

Years 9 and 10

Band description

In Years 9 and 10, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing.

Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. They extend their use of and identification of timbre to discriminate between different instruments and different voice types.

They build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques. In performance they extend technical and expressive skills from the previous band.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore music forms, students learn that over time there has been further development of different traditional and contemporary styles. Students reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music.

As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music. They evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform.

Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.

Content descriptions	Content elaborations
<p>10.1 Improvise and arrange music, using aural skills and manipulation of the elements of music to develop personal style <i>General capabilities: Lit, Num, PSC, CCT, ICU</i> <i>Cross-curriculum priorities: AAEA</i></p>	<p>10.1.1 using aural skills and memory to identify, sing and notate pitch and rhythm patterns, intervals and familiar chord changes 10.1.2 improvising with instrumentation, dynamics and expressive techniques to develop the texture of a composition 10.1.3 experimenting with layering of sound to develop a personal style in improvisation and composition 10.1.4 applying an aural understanding of key and tonality when improvising and composing 10.1.5 exploring use of elements of music in different music styles, including those from other cultures and times, as a stimulus for improvisation</p>
<p>10.2 Manipulate combinations of the elements of music to communicate musical ideas in a range of styles, using technology and notation <i>General capabilities: Lit, ICT, CCT</i> <i>Cross-curriculum priorities: NA</i></p>	<p>10.2.1 manipulating sound sources and technology to suggest or replicate style 10.2.2 experimenting with and comparing how elements of music are used to communicate musical intentions in traditional, digital and graphic scores from different styles Considering viewpoints – meanings and interpretations: For example – How do changes in instrumentation and orchestration affect the interpretation of this piece? 10.2.3 creating symbols and using varied traditional and invented notation and technology to communicate how they used the elements of music in composition</p>
<p>10.3 Practise and rehearse to refine a variety of performance repertoire with</p>	<p>10.3.1 rehearsing solo and ensemble repertoire to develop</p>

<p>increasing technical and interpretative skill <i>General capabilities: ICT, PSC, CCT</i> <i>Cross-curriculum priorities: SUST</i></p>	<p>technical skill and musical sensitivity 10.3.2 rehearsing and refining solo and ensemble repertoire with an increasing stylistic understanding Considering viewpoints – cultures and histories: For example – How are the elements of music used in this piece to convey a cultural identity? What historical forces and influences are evident in this work? 10.3.3 working collaboratively to develop ensemble skills and an understanding of the role of each member of the ensemble in a performance. 10.3.4 recording and evaluating performances using digital technologies, for example, listening to a recording of their own performances and identifying areas for improvement</p>
<p>10.4 Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists <i>General capabilities: Lit, ICT, CCT, ICU</i> <i>Cross-curriculum priorities: ATSIHC</i></p>	<p>10.4.1 planning, recording and communicating ideas in different musical styles, including Australian music by Aboriginal and Torres Strait Islander artists, using specialised notation and terminology 10.4.2 combining and manipulating the elements of music using repetition, variation and contrast to shape compositions 10.4.3 composing and arranging music using the elements of music to communicate style and genre, and considering contemporary Australian styles and emerging genres such as Aboriginal hip hop and mash up and classical fusion of instrumentation such as symphonic orchestra and didgeridoo 10.4.4 exploring and manipulating combinations of electronic and acoustic sounds to create new works, using technology as a composition tool and sound source Considering viewpoints – psychology: For example – How does music used in games or film influence and stimulate an emotional response in an audience? 10.4.5 experimenting with contemporary media and recording techniques to create and refine original compositions and arrangements</p>
<p>10.5 Perform music applying style-specific techniques and expression to interpret the composers' use of elements of music <i>General capabilities: Lit, CCT, ICU</i> <i>Cross-curriculum priorities: SUST</i></p>	<p>10.5.1 performing music from scores made by themselves and others Considering viewpoints – evaluations: For example – How are these two performances different? Which one was more successful with audiences and why? 10.5.2 exploiting musical features of works across a range of styles and contexts in performance 10.5.3 recognising the influence of social, cultural and historical developments and incorporating these into their performance 10.5.4 using aural skills and reading notation to develop interpretation as they perform known and unknown repertoire in a range of styles</p>
<p>10.6 Evaluate a range of music and compositions to inform and refine their own composition and performances <i>General capabilities: Lit, CCT, ICU</i> <i>Cross-curriculum priorities: AAEA, SUST</i></p>	<p>10.6.1 analysing how the use and combination of the elements of music defines their developing personal style and how their style is influenced by cultural and historical styles 10.6.2 listening to, analysing and comparing the performance practices of others to shape and refine their interpretation of a piece of music 10.6.3 comparing music from different styles to identify and describe stylistic, cultural and historical practices and inform their own composition and performance practice 10.6.4 investigating why and how different traditions, styles and contexts affect the experience and interpretation of a piece of music and taking this into account when interpreting and</p>

	<p>composing music</p> <p>Considering viewpoints – societies: For example – How is this piece typical of the social context in which it was created? cultures: How are the elements of music used in this piece to convey a cultural identity? histories: What historical forces and influences are evident in this work?</p> <p>10.6.5 evaluating the use of the elements of music when listening to and interpreting music</p>
<p>10.7 Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with music from Australia and including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts</p> <p><i>General capabilities: Lit, ICT, CCT, ICU</i></p> <p><i>Cross-curriculum priorities: ATSIHC, AAEA, SUST</i></p>	<p>10.7.1 evaluating and comparing stylistic interpretations of a range of music to develop aesthetic awareness</p> <p>10.7.2 comparing and evaluating audience responses and performer roles across a broad range of formal, informal, virtual and interactive settings</p> <p>10.7.3 evaluating their own and others' music, and applying feedback to refine and improve performances and compositions</p> <p>10.7.4 discussing the influence of music on the development of personal and cultural identity</p> <p>Considering viewpoints – critical theories: For example – How has the rise of technology changed the nature of music? How has technology impacted on audiences, the music industry and the way we consume music?</p>

[In the online version of the curriculum, the information below will be hyperlinked from content descriptions.]

<p>Examples of knowledge and skills appropriate for students in Music at Years 9 and 10</p>
<p>In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:</p> <p>Elements of music</p> <p>Rhythm</p> <ul style="list-style-type: none"> - regular and irregular time signature and beat subdivisions; triplets and duplets; further time signature - complex metres, required note groupings: $\frac{5}{4}$ $\frac{7}{8}$ $\frac{9}{8}$ - rhythmic devices including syncopation, rhythmic motif, rhythmic augmentation and diminution <p>Pitch</p> <ul style="list-style-type: none"> - melodies and chords based on major, minor and modal scales; tonal centres; modulation; consonance and dissonance; chromaticism; pitch devices including riff, ostinato and pedal note <p>Dynamics and expression</p> <ul style="list-style-type: none"> - dynamic gradations; expressive devices and articulations relevant to style such as rubato, ornamentation, terraced dynamics, pitch bending, vibrato, oscillation, filters and pedals <p>Form and structure</p> <ul style="list-style-type: none"> - structures appropriate to styles and repertoire studied including theme, hook, motivic development, head, sonata form, interlude and improvisation <p>Timbre</p> <ul style="list-style-type: none"> - identifying instruments and voice types by name and method of sound production; use of mutes, pedals, harmonics, digitally manipulated sound, distortion, and techniques appropriate to style <p>Texture</p> <ul style="list-style-type: none"> - horizontal and vertical layers appropriate to styles and repertoire studied; homophonic and polyphonic writing, countermelody and white noise <p>Skills (including aural skills)</p> <ul style="list-style-type: none"> - singing and playing music in two or more parts in a range of styles - performing with expression and technical control and an awareness of ensemble.

Years 9 and 10 Achievement Standard

By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.