

Year 8 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 8, students are given further opportunities to develop music skills and knowledge when performing, composing and listening to music. They continue to develop aural skills and aural memory to identify, sing/play and notate simple rhythmic and melodic patterns and chord progressions.

They are provided with opportunities to create and refine music ideas by using the elements of music within given frameworks, imitating musical structures and styles. They use notation, terminology and technology to record and communicate music ideas.

Students listen to, and discuss music, using scores and music terminology to identify the use and purpose of music elements and key contextual and stylistic features.

Students rehearse and perform solo and ensemble music, developing technical skills and expression. As performers and audience members, they make observations and express opinions about a range of music.

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

MUSIC LITERACY (AURAL/THEORY)

Development of aural skills, aural memory and inner hearing to identify, sing/playback and notate simple pitch and rhythmic patterns, melodic contour and chords in isolation and in simple progressions ([ACAMUM092](#))

📖 Literacy

✖️ Numeracy

🧠 Critical and creative thinking

👥 Personal and social capability

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

Rhythm

- beat groupings/subdivision in

simple time:



,



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Responding

ANALYSIS AND CONTEXT

Identification of, and discussion about, the use and treatment of specific elements of music in a range of works, using defined frameworks, identified criteria and appropriate music terminology ([ACAMUR097](#))

📖 Literacy

🧠 Critical and creative thinking

👥 Personal and social capability

Identification, description and comparison of music and music practices across a range of cultural, social and historical contexts ([ACAMUR098](#))

📖 Literacy

📡 Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

⚖️ Ethical understanding

🌐 Intercultural understanding

RESPONSE INTERPRETATION AND EVALUATION



and compound time:



- rests:



and



- anacrusis, ties, syncopation
- tempo: gradually getting slower/rallentando and ritardando and gradually getting faster/accelerando

Pitch

- scales: add minor pentatonic and natural minor scales up to 2 sharps and 2 flats in treble and bass clefs
- intervals: m2, M2, m3, M3, P4, P5, P8^{ve}, ascending only
- chords: major and minor triads,

Use of specific criteria and given frameworks to evaluate performances, outlining strengths and providing ways to improve their own and others' performances when giving and receiving feedback ([ACAMUR098](#))

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

Selection and use of criteria to make informed opinions, observations and evaluations about music, and identification of personal preferences, articulating the reasons for them ([ACAMUR097](#); [ACAMUR098](#))

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

Exploration and identification of different purposes, roles and responsibilities in music making activities as both performer and audience member ([ACAMUR098](#))

- 📖 Literacy

major primary triads (I, IV, V) in isolation and simple progressions

- tonality: relevant to scales listed
- sequence

Dynamics and expression

- crescendo, decrescendo
- accents/sforzando

Form and structure

- add intro/outro, bridge, hook, head, 12 bar Blues, theme and variation

Timbre

- discern between acoustic and electronic sounds

Texture


- descant/counter melody


[\(ACAMUM092\)](#)

 Literacy


 Numeracy

 Critical and creative thinking

 Personal and social capability

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

COMPOSING AND ARRANGING

Use of given composition frameworks to structure arrangements and create original works, improvising and combining the elements of music to trial, refine and shape music ideas ([ACAMUM093](#); [ACAMUM095](#))


 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Use of invented and conventional notation, appropriate music terminology and available technologies to plan, record and communicate music ideas ([ACAMUM095](#))

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability


 Critical and creative thinking

PRACTICAL AND PERFORMANCE SKILLS

Development and improvement of technique and exploration of expressive possibilities and stylistic features when practising, rehearsing and performing a variety of music ([ACAMUM094](#); [ACAMUM096](#))


 Literacy


 Critical and creative thinking

 Personal and social capability

Use of reflective strategies and regular practice to consolidate performance skills and techniques ([ACAMUM094](#))

 Literacy

 Critical and creative thinking


 Personal and social capability


Development of ensemble skills and an understanding of the role of each member of the ensemble; playing and singing with expression and controlling tone and volume, to create a balanced sound ([ACAMUM094](#); [ACAMUM096](#))

 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 melodic and rhythmic patterns, and simple harmonic progressions, with some inconsistencies. They improvise and create musical ideas within given structures that show some development. Students use generally accurate notation and incorporate some suitable dynamics and articulation. They sing or play performance activities and practised repertoire with developing technique and some expression. With some 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 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, identifying some key composers, performers and/or artists.

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