

Victoria Level 4-5 Music Curriculum Standards Framework for Strike a Chord

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 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"> • 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 Pentaphone 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. |
| Air Jammin' Compose a Classic Floor Piano Light Harp Music Factory Pentaphone You're the Conductor | Responding to the arts – criticism, aesthetics and contexts | 4.3 ARMU0403 Describe personal observations about the characteristics of music works. | <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. |
| Air Jammin' Compose a Classic Musical World Music Sculpture | Responding to the arts – criticism, aesthetics and contexts | 4.4 ARMU0404 Distinguish features of music that locate it in a particular | <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 |

Victoria Level 4-5 Music Curriculum Standards Framework for Strike a Chord

| | | | |
|----------------------|--|-------------------------|--|
| You're the Conductor | | time, place or culture. | cultures <ul style="list-style-type: none">• identify social and cultural influences on own works. |
|----------------------|--|-------------------------|--|

Victoria Level 4-5 Music Curriculum Standards Framework for Strike a Chord

Level 5

| 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 Pizzicato Piano You're the Conductor | Arts practice – ideas, skills, techniques and processes | 5.1 ARMU0501 Use starting points to generate and expressively develop ideas when making and presenting music. | <ul style="list-style-type: none"> • imaginatively and perceptively combine the elements of music to create and expressively interpret works • use experimentation and a range of sound sources to develop music ideas from starting points • use starting points to rehearse, interpret and present music in a range of styles • effectively use spaces and appropriate sound equipment to present performances. |
| Air Jammin' Floor Piano Light Harp Music Factory Pentaphone Pizzicato Piano You're the Conductor | Arts practice – ideas, skills, techniques and processes | 5.2 ARMU0502 Demonstrate a range of skills, techniques and processes in organising music elements to structure music | <ul style="list-style-type: none"> • improvise and compose music using given structures • aurally recognise selected elements of music • use conventional and unconventional notation • refine interpretation of the elements of music to prepare performances of works |
| Air Jammin' Floor Piano Light Harp Movie Moments Sounds Strange Music Factory Pentaphone Pizzicato Piano You're the Conductor | Responding to the arts – criticism, aesthetics and contexts | 5.3 ARMU0503 Describe how the organisation of music communicates ideas and feelings. | <ul style="list-style-type: none"> • describe how specific elements and qualities of sound are used to create expressive effects • evaluate the technical and expressive qualities of, and refine performances of own and others' works • use appropriate terminology to discuss music. |

Victoria Level 4-5 Music Curriculum Standards Framework for Strike a Chord

| | | | |
|--|---|--|--|
| Air Jammin' Compose a Classic Floor Piano Light Harp Music Factory Musical World Pentaphone Pizzicato Piano You're the Conductor | Responding to the arts – criticism, aesthetics and contexts | 5.4 ARMU0504 Demonstrate an understanding of the ways in which music is made in particular cultural and historical contexts. | <ul style="list-style-type: none">• describe ways in which music is composed and performed to meet specific cultural and historical purposes• compare music from specific cultural and historical contexts• identify ways in which contemporary music, including own, is influenced by cultural and historical contexts. |
|--|---|--|--|