

Victoria Level 1-4 Music Curriculum Standards Framework for Strike a Chord

Level 1

Strike a Chord exhibits	Strand	Learning Outcomes	INDICATORS <i>This is evident when the student is able to:</i>
Air Jammin' Compose a Classic Floor Piano Light Harp Music Factory Pentaphone You're the Conductor	Arts practice – ideas, skills, techniques and processes	1.1 ARPA0101 Communicate ideas when making and presenting performing arts works.	<ul style="list-style-type: none"> • explore ways of using performing arts elements to communicate ideas and feelings • improvise movements and/or sounds in making performing arts works • use materials, techniques and/or processes to make performing arts works • present performing arts works to other class members. •

Level 2

Strike a Chord exhibits	Strand	Learning Outcomes	INDICATORS <i>This is evident when the student is able to:</i>
Air Jammin' Compose a Classic Floor Piano Invent an Instrument Light Harp Music Factory Pentaphone You're the Conductor	Arts practice – ideas, skills, techniques and processes	2.1 ARPA0201 Make informed decisions about effective ways of using performing arts elements in making and presenting performing arts works.	<ul style="list-style-type: none"> • improvise performing arts ideas and works using a range of performing arts elements to communicate particular understandings • develop performing arts skills, techniques and processes in order to make choices about the expressive use of elements • experiment with the qualities of materials, sound sources and/or movements to make performing arts works • present own and/or others' performing arts works to familiar audiences.

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Level 3: Performing arts (Music)

Students explore and describe ways of making and changing sounds to communicate ideas and feelings. They experiment with the elements of music individually and in combination to plan, improvise and compose short works for particular purposes. For example, they improvise a work, using only rhythmic elements, and then add other elements, such as melody, and evaluate the effectiveness of the use of additional elements. They imitate and create rhythmic harmonic and melodic patterns.

Students use and interpret conventional and unconventional notation representing sounds of different pitch, duration, loudness and tone color. They experiment with techniques and processes for producing and organising sound using their voices, acoustic and electronic instruments.

They use techniques of composition derived from their own and other cultures. They rehearse and perform short vocal and instrumental works from their own and other cultures. When singing, they use a natural voice and aim to achieve accuracy in pitch, rhythm, dynamics and phrasing. They develop skills in controlling their performances to reflect the purpose of the music. This might involve talking about the meaning of the words and how they could affect the way the song is performed and presented. Students identify and describe key features and expressive qualities of music, such as melodic shape, repeated patterns, structure, rhythm, metre, tempo, dynamics, timbre and texture. Teachers guide students in using appropriate music terminology when discussing musical characteristics of works from their own and others' cultures. They discuss the function of music in their community.

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Level 4

Strike a Chord exhibits	Strand	Learning Outcomes	INDICATORS <i>This is evident when the student is able to:</i>
Air Jammin' Compose a Classic Floor Piano Light Harp Music Factory Musical World Pentaphone Sound Sculpture You're the Conductor	Arts practice – ideas, skills, techniques and processes	4.1 ARMU0401 Demonstrate the ability to experiment with ideas in making and presenting music.	<ul style="list-style-type: none"> • explore ways of communicating ideas about their environment using a range of compositional processes • use knowledge of music from different times and places in clearly developing own music ideas • perform a repertoire of songs and instrumental pieces • present works individually and in groups to a variety of audiences.
Air Jammin' Compose a Classic Floor Piano Light Harp Music Factory Musical World Pentaphone Sound Sculpture You're the Conductor	Arts practice – ideas, skills, techniques and processes	4.2 ARMU0402 Demonstrate skill in manipulating music elements.	<ul style="list-style-type: none"> • select and combine music elements to compose and improvise works that clearly express ideas • create and interpret scores that use conventional and unconventional notation • experiment with the expressive qualities of sound to develop music ideas.

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<p>Air Jammin' Compose a Classic Floor Piano Light Harp Music Factory Musical World Pentaphone Sound Sculpture You're the Conductor</p>	<p>Responding to the arts – criticism, aesthetics and contexts</p>	<p>4.3 ARMU0403 Describe personal observations about the characteristics of music works.</p>	<ul style="list-style-type: none"> • evaluate the effectiveness of own compositions • describe performances of own compositions and interpretations of the works of others • use appropriate music terminology in describing characteristics of music works.
<p>Air Jammin' Compose a Classic Floor Piano Light Harp Music Factory Musical World Pentaphone Sound Sculpture You're the Conductor</p>	<p>Responding to the arts – criticism, aesthetics and contexts</p>	<p>4.4 ARMU0404 Distinguish features of music that locate it in a particular time, place or culture.</p>	<ul style="list-style-type: none"> • identify the features of musical works from specific times, places or cultures • compare the ways in which music is made for specific purposes in particular times, places or cultures • identify social and cultural influences on own works.