ul style="list-style-type: none"> • rhythm <ul style="list-style-type: none"> – simple metres, crotchet, crotchet rest, quaver, semiquaver – dotted crotchet, quavers in groups of 3 and identical rests in repertoire studied – ostinato, tempo changes (faster and slower) • pitch <ul style="list-style-type: none"> – pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff • dynamics and expression <ul style="list-style-type: none"> – very soft (pianissimo) <i>pp</i> and very loud (fortissimo) <i>ff</i>, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached • form <ul style="list-style-type: none"> – question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms • timbre <ul style="list-style-type: none"> – recognising familiar instrumental timbres in isolation and combination • texture <ul style="list-style-type: none"> – combining two or more rhythmic or melodic patterns which occur simultaneously in different voices
expression	see elements of music (dynamics and expression)

Term	Description
expressive skills	in Music, the use of elements such as dynamics combined with technical skills to enhance performance
form	in Music, <i>form</i> is the sections within a piece of music, e.g. <ul style="list-style-type: none"> • <i>binary</i> form (AB) contains section A, then section B • <i>ternary</i> form (ABA) contains section A, section B, then return to section A • <i>rondo</i> form (ABACA) contains section A, section B, section C, then return to section A; see also elements of music (form and structure)
hybrid artwork	the combination of more than one art form within an artwork
identification; identify	establish or indicate who or what someone or something is
improvisation	spontaneous, creative activity applying the elements of an art form; in Years 3 and 4, <i>improvisation</i> includes improvising music, using elements of music including rhythm and pitch
informed	having relevant knowledge; being conversant with the topic; in Music, this includes how the knowledge and skills (elements of music , conventions of form, instrumental techniques, ensemble skills, aural skills) work together to communicate meaning or intent in and through music
making	includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions
performing; performed	includes learning about and using knowledge, skills, techniques, processes, materials and technologies to present and share artworks with audiences that communicate ideas and intentions; in Music, includes playing instruments and singing
pitch	see elements of music
responding	includes exploring, responding to, analysing and interpreting artworks
rhythm	see elements of music
skills; skilful; skilfully	abilities that come from knowledge, practice, aptitude, etc., to do something well; see also aural skills ; in Music, in the context of: <ul style="list-style-type: none"> • <i>creating artworks</i>, <i>skilful</i> includes considered selection, management and application of the elements of music • <i>sharing artworks</i>, <i>skilful</i> includes a high degree of proficiency and polish in Years 3 and 4 Music, examples for <i>skills</i> include: <ul style="list-style-type: none"> • matching pitch and showing the direction of a tune with gesture or drawings • recognising the differences between notes moving by steps and leaps • discriminating between rhythm and beat • demonstrating beat and tempo changes • matching and varying dynamics • varying instrumental timbres to create expressive effects using instruments and voices safely and correctly in the classroom • taking on different roles in group music making, for example, accompaniment, lead • using technology as a tool for music making and performance

Term	Description
sound	loudness, softness; background noise
sporadic	appearing, happening now and again or at intervals; (irregular) or occasional
statement; state	a sentence or assertion
sustained	continuing for an extended period or without interruption
tempo	the rate, rhythm or pattern of movement in a musical piece, identified in terms of fast (including <i>allegro</i>) or slow (including <i>adagio</i>)
thorough	demonstrating depth and breadth, inclusive of relevant detail; in Music, <i>thorough</i> means demonstrating depth and breadth of music knowledge and skills; attention to detail; carried out completely and carefully
uneven	not properly corresponding or aligning; not in keeping with
volume	loudness or softness; see also see elements of music (dynamics and expression)