AC9AMU4E01

explore where, why and how music is composed and/or performed across , times, places and/or other contexts

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Elaborations

• exploring examples of music created for similar purposes across different times and/or places, such as music for dancing, songs that communicate messages (health/wellbeing/identity messages), feelings or emotions (how the songwriter feels about a person or place) or knowledge (narrative songs/songs that tell stories) and asking questions about how are used; for example, "Can I identify and clap the main rhythmic pattern or sing the melody in this song?", "Which instruments are being used in the performance and are they the 'original' instruments the composer intended would be used?"

• examining the purpose for which music is used in their lives and community; for example, identifying and listening to music performed by a local choir or cultural group and responding to it (by sharing what they like, find interesting or would like to know more about in the music; describing how the music makes them feel)

• comparing the expectations and requirements of performers and audiences in different performance settings; for example, discussing when it is acceptable to talk, dance or clap during a performance

• exploring ways of notating or documenting forms of music, such as graphic notation, lead-sheets (lyrics, melody and/or harmony/chords), using visual images or staff notation and/or using music terminology, identifying and explaining how each type of notation/documentation conveys information to performers

• exploring ways to make instruments from a range of ; for example, using recycled/repurposed to construct instruments that produce sounds across a range of pitches and/or tone colours and effects; for example, cardboard tubes filled with cotton and rice, or food wrappers scrunched up loosely in recycled plastic bags; then using these instruments to create Foley sounds for a soundscape to accompany an exhibition of sculpture made from recycled/repurposed

Students learn to:

explore where, why and how music is composed and/or performed across cultures, other contexts

(AC9AMU4E01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Navigating intercultural contexts

• Adapt in intercultural exchanges

Speaking and listening

• Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Explore the influence of cultures on interactions

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Inquiring

• Identify, process and evaluate information

Generating

• Create possibilities

• Put ideas into action

Resources

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges

influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9AMU4E01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively and responds to short texts consisting of a few sentences
• recalls one or 2 ideas from a short text or interaction
• answers simple or literal questions
• asks what, when, why questions about a text they have listened to
• uses facial expressions, gestures or actions to indicate understanding of tone and intonation
• discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
• describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
• accurately repeats, short phrases and statements from a short text or interaction
• recognises and generates one-syllable rhyming words (see Phonological awareness)
• responds to simple and elementary texts (see Text complexity)
• recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
• answers literal and simple inferential questions from a text they have listened to
• infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
• experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
• uses learnt vocabulary and simple adjectives to recount key ideas from heard text
• responds to elementary texts (see Text complexity)
• listens purposefully to texts to identify specific learning area content
• recalls specific information from a learning area text
• attends to sequence when recounting ideas
• infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
• describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
• retells a familiar story with some possible minor adaptations
• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual

information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
perspectives

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify opinions on familiar topics and intercultural experiences, recognising reasons for
different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how
people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others,
when discussing unfamiliar topics

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o
relationship between cultures and identities

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together,
identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the
community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of
identity and belonging

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

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information and digital sources
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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
perspectives

Content description

AC9AMU4E01

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different perspectives

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• describe how their cultural identities influence interactions with others

• understand how cultural and linguistic diversity affect interactions within their community

• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9AMU4E01

Continuum extract

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• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect relationship between cultures and identities

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9AMU4E01

Continuum extract

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• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a

Music

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Music. The examples provide a suggested sequence for the introduction and development of knowledge and skills.
Introduction
The examples focus on:
• the practices of listening, composing and performing
• approaches to exploring and responding to music across cultures, times, places and other contexts
• the elements of music
• safe music practice.

The appendix provides information about rhythmic values and notation, pitch naming and notation, terms used to describe dynamics and expression, and information about notation systems.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:
• make decisions about the order and pace with which they introduce and develop knowledge and skills
• support differentiation and meeting the needs of students with diverse learning needs
• plan Arts learning across a range of delivery contexts such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Music learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their music practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.
Download
Explore more

AC9AMU4E02

explore■how First Nations Australians use music to communicate their connection to and responsibility for

•
•

Elaborations
• examining a diverse range of music■composed and/or performed■by First Nations Australians to communicate connection to, and responsibility for ; for example, listening to■music■such as songs with lyrics about or music used to accompany dances that communicate knowledge about
• listening to and exploring music that shares feelings and ideas about the importance of and for First Nations Australians as a starting point for talking about different ways of seeing the same place and telling stories through music
• learning from First Nations Australians about how they use music to communicate their connection to, and responsibility for , and people; for example, resources created or co-created by First Nations Australians, such as interviews/podcasts that feature First Nations Australians talking about their music and/or performances
• learning from First Nations Australians about the expectations and requirements of performers and audiences who are performing/experiencing music that communicates connection to, and responsibility for , such as music used during a Welcome to Country
Students learn to:

explore■how First Nations Australians use music to communicate their connection

responsibility for Country/Place

(AC9AMU4E02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Navigating intercultural contexts

• Adapt in intercultural exchanges

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as

language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Culture

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Culture

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Resources

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9AMU4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences

• describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

• examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9AMU4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how people express agreement or disagreement about what they value within familiar intercultural contexts
• compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
• examine the factors that influence cultural perspectives presented within intercultural contexts

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9AMU4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9AMU4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9AMU4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

AC9AMU4D01

develop listening skills and skills for manipulating when singing and playing instruments
•
•

Elaborations
• using speaking, singing, voice/vocalisation and movement to develop skills for singing/vocalisation; for example, breathing, awareness of pitch, beat and rhythm, ensuring that the

audience can hear/follow the lyrics when singers are singing softly, learning how to sing louder without shouting

• manipulating to create and control intended effects, using sounds from a range of sources, such as voice/vocalisation, classroom instruments, found objects or digital instruments; for example, varying dynamics in repeated sections to create interest or using different instruments/combinations of instruments to create a particular mood or feeling, using combinations of steps and jumps (close/wide intervals) in a melody to suit different sections of the lyrics

• singing and playing learnt pitch and rhythm patterns and varying within them to create different effects; for example, singing softer or louder, faster or slower, repeating phrases, extending or shortening rhythmic

• listening to the effects they create by manipulating in different ways and discussing how easy/difficult different choices are to perform accurately; asking questions such as "What works and why" (noting that there may be a range of responses across the class)

• listening to diverse examples of music to explore how rhythm and pitch patterns, structures or timbres are used; for example, listening to identify whether a rhythmic or melodic pattern is repeated in every bar/measure or used only in a specific section, such as the verse or chorus

• practising reading staff, graphic and/or invented notation as they rehearse and perform

• exploring options for representing sounds in a score; for example, inventing a graphic score to represent sounds of the environment or using a combination of staff notation and invented symbols; then using the score when rehearsing and making changes to ensure that it is accurate and useful/easy to follow in performance

Students learn to:

develop listening skills and skills for manipulating elements of music when singing instruments

(AC9AMU4D01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Consider alternatives

• Put ideas into action

Self-awareness

• Reflective practice

Self-management

• Perseverance and adaptability

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Consider alternatives

• Put ideas into action

Self-awareness

• Reflective practice

Generating

• Consider alternatives

• Put ideas into action

Self-management

• Perseverance and adaptability

Generating

• Consider alternatives

• Put ideas into action

Self-management

• Perseverance and adaptability

Generating

• Consider alternatives

• Put ideas into action

Self-awareness

• Reflective practice

Generating

• Consider alternatives

Self-awareness

• Reflective practice

Generating

• Put ideas into action

Self-management

• Perseverance and adaptability

Generating

• Consider alternatives

• Put ideas into action

Self-awareness

• Reflective practice

Resources

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider alternatives and explore different or creative ways to approach a task or problem

• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• describe what they have discovered about themselves by engaging with feedback

• build on personal abilities and achievements using feedback and self-assessment

• analyse personal abilities and achievements by seeking feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate perseverance and adaptability with unfamiliar tasks
• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4D01

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• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe what they have discovered about themselves by engaging with feedback
• build on personal abilities and achievements using feedback and self-assessment
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Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4D01

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• consider alternatives and explore different or creative ways to approach a task or problem
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• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4D01

Continuum extract

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• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate perseverance and adaptability with unfamiliar tasks
• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4D01

Continuum extract

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate perseverance and adaptability with unfamiliar tasks
• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4D01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4D01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMU4D01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe what they have discovered about themselves by engaging with feedback
• build on personal abilities and achievements using feedback and self-assessment
• analyse personal abilities and achievements by seeking feedback

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4D01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMU4D01
Continuum extract

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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effectiveness
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range of options

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AMU4D01

Continuum extract

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learning from setbacks and failure
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Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4D01

Continuum extract

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4D01

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The following continuum extract shows the alignment of the continuum with this content.
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effectiveness
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range of options

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMU4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Resource – Music Examples of knowledge and skills

Music

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Music. The examples provide a suggested sequence for the introduction and development of knowledge and skills.
Introduction
The examples focus on:
• the practices of listening, composing and performing
• approaches to exploring and responding to music across cultures, times, places and other contexts
• the elements of music
• safe music practice.

The appendix provides information about rhythmic values and notation, pitch naming and notation, terms used to describe dynamics and expression, and information about notation systems.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:
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Throughout their Music learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their music practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.
Download
Explore more

AC9AMU4C01

manipulate to communicate ideas, perspectives and/or meaning when composing and practising for performance

•

•

Elaborations
• writing lyrics and/or melodies for songs, raps or chants and using formats such as graphic or staff notation or a lead-sheet or an audio recording to notate/document/record their work
• using available technologies to create accompaniments; for example, improvising patterns (body percussion, classroom instruments) and recording as a loop or using to notate/document music; for example, using a template to create a lead-sheet or a story-boarding app to record information about where music will be used in a claymation they are creating in Media Arts
• improvising phrases of music on an instrument to practise known notes and rhythm patterns or to extend the range of notes they can on an instrument
• learning songs and/or instrumental music associated with specific , such as cultural groups in the local community or from , or where a language they are learning is spoken
• listening to live or recorded performances of music and gathering ideas they can use in their performance, such as the feel or mood of the song/music, how to interpret characteristic rhythmic patterns or how they might use body percussion or other movements in their performance
• manipulating the , such as dynamics and tempo, to express different characters or and emotions when composing music for a screen-based work or to accompany drama, such as a re-telling of a familiar children's story
• combining composed and improvised sections to create a complete work; for example, composing a melody and accompaniment to create a theme song and combining with improvised/soundscape sections to accompany a reading/narration of a story they have written
• working in pairs or groups to create ostinatos or accompaniments; for example, using ukuleles or bucket drums and composing ostinatos or accompaniments for songs they are learning

Students learn to:

manipulate elements of music to communicate ideas, perspectives and/or meaning practising for performance

(AC9AMU4C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Create possibilities

• Consider alternatives

• Put ideas into action

Self-management

• Goal setting

• Perseverance and adaptability

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Consider alternatives

• Put ideas into action

Self-management

• Goal setting

Generating

• Consider alternatives

• Put ideas into action

Creating and exchanging

• Plan

Generating

• Consider alternatives

• Put ideas into action

Self-management

• Perseverance and adaptability

Generating

• Consider alternatives

• Put ideas into action

Growing Asia-Australia engagement

• Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

Knowing Asia and its diversity

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Generating

• Consider alternatives

Generating

• Create possibilities

Self-management

• Perseverance and adaptability

Generating

• Create possibilities

Self-management

• Goal setting

Self-management

• Perseverance and adaptability
Social management
• Communication
• Collaboration
Resources
Snapshot – Create possibilities
Critical and Creative Thinking: Generating: Create possibilities
Content description
AC9AMU4C01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
Snapshot – Consider alternatives
Critical and Creative Thinking: Generating: Consider alternatives
Content description
AC9AMU4C01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
Snapshot – Put ideas into action
Critical and Creative Thinking: Generating: Put ideas into action
Content description
AC9AMU4C01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
Snapshot – Goal setting
Personal and Social capability: Self-management: Goal setting
Content description
AC9AMU4C01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• collaboratively develop goals to improve learning
• plan for learning, by setting improvement goals
• select and use strategies to monitor own learning and refine goals to plan for further improvement
Snapshot – Perseverance and adaptability
Personal and Social capability: Self-management: Perseverance and adaptability
Content description
AC9AMU4C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate perseverance and adaptability with unfamiliar tasks
• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
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Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9AMU4C01

Continuum extract

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Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
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Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to contribute to a basic plan to complete a task
- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4C01

Continuum extract

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- put ideas into action by experimenting with options and predicting possible results
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Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AMU4C01

Continuum extract

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Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4C01

Continuum extract

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4C01

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• put ideas into action by experimenting with options and predicting possible results
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Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU4C01

Continuum extract

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Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AMU4C01

Continuum extract

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• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
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Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMU4C01

Continuum extract

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Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collaboratively develop goals to improve learning
• plan for learning, by setting improvement goals
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Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AMU4C01

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9AMU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Resource – Music Examples of knowledge and skills

Music

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Music. The examples provide a suggested sequence for the introduction and development of knowledge and skills.
Introduction
The examples focus on:
- the practices of listening, composing and performing
- approaches to exploring and responding to music across cultures, times, places and other contexts
- the elements of music
- safe music practice.

The appendix provides information about rhythmic values and notation, pitch naming and notation, terms used to describe dynamics and expression, and information about notation systems.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:
- make decisions about the order and pace with which they introduce and develop knowledge and skills
- support differentiation and meeting the needs of students with diverse learning needs
- plan Arts learning across a range of delivery contexts such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Music learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their music practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

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Download
Explore more

AC9AMU4P01

sing and music they have learnt and/or composed in informal settings
-
-

Elaborations
- performing music such as unison songs, rounds and instrumental music arranged for small ensembles that feature melody and accompaniment parts, such as ostinato or drones
- introducing performances by sharing information such as the intended purposes of their compositions with others, and documenting how they used the when composing and/or performing
- rehearsing and performing music using a range of technologies; for example, learning and (with assistance) applying techniques for using sound reinforcement equipment such as PA, microphones and speakers efficiently to ensure that the audience can hear their performance and they can hear other performers (foldback) or making recordings of rehearsals, listening and evaluating how well they are achieving their aims and making adjustments (as required)
- planning how they will stage a performance and introduce their performances to audiences using spoken, written or audio-visual formats
- reading from notation and/or documentation such as a lead-sheet (lyrics and chords), staff or graphic notation that includes invented or learnt symbols when practising and performing music

Students learn to:

sing and play music they have learnt and/or composed in informal settings

(AC9AMU4P01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Create possibilities

• Put ideas into action

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Put ideas into action

Social management

• Communication

Social management

• Communication

Creating and exchanging

• Plan

Self-management

• Perseverance and adaptability

Generating

• Put ideas into action

Reflecting

• Transfer knowledge

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMU4P01

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4P01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AMU4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

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AC9AMU4P01

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Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AMU4P01

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Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU4P01

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Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9AMU4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Resource – Music Examples of knowledge and skills

Music

Support resource – Examples of knowledge and skills

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