

## Queensland Year 7-10 Music Outcomes for Strike a Chord

### **Music**

This strand focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music. This develops the ability to hear what is seen and see what is heard.

Students learn to recognise and interpret emotional, spiritual and expressive content in the music they hear and perform. Meaning is constructed through engagement with music that is carefully chosen for its musical content, with the abilities, experience, needs and prior knowledge of students in mind. By singing, playing instruments, listening, moving, improvising and composing, students experience satisfaction and enjoyment as they learn. The organisers of the Music outcomes are aurally and visually identifying and responding to, singing and playing, reading and writing music.

*Aurally and visually identifying and responding to music* Students identify, analyse and respond to musical patterns, tone colours, structures and expressive elements in music from various cultural and historical contexts. They use their acquired skills and understandings to express and communicate ideas and feelings through inventing and improvising music.

#### *Singing and playing*

Students sing and play in tune and in appropriate style, individually and with others. They perform music that is developmentally appropriate in terms of vocal range, physical development, musical concepts and style. Students learn to recognise and interpret emotional and expressive content in the music they perform and hear.

#### *Reading and writing music*

Students apply their skills and knowledge of musical patterns, structures and elements to read and write music and to express themselves through composing and arranging.

Common musical terms have been used throughout the syllabus. Solfa syllables, such as *do, re, mi* etc., have been used to identify pitch patterns in recognition of common practice in Queensland schools.

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### Level 4

Strike a Chord exhibits	Strand	Outcomes
Air Jammin' Floor Piano Light Harp Music Factory Pentaphone Pizzicato Piano	Music	<p><b>Core learning outcomes</b></p> <p>MU 4.1 Students aurally and visually analyse and respond to Level 4 core content in music they hear and perform.</p> <p>MU 4.2 Students sing and play, individually and with others, in unison and in up to four parts, including some repertoire from memory.</p> <p>MU 4.3 Students read and write short pieces of music containing Level 4 core content.</p>
Air Jammin' Floor Piano Light Harp Music Factory Pentaphone Pizzicato Piano	Music	<p><b>Discretionary learning outcomes</b></p> <p>DMU 4.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 4 concepts and elements.</p> <p>DMU 4.5 Students reflect on and communicate their ideas and responses to music using appropriate musical vocabulary.</p> <p>DDA &amp; MU 4 Students in groups create and perform body percussion sequences using known rhythmic patterns.</p>

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### Level 5

Strike a Chord exhibits	Strand	Outcomes
Air Jammin' Floor Piano Light Harp Music Factory Pentaphone Pizzicato Piano	Music	<p><b>Core learning outcomes</b></p> <p>MU 5.1 Students aurally and visually analyse and respond to Level 5 core content in music they hear and perform.</p> <p>MU 5.2 Students sing and play a varied repertoire, individually and with others, in up to four parts, including some repertoire from memory.</p> <p>MU 5.3 Students read and write music containing Level 5 core content.</p>
Air Jammin' Floor Piano Light Harp Music Factory Pentaphone Pizzicato Piano	Music	<p><b>Discretionary learning outcomes</b></p> <p>DMU 5.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 5 concepts and elements.</p> <p>DMU 5.5 Students critically reflect on music they hear, compose and perform and communicate their responses using appropriate musical vocabulary.</p> <p>DDA, DR &amp; MU 5 Students create and perform a comical movement sequence incorporating components of dance and dramatic elements, accompanied by music that students create and perform.</p>