

## AC9AMU10E01

**investigate composers' and/or performers' use of , and/or vocal/instrumental techniques in music from a range of , times, places and/or other contexts**

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### **Elaborations**

- investigating ways that composers and/or performers use the and , and work collaboratively to communicate ideas and create effects to influence or evoke an emotional response in audiences; for example, observing/reviewing performances and focusing on how and are used to structure compositions (use of scales, modes, motifs, riffs, hooks, etc. within song forms) or how composers and/or performers manipulate to evoke an emotional response in songs, music for games, street music or film music
- investigating how composers and performers use instrumentation or instrumental techniques; for example, considering how dynamics and expressive techniques are being used or manipulated to communicate specific effects, such as style-specific effects or extended techniques, by listening to a diverse range of music and comparing use of techniques or treatment of specific
- comparing ways that people in a range of times, places and/or other contexts have used music in times of conflict and change
- reflecting on why music might be described as “experimental”; for example, investigating the work of composers and/or performers who combine vocal/instrumental techniques developed at different times or in different to create a personal sound/ ; for example, composers/performers who use techniques such as hammer-ons and pull-offs when playing bowed string instruments
- investigating the way are manipulated in music or sound designs composed for use in installations or site-specific artworks
- discussing and evaluating the influence of music on the development of personal or social identity (for example ways music is used to influence or create a sense of belonging), and analysing how different traditions, and contexts affect the way people respond to the music; then using this analysis to inform the creation of a new piece of music
- using Viewpoints to ask questions, such as, “How has the rise of technology changed music or the ways composers and performers work?” or “How has technology impacted on audiences, the music industry and the way we consume music?” when considering how composers and/or performers develop their personal and/or work collaboratively

Students learn to:

**investigate composers' and/or performers' use of elements of music, compositional vocal/instrumental techniques in music from a range of cultures, times, places and/**

(AC9AMU10E01)

### **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**

- Respond to biases, stereotypes, prejudices and discrimination
- Adapt in intercultural exchanges

#### **Speaking and listening**

- Interacting

### **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

#### **Inquiring**

- Identify, process and evaluate information

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Inquiring**

- Identify, process and evaluate information

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

### **Social awareness**

- Empathy
- Community awareness

#### **Inquiring**

- Develop questions

### **Resources**

#### **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9AMU10E01

#### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

#### **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9AMU10E01

#### **Continuum extract**

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

#### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, stereotypes, prejudices and discrimination**

#### **Content description**

AC9AMU10E01

#### **Continuum extract**

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

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

#### **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

## **Content description**

AC9AMU10E01

### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9AMU10E01

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9AMU10E01

#### **Continuum extract**

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9AMU10E01

#### **Continuum extract**

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- evaluate the information selected to determine bias and reliability

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9AMU10E01

#### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9AMU10E01

#### **Continuum extract**

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

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## **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9AMU10E01

#### **Continuum extract**

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9AMU10E01

#### **Continuum extract**

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## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9AMU10E01

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

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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9AMU10E01

##### **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Community awareness**

#### **Personal and Social capability: Social awareness: Community awareness**

##### **Content description**

AC9AMU10E01

##### **Continuum extract**

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

- analyse roles and responsibilities of citizens within communities
- evaluate ways of contributing to communities at local, regional, national and global levels

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9AMU10E01

##### **Continuum extract**

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

- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **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.

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

## AC9AMU10E02

**investigate the ways that First Nations Australian performers and/or composers celebrate and challenge multiple perspectives of Australian identity through music**

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### Elaborations

- evaluating innovation in the ways that First Nations Australian composers and/or performers are contributing to Australian contemporary music, including inter-cultural collaborations
- investigating how First Nations Australian songwriters, performers and/or composers working in such as choral, orchestral or chamber music use music to share knowledge, educate, protest, advocate for change or express opinions or
- evaluating intentions/motivations in music composed by and/or performed by First Nations Australians that challenges people to take action on issues such as climate change, environmental protection, social justice, racism or youth homelessness; for example, music presented in a themed performance program
- using and annotating a map of First Nations Australian language groups to identify where First Nations Australian composers and/or performers are working and providing short descriptions of their music

Students learn to:

**investigate the ways that First Nations Australian performers and/or composers celebrate and challenge multiple perspectives of Australian identity through music**

(AC9AMU10E02)

### 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

- Respond to biases, stereotypes, prejudices and discrimination

#### Culture

- 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

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius, were experienced by First Nations Australians as an invasion that denied their

occupation of, and connection to, Country/Place.

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

### **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.

### **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 .

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Navigating intercultural contexts**

- Consider responses to intercultural contexts
- Respond to biases, stereotypes, prejudices and discrimination
- 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.
- 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.

#### **Reflecting on culture and cultural diversity**

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### **Culture**

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### **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.
- 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.

### **Country/Place**

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their

occupation of, and connection to, Country/Place.

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

### **People**

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- 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.

### **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts
- Respond to biases, stereotypes, prejudices and discrimination
- Adapt in intercultural exchanges

### **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**

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### **People**

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### **Resources**

#### **Snapshot – Develop empathy**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop**

#### **Content description**

AC9AMU10E02

#### **Continuum extract**

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

- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

#### **Snapshot – Examine cultural perspectives and world views**



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

### **Content description**

AC9AMU10E02

### **Continuum extract**

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

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

## **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

### **Content description**

AC9AMU10E02

### **Continuum extract**

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

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

### **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**

AC9AMU10E02

### **Continuum extract**

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Consider responses to intercultural contexts**

## **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

### **Content description**

AC9AMU10E02

### **Continuum extract**

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

- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

## **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

### **Content description**

AC9AMU10E02

### **Continuum extract**

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

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9AMU10E02

##### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Reflect on the relationship between cultures and identities**

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

##### **Content description**

AC9AMU10E02

##### **Continuum extract**

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

##### **Content description**

AC9AMU10E02

##### **Continuum extract**

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

- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

#### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, stereotypes, prejudices and discrimination**

##### **Content description**

AC9AMU10E02

##### **Continuum extract**

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

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9AMU10E02

### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Explore the influence of cultures on interactions**

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

##### **Content description**

AC9AMU10E02

##### **Continuum extract**

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

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts**

##### **Content description**

AC9AMU10E02

##### **Continuum extract**

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

- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

#### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

##### **Content description**

AC9AMU10E02

##### **Continuum extract**

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

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9AMU10E02

##### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **AC9AMU10D01**

**develop, practise and refine the use of listening/aural skills and style-specific vocal instrumental**

## **skills/techniques to interpret music and communicate expressive effects**

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### **Elaborations**

- working collaboratively to develop ensemble skills, such as listening carefully to establish and maintain balance across parts; for example, when performing in a duo, trio, acoustic or amplified ensemble
- identifying challenging sections in music they are learning and developing necessary techniques and stamina to control performance, achieve accuracy and fluency, and communicate stylistic understanding
- mapping a planned approach to interpret dynamics; for example, using observations from another performance or analysis of the work, and identifying sections/points where the loudest and softest dynamics will be employed; then practising to realise the plan
- developing technical and expressive facility and control when using voice and/or instrument/s; for example, undertaking a systematic approach to developing and extending vocal or instrumental skills

Students learn to:

## **develop, practise and refine the use of listening/aural skills and style-specific vocal skills/techniques to interpret music and communicate expressive effects**

(AC9AMU10D01)

### **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-awareness**

- Reflective practice

#### **Self-management**

- Goal setting

### **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

#### **Self-management**

- Perseverance and adaptability

#### **Social management**

- Communication
- Collaboration

#### **Inquiring**

- Identify, process and evaluate information

#### **Self-management**

- Emotional regulation
- Perseverance and adaptability

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Social management**

- Communication

### **Resources**

#### **Snapshot – Create possibilities**

**Critical and Creative Thinking: Generating: Create possibilities**

## **Content description**

AC9AMU10D01

### **Continuum extract**

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

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

## **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9AMU10D01

#### **Continuum extract**

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9AMU10D01

#### **Continuum extract**

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

- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

## **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9AMU10D01

#### **Continuum extract**

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

- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

## **Snapshot – Goal setting**

### **Personal and Social capability: Self-management: Goal setting**

#### **Content description**

AC9AMU10D01

#### **Continuum extract**

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

- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9AMU10D01

#### **Continuum extract**

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

- identify and clarify significant information and opinion from a range of sources, including visual

information and digital sources

- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9AMU10D01

##### **Continuum extract**

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

- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9AMU10D01

##### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9AMU10D01

##### **Continuum extract**

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9AMU10D01

##### **Continuum extract**

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Emotional regulation**

#### **Personal and Social capability: Self-management: Emotional regulation**

##### **Content description**

AC9AMU10D01

##### **Continuum extract**

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

- manage emotional responses, designing strategies to self-manage in a range of contexts

- regulate emotions in a range of contexts, evaluating and refining their own self-management strategies

### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9AMU10D01

##### **Continuum extract**

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

- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9AMU10D01

##### **Continuum extract**

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

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9AMU10D01

##### **Continuum extract**

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

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9AMU10D01

##### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **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.

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.

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## **AC9AMU10D02**

**reflect on their own and others' music to inform choices they make as composers and performers about how they will interpret and/or manipulate and/or**

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### **Elaborations**

- listening to, analysing and comparing the performance practices of others to shape and refine their own interpretation and performance of a piece of music; for example, listening and analysing to identify how other performers develop facility in using specific techniques or achieving specific effects, such as tone colour or phrasing; then evaluating preferences and developing practice strategies to achieve their own goals
- using listening, aural skills and understanding of the information provided in scores, charts or lead-sheets to develop interpretations of repertoire in a range of
- using focused listening, aural or memory skills to identify, sing or and/or notate/document music ideas, such as pitch and rhythm patterns, intervals and common chord progressions, for future use in compositions and/or performances
- developing and refining use of aural skills relating to tuning/intonation that they can use in real-time to improve levels of accuracy and control when performing

Students learn to:

**reflect on their own and others' music to inform choices they make as composers a  
how they will interpret and/or manipulate elements of music and/or compositional d**

(AC9AMU10D02)

### **General capabilities and cross-curriculum priorities**

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

#### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

#### **Self-awareness**

- Reflective practice

#### **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 .

### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

### **Self-awareness**

- Personal awareness

### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

### **Social management**

- Communication

### **Reflecting**

- Think about thinking (metacognition)

### **Self-awareness**

- Reflective practice

### **Resources**

#### **Snapshot – Think about thinking (metacognition)**

##### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

#### **Snapshot – Transfer knowledge**

##### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

#### **Snapshot – Reflective practice**

##### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

#### **Snapshot – Communication**

##### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Think about thinking (metacognition)**

#### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Personal awareness**

#### **Personal and Social capability: Self-awareness: Personal awareness**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- evaluate strategies for developing personal qualities and describe how they assist achieving growth
- devise personally appropriate strategies to achieve growth

### **Snapshot – Think about thinking (metacognition)**

#### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- transfer knowledge and skills gained in previous experiences to both similar and different

contexts, and explain reasons for decisions and choices made

- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Think about thinking (metacognition)**

#### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9AMU10D02

##### **Continuum extract**

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

- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **AC9AMU10C01**

**interpret music in a variety of forms and , manipulating the and/or , and using style-specific vocal/instrumental techniques to communicate ideas, perspectives and/or meaning**

•

#### **Elaborations**

- rehearsing and refining their ability to control technical and expressive qualities in solo and/or ensemble music to achieve accuracy and fluency, and to communicate stylistic understanding
- experimenting with and comparing how the and are used to communicate musical intentions in traditional, digital or graphic scores from different ; for example, listening and evaluating approaches used by other performers and trialling options or asking questions such as “Which approach best communicates my intentions or the composer’s intention?”
- identifying stylistic conventions relevant to music they are learning, planning and practising to apply the conventions (as relevant) in their performance of music in that/those ; for example, using information from composer/s, performers or analysis undertaken by other musicians or commentators
- selecting, interpreting and practising a performance program that focuses on a particular theme (social or historical), music or the work of a composer or performer/s; for example, a solo or ensemble program

Students learn to:

**interpret music in a variety of forms and styles, manipulating the elements of music compositional devices, and using style-specific vocal/instrumental techniques to co**

## **perspectives and/or meaning**

(AC9AMU10C01)

### **General capabilities and cross-curriculum priorities**

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

#### **Generating**

- Create possibilities
- Consider alternatives

#### **Inquiring**

- Identify, process and evaluate information

#### **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 .

#### **Self-management**

- Perseverance and adaptability

#### **Generating**

- Create possibilities
- Consider alternatives

#### **Inquiring**

- Identify, process and evaluate information

#### **Reflecting**

- Think about thinking (metacognition)

#### **Self-management**

- Perseverance and adaptability

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Resources**

#### **Snapshot – Create possibilities**

##### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9AMU10C01

##### **Continuum extract**

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

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

#### **Snapshot – Consider alternatives**

##### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9AMU10C01

##### **Continuum extract**

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

#### **Snapshot – Identify, process and evaluate information**

##### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9AMU10C01

### **Continuum extract**

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Perseverance and adaptability**

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

### **Content description**

AC9AMU10C01

### **Continuum extract**

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

- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9AMU10C01

### **Continuum extract**

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

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

### **Content description**

AC9AMU10C01

### **Continuum extract**

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9AMU10C01

### **Continuum extract**

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Think about thinking (metacognition)**

#### **Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)**

## **Content description**

AC9AMU10C01

### **Continuum extract**

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

- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

## **Snapshot – Perseverance and adaptability**

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

## **Content description**

AC9AMU10C01

### **Continuum extract**

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

- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

## **Content description**

AC9AMU10C01

### **Continuum extract**

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

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

## **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

## **Content description**

AC9AMU10C01

### **Continuum extract**

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

## **Content description**

AC9AMU10C01

### **Continuum extract**

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

- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

## **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.

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.

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### AC9AMU10C02

**compose music, manipulating and combining and relevant to chosen and/or forms to communicate ideas, perspectives and/or meaning and notate, document and/or record the music**

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#### Elaborations

- evaluating how different traditions, or contexts affect the way people respond to a piece of music; and using this information to compose a new piece of music designed to appeal to a specific audience or fulfill a specific purpose
- experimenting with options for using instrumentation, dynamics and expressive techniques to develop the texture of a composition
- working collaboratively to compose songs or instrumental music; for example, a song cycle, music theatre work or music for a film, animation or video game, or music that explores issues related to an historical or current event
- applying an aural understanding of key and tonality when improvising or composing
- experimenting with ways to combine and manipulate the and using style-specific to develop and shape or extend compositions
- analysing how are typically used in a music and using findings as a guide when arranging or re-imagining music

Students learn to:

**compose music, manipulating and combining elements of music and compositional chosen styles and/or forms to communicate ideas, perspectives and/or meaning and and/or record the music**

(AC9AMU10C02)

**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

### **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 .

### **Analysing**

- Evaluate actions and outcomes

### **Generating**

- Create possibilities

### **Analysing**

- Interpret concepts and problems

### **Generating**

- Create possibilities

### **Social management**

- Collaboration

### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

### **Analysing**

- Interpret concepts and problems

### **Resources**

#### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9AMU10C02

##### **Continuum extract**

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

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

#### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9AMU10C02

##### **Continuum extract**

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

#### **Snapshot – Put ideas into action**



## **Critical and Creative Thinking: Generating: Put ideas into action**

### **Content description**

AC9AMU10C02

#### **Continuum extract**

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

- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Goal setting**

## **Personal and Social capability: Self-management: Goal setting**

### **Content description**

AC9AMU10C02

#### **Continuum extract**

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

- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

### **Snapshot – Evaluate actions and outcomes**

## **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

### **Content description**

AC9AMU10C02

#### **Continuum extract**

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

- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

### **Snapshot – Create possibilities**

## **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9AMU10C02

#### **Continuum extract**

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

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9AMU10C02

#### **Continuum extract**

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

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Create possibilities**

## **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9AMU10C02

### **Continuum extract**

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

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

### **Content description**

AC9AMU10C02

### **Continuum extract**

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9AMU10C02

### **Continuum extract**

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

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

### **Content description**

AC9AMU10C02

### **Continuum extract**

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

### **Content description**

AC9AMU10C02

### **Continuum extract**

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

- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9AMU10C02

### **Continuum extract**

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

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9AMU10C02

##### **Continuum extract**

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AMU10C02

##### **Continuum extract**

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

- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9AMU10C02

##### **Continuum extract**

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

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **AC9AMU10P01**

#### **rehearse and present planned performances of music they have learnt and/or composed, using relevant vocal/instrumental techniques and performance skills**

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##### **Elaborations**

- recording and evaluating performances using ; for example, listening to a recording of their own performances and identifying areas for improvement
- performing their own music compositions and, as appropriate, using scores or visual material and reflecting on/evaluating personal or audience responses to the music; for example, asking questions such as, “How did choices such as tempo, dynamics, articulation or instrumentation allow the ensemble to achieve intended effects in their performance?”
- rehearsing and presenting planned performances, and then reflecting on and evaluating how each performance may have been different, which was more successful with audiences, and why
- planning and presenting performances in a range of physical or virtual spaces, including providing audiences with information about the music, the performers and the ideas that the performers are intending to communicate

Students learn to:

# **rehearse and present planned performances of music they have learnt and/or comp vocal/instrumental techniques and performance skills**

(AC9AMU10P01)

## **General capabilities and cross-curriculum priorities**

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

### **Generating**

- 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

### **Generating**

- Put ideas into action

### **Inquiring**

- Develop questions

### **Self-awareness**

- Reflective practice

### **Generating**

- Put ideas into action

### **Self-awareness**

- Reflective practice

### **Self-awareness**

- Reflective practice

### **Self-management**

- Emotional regulation

### **Resources**

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9AMU10P01

#### **Continuum extract**

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

- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9AMU10P01

#### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9AMU10P01

### **Continuum extract**

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

- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AMU10P01

### **Continuum extract**

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

- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9AMU10P01

### **Continuum extract**

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

- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9AMU10P01

### **Continuum extract**

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

- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AMU10P01

### **Continuum extract**

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

- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
- put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9AMU10P01

### **Continuum extract**

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

- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9AMU10P01

##### **Continuum extract**

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

- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Emotional regulation**

#### **Personal and Social capability: Self-management: Emotional regulation**

##### **Content description**

AC9AMU10P01

##### **Continuum extract**

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

- manage emotional responses, designing strategies to self-manage in a range of contexts
- regulate emotions in a range of contexts, evaluating and refining their own self-management strategies

### **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.

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.

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