Music scope and sequence: Foundation to Level 10

| **Foundation** | **Levels 1 and 2** | | **Levels 3 and 4** | | | **Levels 5 and 6** | | **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard | | | | | | | | | |
| By the end of Foundation, students describe the music they listen to at school, at home and in the community, identifying what they enjoy and why. Students sing with pitch awareness and respond to the beat and simple rhythm patterns. They explore contrasting sounds and improvise with them, using imagination and skills to create music. They sing and play instruments to communicate their experiences and ideas. | By the end of Level 2, students identify where they experience music. They describe where, why and how people across cultures, communities and other contexts experience music. Students demonstrate listening skills when hearing and when making music. They use the elements of music to improvise and/or compose music. They share their music-making with audiences in informal settings. | | By the end of Level 4, students identify and describe how elements of music are used in music they compose and/or perform. They recall where, when, why and how music is created and presented across cultures, times, places and other contexts, including the music of Aboriginal and Torres Strait Islander Peoples. Students use listening skills when performing, composing and listening to music. Students use music knowledge and skills to create music in a range of forms that communicates ideas, perspectives and meaning. They perform their work in formal and informal settings. | | | By the end of Level 6, students demonstrate how elements of music contribute to music they compose, perform and experience. They recall how music composed and/or performed across cultures, times, places and other contexts communicates ideas, perspectives and meaning. They identify how music is used to continue and revitalise cultures, including in the works of Aboriginal and Torres Strait Islander Peoples.  Students demonstrate listening and aural skills when listening, composing and performing. They select and use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance, and documenting and/or recording the music they compose. They perform music in formal and informal settings, identifying different audiences. | | By the end of Level 8, students analyse how the elements of music and compositional devices are manipulated in music they compose, perform and experience. They describe ways music from across cultures, times, places and other contexts communicates ideas, perspectives and meaning, including in the works of Aboriginal and Torres Strait Islander Peoples. They identify and describe how and why respectful approaches are used in composing, performing and responding to music.  Students exploit elements of music and compositional devices and demonstrate listening and aural skills to compose music that communicates ideas, perspectives and meaning. They document/notate and/or record the music they compose. They manipulate elements of music when performing their own and others’ music. They demonstrate performance skills when performing music for audiences. | By the end of Level 10, students analyse and evaluate ways the elements of music and compositional devices are exploited to engage audiences in music they compose, perform and experience. They investigate ways music from across cultures, times, places and other contexts communicates ideas, perspectives and meaning, including the practices of Aboriginal and Torres Strait Islander musicians. They evaluate how music is used to celebrate and challenge perspectives of Australian identity, including those of Aboriginal and Torres Strait Islander Peoples.  Students demonstrate listening skills relevant to the styles in which they are working when composing, arranging and performing. They document/notate and/or record their music. They manipulate elements of music appropriate to the style when performing their own or others’ music. They use music elements and compositional devices to compose music that communicates ideas, perspectives and meaning. They demonstrate performance skills when performing music for audiences. |
| Content descriptions | | | | | | | | | |
| Strand: Exploring | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| explore how and why music is important for people and communities  VC2AMUFE01 | explore where, when, why and how people across cultures, communities and other contexts experience music, including music composed and performed by Aboriginal and Torres Strait Islander Peoples  VC2AMU2E01 | | explore where, when, why and how music is composed and performed across cultures, times, places and other contexts  VC2AMU4E01 | | | explore ways that the elements of music are combined to communicate meaning in music across cultures, times, places and other contexts including from Aboriginal and Torres Strait Islander Peoples  VC2AMU6E01 | | investigate ways composers and performers use the elements of music and compositional devices in music composed across cultures, times, places and other contexts, including in the music of Aboriginal and Torres Strait Islander musicians  VC2AMU8E01 | investigate composers’ and performers’ use of elements of music, compositional devices and/or vocal and instrumental techniques to develop personal voice in music from a range of cultures, times, places and other contexts, including music by Aboriginal and Torres Strait Islander Peoples  VC2AMU10E01 |
| explore ideas for music through play  VC2AMUFE02 |  | | explore how Aboriginal and Torres Strait Islander Peoples use music to communicate their connection to and responsibility for Country and Place  VC2AMU4E02 | | | explore ways Aboriginal and Torres Strait Islander Peoples use music to continue and revitalise cultures  VC2AMU6E02 | | explore the diversity of music composed and performed by Aboriginal and Torres Strait Islander musicians, considering culturally appropriate and respectful approaches to Indigenous Cultural and Intellectual Property rights  VC2AMU8E02 | investigate ways musicians, including Aboriginal and Torres Strait Islander performers and/or composers, celebrate and challenge multiple perspectives of Australian identity through music  VC2AMU10E02 | |
| **Strand: Developing Practices** | | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| use play, imagination, music knowledge and processes to discover possibilities and develop ideas  VC2AMUFD01 | | develop listening skills and skills for singing and playing instruments  VC2AMU2D01 | | develop listening skills and skills for working with elements of music when singing and playing instruments  VC2AMU4D01 | develop listening skills and skills for working with elements of music to achieve expressive effects when composing, singing and playing instruments  VC2AMU6D01 | | develop and practise listening skills and vocal and/or instrumental skills and techniques for manipulating elements of music to achieve expressive effects  VC2AMU8D01 | | develop, practise and refine the use of listening skills and style-specific vocal and instrumental skills and techniques to interpret music and communicate expressive effects  VC2AMU10D01 | |
|  | |  | |  |  | | reflect on, analyse and document their own and others’ music to inform choices they make as composers and performers about how they will manipulate elements of music and/or compositional devices  VC2AMU8D02 | | reflect on, analyse, evaluate and document 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/or compositional devices  VC2AMU10D02 | |
| **Strand: Creating** | | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| create music that communicates ideas and explores meaning  VC2AMUFC01 | select and combine elements of music when composing and practising music for performance  VC2AMU2C01 | | work with elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance  VC2AMU4C01 | | | work with elements of music and use compositional devices to communicate ideas, perspectives and meaning when composing and practising music for performance, and, as appropriate to the style, document and/or record the music they compose  VC2AMU6C01 | | interpret music in a variety of forms and styles, manipulating elements of music and employing relevant vocal and/or instrumental techniques  VC2AMU8C01 | interpret music in a variety of forms and styles, manipulating the elements of music and compositional devices, and using style-specific vocal and instrumental techniques to communicate ideas, perspectives and/or meaning  VC2AMU10C01 | |
|  |  | |  | | |  | | compose using the elements of music and compositional devices to communicate ideas, perspectives and meaning, and notate, document and/or record the music  VC2AMU8C02 | compose music, exploiting and combining elements of music and compositional devices relevant to chosen styles and forms to communicate ideas, perspectives and/or meaning and notate, document and/or record the music  VC2AMU10C02 | |
| **Strand: Presenting** | | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| share their music with audiences  VC2AMUFP01 | sing and play music to communicate to audiences in informal settings  VC2AMU2P01 | | sing and play music they have learnt and/or created to audiences in formal and informal settings  VC2AMU4P01 | | | rehearse and perform music in a range of forms they have learnt and/or composed to audiences in informal and formal settings  VC2AMU6P01 | | rehearse and perform music to audiences using relevant vocal and/or instrumental techniques and performance skills  VC2AMU8P01 | rehearse and present planned performances of music they have learnt and/or composed to audiences, using relevant vocal and instrumental techniques and performance styles  VC2AMU10P01 | |