

Year 10 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 10, students extend and consolidate music skills and knowledge across a range of performing, composing, aural and analysis activities. They continue to refine aural skills and aural memory to identify, sing/play and notate melodic and rhythmic dictations, chord changes and progressions.

Students explore their emerging personal style and music ideas through combining and manipulating the elements of music, and synthesising stylistic features and conventions when composing and arranging.

Students build on their understanding of meaning and interpretation in musical works, using aural and critical analysis skills to compare and evaluate a range of music, drawing upon knowledge of previously studied works. They use scores and music terminology to analyse and evaluate the use of the elements of music within a context, genre or style, and identify and discuss social, cultural and historical factors.

Students practise and perform a wider range of solo and ensemble repertoire, developing and consolidating technical skills, expression and stylistic integrity. As performers and audience members they are provided with opportunities to develop aesthetic awareness and make informed observations about a range of music and related social, cultural and ethical considerations.

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 as appropriate to context.

Making

MUSIC LITERACY (AURAL/THEORY)

Use and application of aural skills, inner hearing and aural memory to identify, sing/playback and notate pitch, melodic and rhythmic dictations, chord changes and chord progressions ([ACAMUM099](#))

 Literacy

 Numeracy

 Critical and creative thinking

Aural identification of the role and treatment of one or more elements of music in isolation and combination in a range of music works (not all content may be relevant to the selected context):

Rhythm

- beat groupings/subdivision in simple time:



and compound time:

Responding

ANALYSIS AND CONTEXT

Identification, comparison and evaluation of the use, combination and stylistic treatment of the elements of music, using aural and critical analysis skills and stylistically informed language to make comparisons, informed observations and judgements about a wide range of music ([ACAMUR104](#))

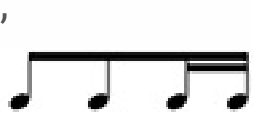
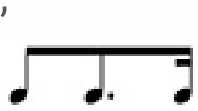
 Literacy

 Critical and creative thinking

 Personal and social capability

Identification, analysis and evaluation of connections between social, cultural and historical influences and musical developments; and analysis of how the use and combination of the elements of music define stylistic characteristics and cultural and historical features ([ACAMUR104](#);

9
8



- augmentation/diminution, rhythmic motif
- irregular metres

5
8

7
8

5
4

7
4

- tempo: rubato, a tempo

Pitch

- scales: add melodic minor and chromatic up to 4 or more sharps and 4 or more flats in treble and bass clefs
- chords: major and minor primary

ACAMUR105)

- 📖 Literacy
- 🧠 Critical and creative thinking
- ⚖️ Ethical understanding
- 🌐 Intercultural understanding

RESPONSE INTERPRETATION AND EVALUATION

Identification and selection of specific criteria to devise and apply strategies when analysing, evaluating and refining their own and others' musical works and performances ([ACAMUR104](#))

- 📖 Literacy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- ⚖️ Ethical understanding

Development of personal preferences and aesthetic appreciation, differentiating between subjective and objective interpretations when comparing and evaluating stylistic interpretations of a range of music ([ACAMUR105](#))

- 📖 Literacy

triads in isolation and simple progressions, add (ii) in major keys

- tonality: add consonance and dissonance
- inversion

Dynamics and expression

- gradations of sound (**fp**), terraced dynamics, ornamentation, expressive devices and articulations relevant to style and context

Form and structure

- motivic development, through composed and strophic, interlude

Timbre

- use of idiomatic techniques (bowing, harmonics, vibrato, glissando/slide, sticks/mallets, slap bass, digitally manipulated sound, oscillation, filters, pedals)

🧠 Critical and creative thinking

👥 Personal and social capability

⚖️ Ethical understanding

Consideration of cultural, social and ethical issues, comparing and evaluating audience response and performer roles across a broad range of music in formal, informal, virtual and interactive settings ([ACAMUR105](#))

📖 Literacy

🌐 Information and Communication Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability


⚖️ Ethical understanding


🌐 Intercultural understanding

Texture

- horizontal and vertical layers of sound appropriate to style and context and repertoire studied (distortion, white noise)
([ACAMUM099](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

COMPOSING AND ARRANGING

Composition and arrangement of musical works of increasing complexity; improvising and purposefully applying, combining and manipulating the elements of music; and synthesising appropriate stylistic features and conventions to shape, extend, manipulate and evaluate music ideas ([ACAMUM102](#))

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

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

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

PRACTICAL AND PERFORMANCE SKILLS


Development and refinement of technical skill and control and musicianship skills; applying style-specific techniques and expression in a purposeful and musical manner when practising, refining and performing repertoire from a range of styles and contexts ([ACAMUM101](#); [ACAMUM103](#))


 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Analysis and comparison of performances and performance practices to devise and apply effective practice strategies and evaluate, shape and refine music performance skills and techniques ([ACAMUM101](#); [ACAMUR104](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Development and consolidation of ensemble skills, working collaboratively to rehearse and perform a range of repertoire with stylistically appropriate expression, tonal control, awareness of different performer responsibilities and audience needs ([ACAMUM101](#); [ACAMUM103](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

Achievement standard

At Standard, students identify, apply, notate and perform rhythmic and melodic concepts and harmonic progressions in major and minor keys, with some partial or inconsistent responses. They improvise, select and integrate elements of music to create musical works, developing and maintaining compositional ideas, with some inconsistency. Students use generally accurate notation and incorporate some appropriate stylistic conventions and expressive devices. They perform with generally sound technique and some appropriate expression and stylistic performance conventions. With some guidance, they consider blend and balance when playing with an ensemble and endeavour to adjust pitch, tone and volume.

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

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