

The Arts – Music

Reception to year 10

Version 1.0



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Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

SA Curriculum Framework: Essential Learning summary – Music

Why The Arts

The arts spark imagination, curiosity and wonder, enriching our lives with unique opportunities for self-expression and growth. The arts excite, confront, and make us feel something; they reflect our humanity. Through the arts, we explore perspectives of self and others, nurturing a sense of identity and belonging. The arts evoke powerful physical, emotional and intellectual responses, inspiring us to think, act and communicate creatively, as we challenge and celebrate our world.

Dispositions

Creativity	Empathy	Confidence	Self-awareness
What it is: Imagining and exploring ideas, experimenting with new possibilities, playing with alternatives and developing original expressions or solutions. Why it matters: Being creative inspires innovation, risk-taking and seeing, thinking and expressing meaning, emotion or perspective, in unique ways. Central to the arts, being creative drives originality, personal expression and connection.	What it is: Relating to and seeking to understand the feelings, experiences and perspectives of others. Why it matters: Being empathetic supports learners to explore ideas, gain insight and draw inspiration from diverse real and imagined cultures, contexts and perspectives. Creating, collaborating and sharing arts practice nurtures empathy, alongside open-mindedness, respect and a sensitive understanding of the human experience.	What it is: Believing in yourself and your abilities; trusting the choices you make on your own and with others. Why it matters: Being confident enables active participation and risk-taking in creative practice, strengthening communication skills, wellbeing, resilience and a sense of belonging. Confidence is fostered through embodied learning in the arts, learners developing self-discipline and focus, embracing challenge, showing initiative and balancing self-belief with openness to feedback and growth.	What it is: Being sensitive and responsive to your own feelings, thoughts, actions, biases and influences. Why it matters: Being self-aware supports learners to reflect on and evaluate choices, actions and reactions. Arts learners are attentive to their unique strengths, limitations and emotional responses when creating, sharing and viewing art, nurturing their sense of identity along with an understanding of their connections to, and responsibilities within, the world.

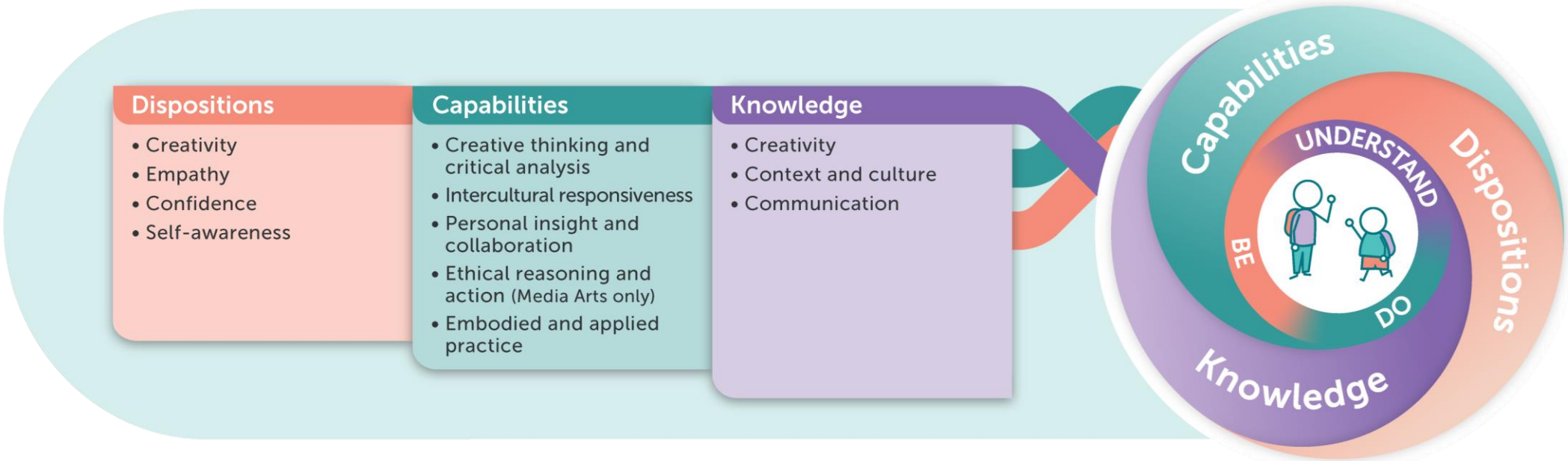
Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
What it is: Generating and experimenting with ideas in new or innovative ways, analysing, interpreting and evaluating information, considering alternatives and making informed choices using logic, inspiration, imagination and flexibility.	What it is: Engaging with diverse contexts and cultures, including one’s own, through respectful and adaptive interactions and responses. Reflecting on multiple perspectives and practices and activating behaviours and attitudes that value cultural diversity, while fostering and contributing to dynamic, interconnected communities.	What it is: Activating self-awareness and managing one’s emotions and behaviours to support personal and artistic growth and using this self-awareness to interact effectively with others and their community.	What it is: Learning, refining and applying skills, techniques and processes with understanding and intent across contexts.

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Why it matters: Experimenting, exploring and critically reflecting on ideas enriches learners’ imagination and creative expression. As learners grow as artists, they become more discerning audiences, developing artistry and emotional intelligence as they analyse, appraise and create.	Why it matters: Exploring the arts through a sociocultural lens deepens learners’ understanding of identity and diverse cultural perspectives, protocols and practices. Creating and experiencing artworks informed by and responsive to intercultural contexts fosters ethical responsibility, empathy, inclusivity and awareness of the arts locally, nationally and globally.	Why it matters: When learners consciously reflect on their strengths, values and limitations, they are able to work constructively, creatively and respectfully with others, as well as thrive independently. This boosts confidence, self-expression and a sense of belonging, supporting learners to develop their artistic identity, take creative risks and innovate.	Why it matters: Refining learner capability in an increasing range of discipline-specific arts practices supports learners to develop as artists and audiences. Over time, acquiring, reflecting on and refining physical, metacognitive and creative practices enables artistic and personal growth.

Knowledge

Creativity	Context and culture	Communication
What it is: The interplay of ideas and processes, inspired and shaped by exploration, experimentation and expression. It supports generation, connection, reinterpretation and meaning making. Why it matters: Creativity expands our knowledge and encourages us to think intuitively, contribute as innovators and communicate in multiple ways, supporting us to solve problems and become lifelong learners. Using imagination and understanding to create expressions of ideas, emotions and perspectives is integral to the arts.	What it is: The circumstances or setting in which something occurs. It includes the cultural, environmental, social, personal, historical or situational details that support understanding or interpretation and can help explain or frame an event, perspective or situation. Why it matters: Artistic expression is shaped by the context in which it is made, viewed or presented. It reflects society and identity and is integral to all cultures and times. The arts promote understanding of diverse perspectives, fostering empathy and appreciation for the role of the arts in shaping our lives and broadening our view of the world.	What it is: The exchange and sharing of meaning to express, respond to or interpret intention or purpose. Why it matters: The arts communicate meaning and shape perception. Sharing, presenting, performing, viewing and responding to artworks, and understanding the processes required to do so, supports learners to interact with and make sense of the world, offering opportunities to experience and learn from a wide range of artistic expressions, both as artists and audiences.



Music – Reception

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: • experiment with voice and sound to generate new ways of expressing feelings through music • improvise with sounds or body percussion to explore different ways of accompanying a rhyme or song • play with pace and volume to generate different possibilities for how a musical piece might sound.	This disposition may be evident when learners, for example: • consider how the audience may experience their use of musical spaces and instrument • notice when someone responds differently to the same music and consider how their experience might shape that response • listen to others’ ideas about music to understand how different experiences can shape the meaning people make from it.	This disposition may be evident when learners, for example: • stand by musical ideas when others suggest different approaches while remaining open to others’ views • act on their musical decisions during music play while remaining responsive to others in shared music making • take creative risks in unfamiliar music making, contributing an idea even when unsure.	This disposition may be evident when learners, for example: • recognise how music making alone or with others influences how they participate and learn • notice the type of music they prefer to listen to or create and how these preferences influence their music making and listening • notice which parts of music making feel easier or more difficult for them and use this awareness when deciding what to practise or change.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: • participating in musical play by exploring sounds and silences with their voice and body percussion • generating ideas to perform a song in a new way by changing words, adding movement or varying dynamics • experimenting with body percussion, musical instruments or found objects to create a short musical response to a favourite book • identifying high and low notes in a 2-pitch song by showing the change in pitch using their hands.	Learners develop this capability by, for example: • listening to Aboriginal people talk about the importance of music for people and communities • singing or playing songs from across a range of times, places or cultures • using respectful language to describe music they experience from a range of contexts and cultures • discussing why people listen to and make music • identifying examples of how music is important to people and communities.	Learners develop this capability by, for example: • engaging with peers in musical games, taking turns and contributing ideas • communicating the story of a song or rhyme through their voice, bodies or facial expressions • contributing musical ideas when making music • developing appropriate reactions as audience members, with support, including active listening.	Learners develop this capability by, for example: • identifying contrast in music they hear • practising safe ways to hold and play instruments • keeping a beat on their knees or other body percussion as they sing a song or say a rhyme • making movements in response to music • singing songs in unison with others.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists use purposeful play to create artworks that express ideas in new and imaginative ways. Learners: • create arts works that communicate ideas AC9AMUFC01 • use play, imagination, arts knowledge, processes or skills to discover possibilities and develop ideas. AC9AMUFD01	The arts connect people and communities. Learners: • explore how and why the arts are important for people and communities. AC9AMUFE01	Communicating through artworks develops new expressive skills. Learners: • share their arts works with audiences. AC9AMUFP01

Music – Years 1 to 2

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - experiment with voice and sound to generate new ways of expressing feelings through music - improvise with sounds or body percussion to explore different ways of accompanying a rhyme or song - play with pace and volume to generate different possibilities for how a musical piece might sound.	This disposition may be evident when learners, for example: - consider how the audience may experience their use of musical spaces and instrument - notice when someone responds differently to the same music and consider how their experience might shape that response - listen to others’ ideas about music to understand how different experiences can shape the meaning people make from it.	This disposition may be evident when learners, for example: - stand by musical ideas when others suggest different approaches while remaining open to others’ views - act on their musical decisions during music play while remaining responsive to others in shared music making - take creative risks in unfamiliar music making, contributing an idea even when unsure.	This disposition may be evident when learners, for example: - recognise how music making alone or with others influences how they participate and learn - notice the type of music they prefer to listen to or create and how these preferences influence their music making and listening - notice which parts of music making feel easier or more difficult for them and use this awareness when deciding what to practise or change.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: - experimenting with possibilities by building on new or known ideas when improvising short rhythmic patterns - improvising soundscapes to accompany a text, images or a silent film - experimenting with sounds to accompany songs, including body percussion, found sounds or digital instruments - decoding a phrase of music with strategies.	Learners develop this capability by, for example: - exploring when, where and why Aboriginal people use music to share knowledge about their cultures - making sounds with instruments from across a range of contexts and cultures to create a soundscape in class - experiencing music from a range of cultures to describe the musical features they notice - describing how and why people make music in their homes, communities or at school - experiencing music from a range of contexts and cultures to recognise the variety in musical instruments played.	Learners develop this capability by, for example: - working with a partner to sing songs while moving - contributing their ideas when creating music in small groups - using feedback to improve a musical performance - incorporating the ideas of others into their own music - describing their observations and feelings about the music they listen to and make.	Learners develop this capability by, for example: - recognising and demonstrating the difference between beat and rhythm - developing safe vocal techniques, including warming up their voices, before they sing songs - building musical skills related to beat and rhythm, including echoing a short rhythm or musical phrase when playing musical games - using a graphic notation to notate rhythmic patterns when writing unconventional compositions - performing songs with a focus on pitch matching.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists explore and experiment to make artworks that communicate ideas in creative ways. Learners: - select and combine elements of music when composing and practising music for performance AC9AMU2C01 - develop listening skills and skills for singing and playing instruments. AC9AMU2D01	The arts give us insight into people and communities across cultures and opportunities to share personal experiences. Learners: - explore where, why and how people across cultures, communities or other contexts experience music. AC9AMU2E01 The arts are foundational to the diverse Aboriginal cultures throughout Australia. Learners: - explore examples of music composed or performed by First Nations Australians. AC9AMU2E02	Communicating through the sharing of artworks promotes interaction. Learners: sing and play music in informal settings. AC9AMU2P01

Music – Years 3 to 4

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: • explore different ways to visually represent sounds and silence • invent musical phrases by exploring new possibilities with different sound sources • experiment with actions or movements to explore different ways of accompanying a rhyme or song.	This disposition may be evident when learners, for example: • seek to understand how listeners’ experiences can shape the different meanings they make from the same music • consider musicians' perspectives to inform how they respond as a member of the audience • seek to understand a musician's perspective when evaluating music to support their ability to give kind, specific and helpful feedback.	This disposition may be evident when learners, for example: • contribute and perform their musical part within a group, trusting their own musical judgement even when unsure • choose to share an unfamiliar piece of music even when unsure how successfully they will share it • take initiative in music making, trusting musical decisions enough to act without reassurance while remaining responsive to the group.	This disposition may be evident when learners, for example: • recognise how feelings, nerves or focus affect their music making and what triggers these responses • recognise which strategies support them when practising, performing or creating music • notice which aspects of music making feel most comfortable or challenging for them and use this awareness to guide their participation.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: • expanding on new or known musical ideas by creating a melody using notes from a pentatonic scale • creating a musical response to an image, local issue or global event by using digital tools to record sound loops • examining the role of sections and characteristics of a song performed by a chorus.	Learners develop this capability by, for example: • exploring music composed by Aboriginal musicians and the composers’ connection and responsibility to Country/Place • creating a composition related to a cultural event, including chants or anthems • discussing features of music from a range of contexts and cultures using appropriate terminology • singing and playing music from across a range of contexts and cultures • describing why musical choices are made by composers, performers and themselves.	Learners develop this capability by, for example: • working cooperatively with a partner or small group to rehearse and perform music • exploring how meaning can be communicated by using the elements of music in a variety of ways • demonstrating perseverance when they practise a new musical skill • using feedback to improve their performance skills and confidence • discussing and demonstrating audience and performance etiquette.	Learners develop this capability by, for example: • identifying aurally how pitch changes in the music they hear, including notes moving by steps or leaps • preparing physically for music, including establishing the correct posture when playing or singing • using correct terminology to identify musical features • composing a melodic ostinato to accompany a short song • notating or recording music that they compose, rehearse or perform

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
			- reading graphic or staff notation when they perform music - performing in 2 parts, including accompanying a song or rhyme with a rhythmic ostinato.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists experiment with elements to create artworks that communicate meaning. Learners: - manipulate elements of music to communicate ideas, perspectives or meaning when composing and practising for performance AC9AMU4C01 - develop listening skills and skills for manipulating elements of music when singing and playing instruments. AC9AMU4D01	Artworks are created and shared across contexts, raising awareness and respect for diversity within their communities. Learners: - explore where, why and how music is composed or performed across cultures, times, places or other contexts. AC9AMU4E01 Aboriginal artworks are often influenced by artists’ intrinsic relationship to Country/Place. Learners: - explore how First Nations Australians use music to communicate their connection to and responsibility for Country/Place. AC9AMU4E02	Communicating with an audience through performance or presentation of artworks builds confidence and awareness of others. Learners: sing and play music they have learnt or composed in informal settings. AC9AMU4P01

Music – Years 5 to 6

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - experiment with different musical ideas when composing to generate alternative responses - shape sounds and silences in different ways to explore how an idea or feeling might be expressed - generate and vary ways of shaping a soundscape to explore different musical possibilities.	This disposition may be evident when learners, for example: - seek to understand how people from different communities experience and value the role music plays in their lives - consider how others’ experiences may shape their perspectives about music - seek to understand the experiences and perspectives of musicians from different contexts and how these may shape what they express through their music.	This disposition may be evident when learners, for example: - trust their preparation when sharing music with peers or an audience - share a composition when it is sufficiently developed without waiting for it to feel perfect - express their feelings and ideas about music with peers, even when others may hold different views.	This disposition may be evident when learners, for example: - notice what feedback reveals about their own habits or strengths in music making and use this awareness to shape their choices - recognise what they contribute to collaborative music making and where they need support or growth - observe how their musical preferences shift with their mood and how different music may influence their mood.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: - combining the elements of music to compose music that explores a theme or issue - composing music using voices, instruments or digital tools - evaluating the effectiveness of the elements of music for conveying meaning during a performance - explaining how and why they use the elements of music and specific compositional devices in their compositions.	Learners develop this capability by, for example: - exploring the significance of traditional and contemporary music in the continuance of Aboriginal cultures and communities - creating music inspired by the rhythms or instruments used in the music of a specific culture or style - responding respectfully as performers and audience members to the musical works of musicians from across a range of contexts and cultures	Learners develop this capability by, for example: - collaborating to compose, rehearse and perform music - examining the ways emotion, mood or story can be communicated through music and musical performance - responding to and learning from mistakes when performing - posing questions to their audience and using feedback to improve their compositions or performances	Learners develop this capability by, for example: - using aural skills to sing, play or notate musical ideas - preparing physically and mindfully for music while showing an awareness of the performance space, equipment and others - using correct and increasingly complex music terminology - composing a rhythmic ostinato to accompany a song in simple or compound time

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
	- describing how meaning is communicated through music performances from across a range of contexts and cultures - explaining how and why musicians share aspects of their cultures, including language.	considering audience and performer perspectives when reflecting on how performers communicate.	- rehearsing and performing music as a soloist and ensemble member - composing, rehearsing and performing their own compositions.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists develop a range of skills and use elements to create artworks that communicate meaning. Learners: - manipulate elements of music and use compositional devices to communicate ideas, perspectives or meaning when composing and practising music for performance, and notate, document or record the music they compose AC9AMU6C01 - develop listening and aural skills and skills for manipulating elements of music to achieve expressive effects when composing, singing and playing instruments. AC9AMU6D01	Artworks use and combine various elements to communicate meaning across contexts. Learners: - explore ways that the elements of music are combined in music across cultures, times, places or other contexts. AC9AMU6E01 The arts are integral to the continuance and revitalisation of Aboriginal cultures. Learners: - explore ways First Nations Australians use music to continue and revitalise culture. AC9AMU6E02	Communicating with an audience through performance or presentation of artworks develops confidence and a range of expressive skills. Learners: perform music in a range of forms they have learnt or composed in informal or formal settings. AC9AMU6P01

Music – Years 7 to 8

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - combine elements of music to explore different ways of communicating an original idea - improvise different melodic possibilities over a repeated rhythmic or harmonic pattern - experiment with different production methods to generate new musical possibilities.	This disposition may be evident when learners, for example: - consider how different people experience music as a way of feeling seen, connected or understood - listen for and seek to understand others' musical intentions and allow these to inform a shared response or performance - recognise a song's connection to personal, cultural or community experiences to understand the artist's intent and respond sensitively to their performance.	This disposition may be evident when learners, for example: - recover and continue after a musical mistake during a rehearsal or performance without relying on others to direct what to do next - commit to compositional choices without relying on reassurance that they are right - take on solo, small-group or unfamiliar performance challenges even when they involve uncertainty.	This disposition may be evident when learners, for example: - monitor how their preparation and behaviour influence their contribution during rehearsal and performance - discern when their personal preferences shape the way they compose, perform or interpret music - notice how their energy, attention or mood affects the way they rehearse or perform.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: • using an emotion, current events or an artwork to inspire the creation and development of a new musical work • improvising a melody over a chord progression using digital tools to notate, record, store and share compositions • evaluating their own and the work of others against specific criteria.	Learners develop this capability by, for example: • being responsive to Indigenous Cultural and Intellectual Property rights when discussing the cultural responsibilities of the musician • reflecting on the diversity of music by and featuring Aboriginal artists • demonstrating how the elements of music are used in music performance associated with a specific historical reference or place • discussing the viewpoints of both musician and audience when considering what music conveys about culture and society • sourcing examples of music from a range of contexts and cultures using safe online browsing and curating strategies • investigating the role and purpose of music across a range of contexts and cultures.	Learners develop this capability by, for example: • collaborating with others to rehearse and perform ensemble music inspired by an agreed idea or focus • demonstrating ways of communicating meaning through a music performance as a soloist or ensemble member • responding to audience feedback to improve their music skills and practices • providing feedback to improve the music skills and practices of others • demonstrating ways of communicating with ensemble members to improve the effectiveness of their rehearsals and performance quality • discussing the viewpoints of performer and audience throughout the rehearsal process.	Learners develop this capability by, for example: • using aural skills to echo or transcribe short melodic phrases based on pentatonic, major or minor scales • demonstrating strategies to ensure the physical safety and wellbeing of self and others when rehearsing or performing music • working towards self- and teacher-set goals when practising and developing vocal or instrumental techniques in solo or ensemble music • identifying and describing how the elements of music are used in the music they perform and experience • notating compositions using conventions • practising and using technical and expressive skills, including intonation, rhythmic accuracy, phrasing and articulation, to communicate meaning when playing or singing music.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists manipulate elements using a broad range of skills and processes to create meaning through artwork. Learners: • interpret music in a variety of forms or styles, manipulating elements of music and employing relevant vocal and instrumental techniques AC9AMU8C01 • develop and practise listening and aural skills and vocal or instrumental skills and techniques for manipulating elements of music to achieve expressive effects. AC9AMU8D01	Artworks across a variety of contexts are created to communicate meaning and build respect and understanding. Learners: • investigate the ways that composers or performers use the elements of music or compositional devices in music composed across cultures, times, places or other contexts. AC9AMU8E01	Communicating with an audience through performance or presentation of artworks develops confidence, a broad range of expressive skills and an appreciation of process. Learners: • perform music using relevant vocal or instrumental techniques and performance skills. AC9AMU8P01

Creativity	Context and culture	Communication
Artists are inspired by and respond to complex or unfamiliar situations and ideas and propose alternative creative options. Learners: compose using the elements of music and compositional devices to communicate ideas, perspectives or meaning, and notate, document or record the music. AC9AMU8C02	Cultural responsiveness and Indigenous Cultural and Intellectual Property rights must be considered when interacting with the diversity of Aboriginal artists and artworks. Learners: investigate the diversity of music composed or performed by First Nations Australians, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights. AC9AMU8E02	Artists develop self-discipline and expand their perspectives as they seek and respond to feedback and reflect on their own and others' artworks. Learners: reflect on their own and others' music to inform choices they make as composers and performers about how they will manipulate elements of music or compositional devices. AC9AMU8D02

Music – Years 9 to 10

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - reimagine existing musical material to generate new possibilities using digital tools, virtual instruments or audio samples - draw on ideas from different musical styles or contexts to create an original, personal musical response - transform a familiar musical idea into something new by changing sound, structure or mood.	This disposition may be evident when learners, for example: - recognise how musical choices may include, exclude or affect different audiences and take this into account when making musical decisions - seek to understand what other performers may need to contribute effectively and use this understanding to inform choices in volume, timing or tone - consider how another performer may experience a shared rehearsal or performance decision and use this understanding when negotiating how the music develops.	This disposition may be evident when learners, for example: - trust their preparation to maintain their musical line within a group performance when other musical parts compete for their attention - make and act on interpretive decisions about tempo, dynamics or expression without relying on reassurance that the choices are right - share a draft composition before feeling it is perfect.	This disposition may be evident when learners, for example: - recognise what helps them improve in music making and why these approaches work for them - recognise which strategies support their contribution to musical ensembles and draw on these when needed - track how their feelings change during music making and adjust their participation in response.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: - improvising music over a chord progression using their knowledge of music conventions and techniques - composing a piece of music informed by the specific stylistic features identified in another piece of music - analysing the effect of specific stylistic features used in a musical work - selecting appropriate digital tools to notate, record, store and share compositions - describing how meaning is communicated through the elements of music, compositional devices, and vocal or instrumental techniques in their own or the music of others.	Learners develop this capability by, for example: - identifying and evaluating how Aboriginal musicians have explored, represented, celebrated or challenged perspectives of Australian identity - investigating the diverse contributions to contemporary music by Aboriginal musicians - applying relevant technical or expressive characteristics when practising and performing the music of a specific culture, genre or style - evaluating how multiple perspectives are communicated or challenged in musical works from diverse contexts or cultures - analysing scores to deepen their understanding of music from across a range of contexts and cultures - interpreting a composer’s musical intent by considering the cultural, social and historical context of the work.	Learners develop this capability by, for example: - collaborating with peers to develop ensemble skills and taking personal responsibility for specific aspects of a shared goal - conveying emotion and meaning through the manipulation of the elements of music and musical expression in solo or ensemble performances - self-correcting specific technical or performance skills - developing a personal folio that documents and reflects on their development as a musician using multimedia presentation tools - articulating their choices in music they compose and perform - discussing a performance from the viewpoints of musician, composer, conductor and audience.	Learners develop this capability by, for example: - demonstrating an aural understanding of key and tonality when improvising or composing music - evaluating physical safety throughout a music rehearsal or performance, including in the maintenance of their instrument, lifting heavy equipment or the management of audio levels - analysing a musical score while considering the influence of historical and social context on the composer’s intentions - preparing, rehearsing and performing a program of musical works for an audience - using listening and aural skills to develop, interpret and perform a repertoire across a range of styles - practising and refining appropriate vocal or instrumental technique with increasing control in solo or ensemble repertoire.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists plan, evaluate and refine their arts practice to enhance the aesthetic and meaning of the artwork they create. Learners: interpret music in a variety of forms and styles, manipulating the elements of music or compositional devices, and using style-specific vocal or instrumental techniques to communicate ideas, perspectives or meaning AC9AMU10C01	Artworks across contexts are created to communicate, affirm and challenge ideas, developing respect and ethical responsibility. Learners: investigate composers’ or performers’ use of elements of music, compositional devices or vocal or instrumental techniques in music from a range of cultures, times, places or other contexts. AC9AMU10E01	Communicating with an audience through performance or presentation of artworks develops confidence, a broad range of expressive skills, use of process and the ability to respond to alternative perspectives. Learners: rehearse and present planned performances of music they have learnt or composed, using relevant vocal or instrumental techniques and performance skills. AC9AMU10P01

Creativity	Context and culture	Communication
- develop, practise and refine the use of listening and aural skills and style-specific vocal instrumental skills and techniques to interpret music and communicate expressive effects. AC9AMU10D01 Artists are inspired by and respond to complex ideas in innovative ways, evaluate alternatives, and modify processes in changing circumstances. Learners: - compose music, manipulating and combining elements of music and compositional devices relevant to chosen styles or forms to communicate ideas, perspectives or meaning and notate, document or record the music. AC9AMU10C02	Aboriginal artists often represent, celebrate or challenge Australian identity through their artworks. Learners: investigate the ways that First Nations Australian performers or composers celebrate and challenge multiple perspectives of Australian identity through music. AC9AMU10E02	Artists develop and refine their practice, informed by feedback and reflection on their own and others’ artworks. Learners: reflect on their own and others’ music to inform choices they make as composers and performers about how they will interpret or manipulate elements of music or compositional devices. AC9AMU10D02