AC9AMU8E01

investigate the ways that composers and/or performers use the and/or in music composed across , times, places and/or other contexts

•

•

Elaborations

• accessing and researching music through live or recorded/streamed performances to analyse performers' interpretations of composers' intentions; for example, using recordings and score/s or chart/s or other information such as an interview or review to identify how performers have interpreted a composer's intentions, such as tempo choices, instrumentation, feel or articulation

• listening to live or recorded music and identifying stylistic characteristics; for example, analysing how are manipulated and how are used; then using this information to describe features of a or to inform their performance of music in that

• listening to and evaluating how are manipulated in music composed by a range of composers, with the intention of drawing attention to social issues or ; for example, protest songs, nationalistic music, music that uses "folk"/traditional tunes in re-imagined ways, songs with lyrics that focus on themes such as identity or belonging

• researching and discussing the influence of social, cultural and historical developments relating to specific , forms or traditions and incorporating these into their performance and/or compositions; for example, conventions relating to forms such as 32-bar song form, such as chamber music, or traditions such as singer-songwriter

Students learn to:

investigate the ways that composers and/or performers use the elements of music a devices in music composed across cultures, times, places and/or other contexts

(AC9AMU8E01)

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

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9AMU8E01

Continuum extract

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

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

• 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 relationship between cultures and identities

Content description

AC9AMU8E01

Continuum extract

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

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

• 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 prejudices and discrimination

Content description

AC9AMU8E01

Continuum extract

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

• examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect

• 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 intercultu

Content description

AC9AMU8E01

Continuum extract

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

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

• 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

AC9AMU8E01

Learning progression extract

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

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward

• 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 informati

Content description

AC9AMU8E01

Continuum extract

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

• 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

• 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 informatio

Content description

AC9AMU8E01

Continuum extract

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

• 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

• 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

AC9AMU8E01

Continuum extract

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

AC9AMU8E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- 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

AC9AMU8E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- 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 – Develop multiple perspectives

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

Content description

AC9AMU8E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• 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

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

AC9AMU8E02

investigate the diversity of music composed and/or performed by First Nations Australians, considering culturally responsive approaches to rights
•
•

Elaborations
• exploring ways that First Nations Australian composers and/or performers communicate their ideas and messages across communities and ; for example, by asking questions such as "What are the impacts of this musician's/these musicians' music?" and "What music or is this musician drawing on in creating their own music?"
• investigating when, how and why and/or rights might be relevant to their practice as, for example, listeners, songwriters, composers and/or performers
• exploring how for protecting rights exist to help students make ethical choices about how they use music, as listeners or creators; for example, by asking questions such as, "Who wrote this music?",

"May I use ideas from this song, and do I need permission to do so?"

• investigating issues relating to the use of First Nations Australian languages or stories in lyrics and songs or music for screen-based works; for example, considering case studies that illustrate relating to rights

Students learn to:

investigate the diversity of music composed and/or performed by First Nations Aust considering culturally responsive approaches to Indigenous Cultural and Intellectu

(AC9AMU8E02)

General capabilities and cross-curriculum priorities

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

Responding to ethical issues

• Explore ethical perspectives and frameworks

Understanding ethical concepts and perspectives

• Explore ethical concepts

• Examine values, rights and responsibilities and ethical norms

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

• 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

• 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.

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.

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.

Understanding ethical concepts and perspectives

• Explore ethical concepts

• Examine values, rights and responsibilities and ethical norms

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.

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

• 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.

Responding to ethical issues

• Explore ethical perspectives and frameworks

Understanding ethical concepts and perspectives

• Explore ethical concepts

• Examine values, rights and responsibilities and ethical norms

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

• 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

• 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.

Responding to ethical issues

• Explore ethical perspectives and frameworks

Understanding ethical concepts and perspectives

• Explore ethical concepts

• Examine values, rights and responsibilities and ethical norms

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

• 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

• 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.

Resources

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9AMU8E02

Continuum extract

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

• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-
making

• explain how different ethical frameworks support developing ethical perspectives and inform
ethical decision-making

• analyse and utilise different ethical frameworks when responding to ethical issues and making
ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explore

Content description

AC9AMU8E02

Continuum extract

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

• identify and describe ethical concepts, such as truth and justice, and explain how perspectives
may vary according to the situation or context

• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and
equality, in a range of situations and contexts

• evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and
responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

Ethical Understanding: Understanding ethical concepts and perspectives: Examin
responsibilities and ethical norms

Content description

AC9AMU8E02

Continuum extract

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

• describe how the relationships between values, rights and responsibilities, and ethical norms
influence responses and decisions related to ethical issues

• describe the relationship between the role of individual and community values, rights and
responsibilities, and ethical norms when responding to ethical issues

• describe the importance of values, rights and responsibilities when reaching a position on an
ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9AMU8E02

Continuum extract

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

• identify and describe ethical concepts, such as truth and justice, and explain how perspectives
may vary according to the situation or context

• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and
equality, in a range of situations and contexts

• evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and
responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

Ethical Understanding: Understanding ethical concepts and perspectives: Exami responsibilities and ethical norms

Content description

AC9AMU8E02

Continuum extract

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

• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

• describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9AMU8E02

Continuum extract

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

• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making

• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

• analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9AMU8E02

Continuum extract

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

• identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

• evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

Ethical Understanding: Understanding ethical concepts and perspectives: Exami responsibilities and ethical norms

Content description

AC9AMU8E02

Continuum extract

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

• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

• describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9AMU8E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making
• analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9AMU8E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
• evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

Ethical Understanding: Understanding ethical concepts and perspectives: Exami responsibilities and ethical norms

Content description

AC9AMU8E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
• describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

AC9AMU8D01

develop and practise listening/aural skills and vocal and/or instrumental skills/techniques for manipulating to achieve expressive effects

•

•

Elaborations
• experimenting with ways in which vocal/instrumental techniques can be used to manipulate to achieve intended effects, such as an expressive sound that is typical of a particular , and transcribing or documenting their ideas as a reference for future performances or composition
• practising technical and expressive skills such as intonation, pitch/rhythmic accuracy, phrasing or shaping dynamics and articulation to communicate expressive intent using voices and/or instruments
• developing techniques for extending/varying patterns such as harmonic, rhythmic or melodic patterns; for example, identifying qualities of chords in isolation and experimenting with different ways to order the chords to create a chord progression and improvising over the progression, or using the chord progression in a song or instrumental music
• experimenting with ways in which can be used when arranging musical ideas or creating effects; for example, using digitally produced parts alone or in combination with voice/vocalisation or other instruments
• developing ability to manipulate and control to enhance performance and communicate

intentions; for example, recording alternative approaches to interpreting a phrase or melody and evaluating it to identify preferred options

• using a listening diary/journal format to document ideas for compositions, interpretations, re-imaginings or performances

• writing/notating a chart or lead-sheet to record ideas from a songwriting workshop or using software to write additional parts such as a bassline to accompany a melody

Students learn to:

develop and practise listening/aural skills and vocal and/or instrumental skills/techr manipulating elements of music to achieve expressive effects

(AC9AMU8D01)

General capabilities and cross-curriculum priorities

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

Generating

• Put ideas into action

Self-management

• Goal setting

• 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

• Create possibilities

Self-awareness

• Reflective practice

Self-management

• Goal setting

• Perseverance and adaptability

Self-awareness

• Reflective practice

Self-management

• Goal setting

• Perseverance and adaptability

Generating

• Create possibilities

Creating and exchanging

• Create, communicate and collaborate

Self-management

• Goal setting

• Perseverance and adaptability

Self-management

• Goal setting

Creating and exchanging

• Create, communicate and collaborate

Self-management

• Goal setting

Resources

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU8D01

Continuum extract

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

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

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• 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 – Perseverance and adaptability

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

Content description

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
• 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

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• 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 – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• 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

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• 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 – Perseverance and adaptability

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

Content description

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
• 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 – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• 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

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• 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 – Perseverance and adaptability

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

Content description

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
• 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

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• 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 – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• 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 – Perseverance and adaptability

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

Content description

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
• 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 – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• 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 – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9AMU8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content

and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9AMU8D01

Continuum extract

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

• select and use strategies to monitor own learning and refine goals to plan for further improvement

• 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

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

AC9AMU8D02

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

•

•

Elaborations

• practising, using aural skills and music terminology, how to identify and describe technical and expressive , such as chord progressions or the way a performer interprets, performs or shapes melodies, phrasing or dynamics; for example, when songwriting, in an instrumental music lesson or in

a discussion with peers or a teacher

• practising ways to use aural/visual cues when playing or singing in an ensemble; for example, chords or phrases that indicate place within a structure (aural) or gestures indicating tempo or entries (visual)

• using focused listening and selected aural skills to evaluate the use of when listening to a recording for the purpose of making decisions about how they will interpret the music

Students learn to:

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

(AC9AMU8D02)

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

• Emotional awareness

• Reflective practice

Self-management

• Goal setting

Social awareness

• Empathy

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

• Reflective practice

Self-management

• Goal setting

Reflecting

• Think about thinking (metacognition)

• Transfer knowledge

Self-awareness

• Reflective practice

Self-management

• Goal setting

Reflecting

• Think about thinking (metacognition)

• Transfer knowledge

Self-awareness

• Reflective practice

Resources

Snapshot – Think about thinking (metacognition)

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

Content description

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and reflect on thinking and assumptions when completing activities or drawing conclusions
• invite alternative perspectives or feedback in order to improve future outcomes
• 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

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• 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 – Emotional awareness

Personal and Social capability: Self-awareness: Emotional awareness

Content description

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the influence of different factors and situations on their emotional responses
• evaluate how emotional responses influence behaviour and consider the consequences of these responses
• reflect on their emotional responses to different situations

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• 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

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• 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 – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9AMU8D02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• 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 – Communication
Personal and Social capability: Social management: Communication
Content description

AC9AMU8D02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• 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

AC9AMU8D02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and reflect on thinking and assumptions when completing activities or drawing conclusions
• invite alternative perspectives or feedback in order to improve future outcomes
• 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

AC9AMU8D02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• 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

AC9AMU8D02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• 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

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• 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 – Think about thinking (metacognition)

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

Content description

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and reflect on thinking and assumptions when completing activities or drawing conclusions
• invite alternative perspectives or feedback in order to improve future outcomes
• 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

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• 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

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• 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

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement

- 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 – Think about thinking (metacognition)

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

Content description

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- 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

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- 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

AC9AMU8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- analyse personal abilities and achievements by seeking feedback
- 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

AC9AMU8C01

interpret music in a variety of forms and/or , manipulating and employing relevant vocal/instrumental techniques

-
-

Elaborations

- investigating and trialling ways of realising stylistic features when rehearsing; for example, using effects such as distortion, decay or delay, or using accent/stress to achieve a stylistic feel when interpreting melodies or rhythmic patterns
- interpreting music that is notated/documented in a range of formats, such as graphic or interactive scores, staff notation or tablature (TAB) and recordings; for example, using a recording and a chart that includes melody, form and harmony/chords to develop an arrangement of a song
- using student and teacher set goals as a focus for practising and rehearsing a range of solo and/or ensemble music
- manipulating sound quality by applying understanding of the range of sounds/timbres that different instruments and voice types can produce; for example, manipulating dynamics and timbre in voice or

acoustic or digital instruments to create a specific effect

Students learn to:

interpret music in a variety of forms and/or styles, manipulating elements of music a relevant vocal/instrumental techniques

(AC9AMU8C01)

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

• 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 .

Creating and exchanging

• Plan

Self-management

• Perseverance and adaptability

Social management

• Communication

Generating

• Create possibilities

• Consider alternatives

• Put ideas into action

Self-management

• Goal setting

• Perseverance and adaptability

Creating and exchanging

• Plan

• Create, communicate and collaborate

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMU8C01

Continuum extract

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

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• 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

AC9AMU8C01

Continuum extract

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

• consider alternatives by challenging or creatively adjusting existing ideas in situations where

current approaches do not work and recommend a preferred option
• 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

AC9AMU8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• 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 – Perseverance and adaptability

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

Content description

AC9AMU8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
• 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 – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9AMU8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use digital tools to develop and follow a plan to complete individual tasks and group projects
• use simple planning tools to develop and follow a plan to complete individual and collaborative projects
• use project management tools to develop and track a plan to complete individual and collaborative projects

Snapshot – Perseverance and adaptability

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

Content description

AC9AMU8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
• 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

AC9AMU8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• 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 – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMU8C01

Continuum extract

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

AC9AMU8C01

Continuum extract

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

AC9AMU8C01

Continuum extract

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

AC9AMU8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• 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 – Perseverance and adaptability

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

Content description

AC9AMU8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
• 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 – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9AMU8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use digital tools to develop and follow a plan to complete individual tasks and group projects
• use simple planning tools to develop and follow a plan to complete individual and collaborative projects
• use project management tools to develop and track a plan to complete individual and collaborative projects

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9AMU8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

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

AC9AMU8C02

compose using the and to communicate ideas, perspectives and/or meaning, and notate, document and/or record the music

•

Elaborations

• writing songs or instrumental music to communicate ideas or opinions about themes or issues, such as their perspectives on local issues relating to sustainable ways of living or relationships such as friendship
• combining and manipulating the in ways that are characteristic of selected , creating and notating, documenting and/or recording a composition, using available
• using patterns such as harmonic, rhythmic or melodic patterns as the basis for improvisation or composition; for example, creating a composition entirely from loops or recording a series of loops (ostinati/repeating patterns) and then composing/improvising additional melodic lines
• composing music for different purposes, such as repertoire for an ensemble to perform or music for a theatrical, site-specific or media work; for example, a fanfare or other composition that will grab the audience's attention at the start of an event, ritual or ceremony
• using software to notate, document and/or record compositions in formats that are appropriate to a , or instrument, such as chord charts or percussion notation
• arranging a familiar music piece into a different music by manipulating the to convey meaning, and documenting the arrangement in a form that is appropriate, considering the and the preferences of the musicians who might be performing the arrangement; for example, arranging an instrumental work for choral performance
• developing an arrangement or re-imagining of an existing melody/tune by improvising, using given material such as a melody, riff or chord progression
Students learn to:

compose using the elements of music and compositional devices to communicate i and/or meaning, and notate, document and/or record the music

(AC9AMU8C02)
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
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
World views
• World views that recognise the interdependence of Earth's systems, and value diversity, equity and

social justice, are essential for achieving sustainability.

Generating

• Consider alternatives

Creating and exchanging

• Plan

• Create, communicate and collaborate

Generating

• Put ideas into action

Generating

• Create possibilities

• Consider alternatives

• Put ideas into action

Creating and exchanging

• Plan

• Create, communicate and collaborate

Generating

• Consider alternatives

Generating

• Consider alternatives

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMU8C02

Continuum extract

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

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

• 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

AC9AMU8C02

Continuum extract

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

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

• 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

AC9AMU8C02

Continuum extract

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

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

• 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

AC9AMU8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• 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 – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU8C02

Continuum extract

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

Digital Literacy: Creating and exchanging: Plan

Content description

AC9AMU8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use digital tools to develop and follow a plan to complete individual tasks and group projects
• use simple planning tools to develop and follow a plan to complete individual and collaborative projects
• use project management tools to develop and track a plan to complete individual and collaborative projects

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9AMU8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- 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

AC9AMU8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- 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

AC9AMU8C02

Continuum extract

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

AC9AMU8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- 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 – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9AMU8C02

Continuum extract

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

projects
• use simple planning tools to develop and follow a plan to complete individual and collaborative
projects
• use project management tools to develop and track a plan to complete individual and collaborative
projects

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9AMU8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and
communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content
and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively
communicate and collaborate, inclusive of diverse groups

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU8C02

Continuum extract

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

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU8C02

Continuum extract

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

AC9AMU8P01

perform music using relevant vocal and/or instrumental techniques and performance skills
•
•
Elaborations
• rehearsing a range of music in solo and ensemble activities for performance to a variety of
audiences
• analysing the performance practices of musicians identified as experts in specific / to identify
strategies for interpreting the authentically; for example, using online resources and creating a
voice-over to add commentary to create a guide/set of aims for rehearsals
• performing with correct posture, understanding that the body is part of the performance; for
example, standing or sitting as appropriate for the instrument, ensemble, audience and any

technology in use such as a microphone; maintaining technical control throughout the performance of a piece of music, controlling tone and volume to create a balanced sound in ensemble performance, reflecting and problem-solving to address imbalances in tone and volume in real-time and seeking feedback from the audience that they can use to reflect on and modify their musical practices in future performances

• planning performances, rehearsing and performing their own vocal and/or instrumental compositions, individually or in a group, paying attention to expressive skills that convey stylistic understanding, such as articulation and accents

• planning and presenting an in-school performance, attending to how they manipulate and use vocal/instrumental techniques to convey stylistic understanding

Students learn to:

perform music using relevant vocal and/or instrumental techniques and performanc

(AC9AMU8P01)

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

Analysing

• Draw conclusions and provide reasons

Generating

• Consider alternatives

Self-awareness

• Reflective practice

Self-management

• Goal setting

Generating

• Put ideas into action

Self-management

• Goal setting

Social management

• Communication

Resources

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU8P01

Continuum extract

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

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

• 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

AC9AMU8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• 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

AC9AMU8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• 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 – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9AMU8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMU8P01

Continuum extract

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

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMU8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• 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

AC9AMU8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• 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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMU8P01

Continuum extract

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

AC9AMU8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• 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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AMU8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• 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.
Download
Explore more