## The Arts Standard

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<th>Dimension: Creating and making</th>
<th>When using Music to implement standards for the Arts, teachers could develop learning activities that allow students to:</th>
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| Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies ... | develop and express an understanding of the purpose of musical works and their role as performers, improvisers and composers of a wide-ranging repertoire of unison and part songs, and instrumental pieces including multi-instrumental arrangements. They work independently and collaboratively in experimenting with and applying:  
  - **instrumental and vocal performance skills**, such as extending range on selected instrument/s and voice, and developing a greater degree of (as appropriate) breath/bowing/articulation/phrasing/dynamic control  
  - **specific techniques** to perform repertoire from different times, places and cultures  
  - **composing/improvising/arranging processes** to:  
    - select, match and combine the expressive qualities of sound to create musical works  
    - select and apply simple melodic, harmonic and rhythm accompaniments to known songs, rhythm pieces and melodies  
    - appropriately use conventional and graphic notation to record aspects of their compositions and read conventional notation, interpreting features such as melody, rhythm, dynamics and phrasing  
    - interpret a range of diverse graphic scores  
    - refine their work, adapting its expressive and technical qualities. |
| (Students) … plan, develop, refine, make and present arts works. | **plan, develop** and **refine** group compositions, arrangements and performances. They improvise and compose with sounds from a variety of sources. For example, they experiment with one or more different rhythmic structures such as triplets or syncopated patterns, scales or modes, chord changes, themes and variations. They re-create the works of others individually and in groups. They use conventional and graphic notation to represent sounds. When preparing **making** and **presenting** performances, they develop their technical and performance skills; for example, singing expressively with appropriate breath control, phrasing and interpretation in a range of contexts. |
| Students investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas. | **generate** and **communicate ideas by exploring** their feelings and attitudes to, and understandings of, a range of issues. For example, they express their attitude to the felling of trees in rainforests by musically personifying one of the trees. They manipulate the expressive qualities of sound to find creative solutions to music tasks; for example, they create a sound collage that explores the dynamics and tone colours of a range of metal sound sources such as suspended spoons, metal sheeting, glockenspiels and gongs. They generate ideas from investigation of sources such as themes, stories, dance and other stimuli. They **manipulate a range of elements** of music using appropriate compositional devices, for example:  
  - **tone colour** – identify and apply the tone colours of instruments and sounds from different times, places and cultures, for example the djembe and angklung  
  - **texture** – identify, select, combine and apply different textures using similar instruments; create and interpret textures using different harmonic forms, for example block harmonies, counter-melodies  
  - **rhythm** – interpret and apply extended rhythm patterns and overlays; explore more complex rhythms, including dotted rhythms; work with simple and compound metres in familiar time signatures (for example, 3/4, 4/4, 6/8)  
  - **melody** – interpret and apply extended melodic patterns; apply knowledge of scales and modes from different times and places (for example, pentatonic, Aeolian, major, minor, scales used in music like Raga Dhan)  
  - **harmony** – interpret and apply drones, block chords, overlaying melodic patterns, counter-melodies  
  - **expression** – identify and apply sudden and gradual changes in dynamics and tempo  
  - **form** – identify and apply, for example AB, ABA, Rondo, Song, Free, theme and variation  
  - **style** – music of different times, places and cultures. |
| Students communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. | **communicate ideas from their own and other cultures and times** through performance, improvisation and composition of musical works incorporating influences from their own and other cultures, times and places. For example, influences from other cultures can include performance, improvisation and composition of a theme and variation (ballad style) based on Australian subject matter. Influences from other cultures and times might include performance, improvisation and composition of African rhythms, Asian melodies that feature quarter-tone intervals, pentatonic scales and other modes. Students document the processes involved in developing their music ideas in aural, video or written format. For example, they develop a composition journal on their webpage, documenting their ideas and including sound sequences of the composing process. |
Students evaluate the effectiveness of their arts works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

- **discuss and evaluate the effectiveness** of their own performances, improvisations and compositions orally and in writing. They might evaluate their work with a montage of visual methods; for example, still photography, digital photography, video images. Students document reflections about characteristics of the musical work using a folio of work samples, and refer to factors like what has changed, what still remains to be done. The folio may include notes, diagrams, drafts and current version of a composition (for example, MIDI), recordings of preparations of a musical work for a concert.

### Ideas for assessment tasks

- use of improvisation, music technology and other selected processes to generate, develop and refine music ideas for works that incorporate influences from own and others’ cultures to communicate intended aims for presentation to a variety of audiences
- documentation using graphic and/or conventional music notation, description and evaluation of possibilities and influences when planning, developing and refining own and others’ music works to create performances that are suitable for selected audiences
- guided use, and identification and evaluation of the use, of the elements of music, including pitch — selected mode/scale forms; rhythm — simple and compound metres, syncopation; harmony — tonic/dominant drones and other two-chord progressions; dynamics, for example using and changing dynamics to create effects; tempo, for example using conducting gestures to achieve performance aims; tone colour, for example selecting instruments and using and varying techniques to achieve effects; articulation, for example legato, staccato and other accents; phrasing, for example using breathing techniques to distinguish beginning and endings of phrases; texture, for example homophonic and interweaving lines
- accurate pitch, rhythm and selected interval intonation when singing phrases, patterns, unison songs and/or parts with on-beat rhythms, some syncopation and chromatic notes as appropriate across vocal range
- accurate pitch, pulse/beat and rhythm, and setting, and varying selected dynamics, articulation and phrasing when playing rhythmic, melodic and harmonic/ostinati patterns, phrases, accompaniments and/or works with on-beat rhythms and some syncopation and chromatic notes as appropriate
- appropriate techniques to create, vary and communicate intended effects when using selected instruments
- accurate reading and writing of graphic and/or conventional music notation and symbols when learning repertoire and creating own music works, and planning and refining how to interpret notation to achieve intended aims.
## Approaches to Learning and Teaching – The Arts (Music) Level 4

### The Arts Standard

<table>
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<tr>
<th>Dimension: Exploring and responding</th>
<th>When using Music to implement standards for the Arts, teachers could develop learning activities that allow students to:</th>
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<td>Students discuss traditional and contemporary arts works using appropriate arts language to describe the content, structure and expressive qualities of their own and other people’s works from a range of arts disciplines and forms. They interpret and compare key features of arts works made in a range of times, places and cultures.</td>
<td><strong>discuss the features</strong> of a range of music works. They listen to and talk about features of music works from a variety of styles and times, and discuss and compare aspects of music works and performances from different cultures. In their discussion, they explore the purposes for which music is performed, improvised and composed. They discuss the style, purpose and context of their own performances, improvisations and compositions. Students use music language appropriate to the style to describe and compare the content, structure and features of the elements of music in their own and other people’s works. They develop a greater understanding of what is being expressed in music works; for example, they listen to music composed for a cartoon and discuss how the elements of music were used to create the desired mood.</td>
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<tr>
<td>Students identify and describe influences on their own works and the purposes for which arts works are created in different historical and cultural contexts.</td>
<td><strong>identify and describe influences</strong> on their own works and the purposes for which musical works are created, such as celebrations of national events, festivals, honouring a person, inspiring social change, recording history, and accompanying specific dances. They talk about their musical experiences and preferences for particular works or styles of music, identifying and describing the characteristics they admire. They explore music in association with other arts forms.</td>
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### Ideas for assessment tasks

- listening tasks that require students to describe and comment on how other composers use and manipulate specific elements of music and compositional devices to create effects
- discuss influences from other cultures and times on selected works, and ways that this knowledge can be incorporated into own music-making
- documentation using graphic and/or conventional notation
- describe and evaluate possibilities and influences when planning, developing and refining own and others’ musical works for performances that are suitable for a variety of audiences
- verbal and written description and evaluation of features of music being listened to, sung and played
- evaluate other people’s music works to plan and prepare performances that are suitable for a variety of audiences.
### Interweaving other domains with Music – Level 4

#### Physical, Personal and Social Learning

At Level 4, links between The Arts – Music and domains in the Physical, Personal and Social Learning strand that can be used to enhance student learning include:

**Health and Physical Education** (standard, Movement and physical activity)

- Refine basic and complex motor skills and apply these skills in increasingly complex games and activities.

For example, in a music class, students further develop, refine and apply more complex psychomotor skill and sequences of movement while singing, listening, playing and moving on their own and in groups. They participate in performance, improvisation and composition that enable an exploration of the decision-making processes. They discuss how strategic thinking and increased understanding of motor skills they are using when playing their instruments can enhance individual and group performance. They practise and reinforce skills such as choices of fingering or bowing that demonstrate increased strategic thinking.

**Interpersonal Development** (standard, Building social relationships)

- Demonstrate, through their interactions in social situations, respect for a diverse range of people and groups.

For example, group composition and performance activities in music classes further promote the opportunity to consider various ways that people view each other such as feelings about people who are like them and people who are different. Through these activities, students learn about ways relationships may change and develop over time, and about the transient nature of some relationships. The group nature of music teaching may assist to explore reactions to and develop strategies for managing the loss of some relationships, and the development of new ones. Students develop an appreciation for ways in which the behaviour, performance and attitude of an individual might affect and be affected by his or her role in a group activity.

#### Discipline-based Learning

At Level 4, links between The Arts – Music and domains in the Discipline-based Learning strand that can be used to enhance student learning include:

**The Humanities** (standard, Historical knowledge and understanding).

Students learn about their immediate and local community and environment …

For example, through study and performance of music from different music traditions, students reinforce their understanding about the social and cultural heritage of the people who created the music, traditions, beliefs, roles and responsibilities of people, such as song-writers and drummers in different communities, the role of music in daily life and religious or ritual practice, customs and important ceremonies, and use of economic resources.

**Languages Other Than English** (standard, Communicating in a language other than English)

Show awareness of the … cultural requirements related to a given topic …

For example, students present performances of music works from culture/s associated with the LOTE they are learning using performance conventions appropriate to the culture of the LOTE.

#### Interdisciplinary Learning

At Level 4, links between The Arts – Music and domains in the Interdisciplinary Learning strand that can be used to enhance student learning include:

**Information and Communications Technology** (standard, ICT for creating)

- Use design tools to represent how solutions will be produced and the layout of information products.

For example, students apply tools from a music sequencing software package to plan aspects of the structure of music works, such as form, rhythmic patterns, chord progressions and/or instrumentation. They show their plan through a computer-generated score, and then use the score as a reference point when developing other aspects of the composition such as the melody. The score is refined and updated progressively.