

# Year 7 Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

## **Year Level Description**

In Year 7, students are given opportunities to apply their music skills and knowledge when performing, composing and listening to music. They develop their aural skills and aural memory to identify, sing/play and transcribe music, making connections between sound and notation.

They experiment with the elements of music to improvise and create simple compositions within given frameworks, using invented and conventional notation and music terminology to record and communicate music ideas.

Students are provided with opportunities to participate in listening, analysis and score reading activities, focusing on the use of the elements of music and key stylistic features.

Students practise, rehearse and perform a range of solo and ensemble music to develop technical skills and an increasing awareness of musical expression.

As performers and audience members, they are encouraged to express their thoughts and feelings about music, identifying personal preferences and the reasons for them.

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.

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# Making

## MUSIC LITERACY (AURAL/THEORY)


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Development of aural skills, aural memory and inner hearing to identify, sing/play back and transcribe pitch and rhythm patterns ([ACAMUM092](#))

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

Aural recognition of specific elements of music in short excerpts (not all content may be relevant to the selected context):

### Rhythm

- simple time:

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$\frac{3}{4}$

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# Responding

## ANALYSIS AND CONTEXT

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Identification of, and discussion about, the use of specific elements of music and stylistic features in structured listening activities, using appropriate music terminology ([ACAMUR097](#))

 Literacy

 Numeracy

 Critical and creative thinking

Identification of features and performance practices that determine a specific musical style or culture, and description of ways that music contributes to a culture or a context ([ACAMUR098](#))

 Literacy

 Numeracy

 Critical and creative thinking

 Ethical understanding

 Intercultural understanding

## RESPONSE INTERPRETATION AND EVALUATION

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and compound time:



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- rests:



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- pause, ostinato/riff
- tempo: very slow/largo, slow/adagio, moderate/moderato, fast/allegro, very fast/presto

Use of given frameworks and reflective strategies to evaluate music performances and discussion of different points of view ([ACAMUR098](#))

- 📖 Literacy
- ➕➖ Numeracy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability

Communication of thoughts and feelings about music using given criteria to form and express personal opinions ([ACAMUR098](#))

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

Exploration and discussion of different audience behaviour and performance traditions across a range of settings and musical styles ([ACAMUR098](#))

- 🖥️ Information and Communication Technology (ICT) capability
- 🧠 Critical and creative thinking
- 👥 Personal and social capability

## Pitch

🎵 Ethical understanding

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- scales: major pentatonic, major scales up to 1 sharp and 1 flat in treble clef
- intervals: steps and leaps, half step/semitone, whole step/tone, Perfect 5<sup>th</sup> and Perfect 8<sup>ve</sup>
- triads: major
- tonality: pentatonic, major and minor
- pedal/drone, ostinato/riff

## Dynamics and expression

- very soft/pianissimo (**pp**) to very loud/fortissimo (**ff**) including mezzo piano (**mp**) and mezzo forte (**mf**)
- legato, staccato

## Form and structure

- repetition and contrast
- riff/ostinato, call and response
- binary, ternary/popular song form (verse, chorus), rondo

## Timbre

- instrumental and vocal types  
and groups/ensembles

## Texture

- unison/monophonic/single line,  
homophonic/melody and  
accompaniment

([ACAMUM092](#); [ACAMUM093](#))

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

## COMPOSING AND ARRANGING

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Use of structured composition tasks to compose and arrange music, improvising and experimenting with specific elements of music to explore and develop music ideas

([ACAMUM093](#); [ACAMUM095](#))

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

Use of invented and conventional notation, specific music terminology and available technologies to record and communicate music ideas


([ACAMUM095](#))

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

## PRACTICAL AND PERFORMANCE SKILLS

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Development of technical and expressive skills, through practice and rehearsal, of a variety of solo and ensemble music

([ACAMUM094](#); [ACAMUM096](#))

 Literacy


 Critical and creative thinking

 Personal and social capability

Application of strategies to regularly practise and improve performance skills and techniques

([ACAMUM094](#))

 Literacy

 Critical and creative thinking


 Personal and social capability

Development of ensemble skills, working together to balance and blend tone and volume; and maintain safety, correct posture and technique when using instruments, voices and technologies ([ACAMUM094](#); [ACAMUM096](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

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## Achievement standard

At Standard, students identify, sing, play, notate and apply pitch and rhythm patterns, scales, intervals and triads, with some inconsistencies. They improvise and create musical ideas within a given framework that show some development, and incorporate some suitable dynamics. Students sing or play performance activities and practised repertoire with developing technique and some expression. With guidance, they endeavour to adjust tone and volume to blend and balance when rehearsing and performing

within an ensemble.

Students identify, analyse and describe the use of specific elements of music in mainly generalised responses, using some appropriate music terminology. They identify and describe some musical characteristics associated with different cultures, contexts and styles.

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