Year 9 Syllabus

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

Year Level Description

In Year 9, students continue to build on music skills and knowledge across a range of performing, composing, aural and listening activities. They continue to develop aural skills and aural memory to identify, sing/play and notate rhythmic and melodic phrases based on familiar scale forms and familiar chord progressions in major and minor keys.

Students use composition models and techniques, applying stylistic features and conventions to compose works in a range of styles.

They listen to a variety of musical works, using scores and music terminology, to analyse and describe the use of the elements of music in structured activities. They examine similarities and differences between musical works and identify cultural, historical and stylistic features.

As soloists and ensemble members they practise and perform a range of music to develop technical skills and control, and expression. As performers and audience members they form opinions and preferences about music and the practices of others', across a range of contexts, to inform their own music making.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning, and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning appropriate to context.

Making

Development of aural skills, aural memory and inner hearing to identify, sing/playback and notate rhythmic passages, melodic patterns based on familiar scale and intervals, and simple chord progressions ([ACAMUM099](#))

| Literacy

| Numeracy

| Personal and social capability

Aural identification of the elements of music in isolation and combination in a range of music excerpts (not all content may be relevant to the selected context):

Rhythm

- beat groupings/subdivision in simple time:

,

and compound time:

Responding

Identification and description of the use and stylistic treatment of the elements of music, comparing and discussing similarities and differences between musical works from a range of styles and contexts ([ACAMUR104](#); [ACAMUR105](#))

| Literacy

| Critical and creative thinking

| Personal and social capability

| Intercultural understanding

Identification, comparison and evaluation of a variety of music with an understanding of cultural and historical features, stylistic characteristics and associated conventions and music practices ([ACAMUR104](#); [ACAMUR105](#))

| Literacy

| Critical and creative thinking

| Ethical understanding

| Intercultural understanding

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- rests

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- swung rhythms

- tempo: (<u>andante</u>, <u>allegretto</u>)

Pitch

- scales: add harmonic minor, Blues up to 3 sharps and 3 flats in treble and bass clefs

- intervals: add m6, M6, m7, M7 ascending and descending

- chords: major and minor triads, primary triads in isolation and simple progressions, add (i, iv, V) in minor keys, (vi) in major keys and (V^7) in both major and minor keys

- tonality: relevant to scales listed, modulation to relative major/minor

- riff/ostinato, pedal, sequence

Dynamics and expression

Use of specific criteria and given frameworks to discuss strategies to improve and inform music making when evaluating performances and giving and receiving constructive feedback (<u>ACAMUR104</u>; <u>ACAMUR105</u>)

⊟ Literacy

ⓒ Critical and creative thinking

👥 Personal and social capability

⎍ Ethical understanding

Development of personal opinions and musical preferences, analysing and discussing the influence of music and appreciating differing opinions and perspectives about music (<u>ACAMUR105</u>)

⊟ Literacy

ⓒ Critical and creative thinking

👥 Personal and social capability

⎍ Ethical understanding

Evaluation and comparison of attitudes and practices towards the role of audience and performer, recognising that different practices and stylistic conventions can influence a performance and affect audience response and

- dynamic gradations and articulations to create contrast and alter timbre

Form and structure

- use of theme

Timbre

- instruments and voice types, groups/ensembles, method of sound production, mutes, pedals and distortion

Texture

- polyphonic/multi-voice

([ACAMUM099](#))

- Literacy
- Critical and creative thinking
- Personal and social capability

COMPOSING AND ARRANGING

Use and application of composition models to shape and refine arrangements and original works; improvising, combining and manipulating the elements of music; applying compositional

interpretation ([ACAMUR104](#); [ACAMUR105](#))

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding

devices, stylistic features and conventions to reflect a range of music styles ([ACAMUM100](#); [ACAMUM102](#))

- 📄 Literacy
- 🔢 Numeracy
- ⚬⚞ Information and Communication Technology (ICT) capability
- ⚙ Critical and creative thinking
- 👥 Personal and social capability

Use of a range of invented and conventional notation, appropriate music terminology and available technologies, to organise, record and communicate music ideas ([ACAMUM100](#); [ACAMUM102](#))

- 📄 Literacy
- 🔢 Numeracy
- ⚬⚞ Information and Communication Technology (ICT) capability
- ⚙ Critical and creative thinking
- 👥 Personal and social capability

PRACTICAL AND PERFORMANCE SKILLS

Development of technical skill and control; musical expression; and

consideration of relevant stylistic musical features when practising, refining and performing a variety of repertoire (ACAMUM101; ACAMUM103)

 Literacy

 Critical and creative thinking

 Personal and social capability

Consideration of the music practices of others to inform and shape their own music making through regular self-directed practice of performance skills and techniques (ACAMUM101; ACAMUM104)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

Development of ensemble skills, working collaboratively to perform with expression, tonal control and awareness of ensemble (ACAMUM101; ACAMUM103)

 Literacy

 Information and Communication Technology (ICT) capability

- Critical and creative thinking
- Personal and social capability
- Ethical understanding

Achievement standard

At Standard, students identify, sing, play, notate and apply rhythmic and melodic phrases and simple chord progressions in major and minor keys, with some partial or inconsistent responses. They improvise and demonstrate some evidence of structured and developed musical ideas, using generally accurate notation and incorporating some stylistically appropriate expressive devices. Students perform with generally sound technique and some appropriate expression. With some guidance, they consider blend and balance when playing with an ensemble and endeavour to adjust tone and volume.

Students identify, analyse and describe the use and purpose of the elements of music, using some appropriate music terminology and making occasional references to stylistic application. They identify and describe some musical characteristics, considering stylistic features and contributions made by key composers, performers and/or artists, and make some connections with social, historical and cultural contexts.

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