

Foundation Level	Levels 1 and 2	Levels 3 and 4	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Explore and Express Ideas					
Explore sound and silence and ways of using their voices, movement and instruments to express ideas	Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion	Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments	Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects	Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects	Improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas
				Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music	Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions
Music Practices					
Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community	Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community	Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms	Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing	Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills	Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions
				Structure compositions by combining and manipulating the elements of music and using notation	Plan, develop, and notate compositions with an understanding of style and convention
Present and Perform					
Rehearse and perform songs and short instrumental pieces which they have learnt and composed	Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience	Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience	Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience	Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style	Perform music applying techniques and expression to interpret the composer's use of the elements of music and compositional devices
Respond and Interpret					
Respond to music, expressing what they enjoy and why	Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander Music	Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for including the music of Aboriginal and Torres Strait Islander Peoples, using music terminology	Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations including the music of Aboriginal and Torres Strait Islander Peoples	Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music	Evaluate a range of performances and compositions to inform and refine their own music making
				Identify and connect specific features and purposes of music from contemporary and past times including music of Aboriginal and Torres Strait Islander Peoples, to explore viewpoints and enrich their music making	Analyse a range of music from contemporary and past times, including the music of Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints, enrich their music making, and develop understanding of music practice in local, national and international contexts
Achievement Standard					
By the end of Foundation, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns. Students describe the music to which they listen, identifying what they enjoy and why.	By the end of Level 2 students use imagination, their voices and instruments to improvise, compose, arrange and perform music. They explore and make decisions about ways of organising sounds to communicate ideas. They achieve intended effects and demonstrate accuracy when performing and composing. They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts.	By the end of Level 4, students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. They document their compositions. Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.	By the end of Level 6, students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences. Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. They describe how their music making is influenced by music from different cultures, times and locations, using music terminology.	By the end of Level 8, students manipulate the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use music terminology and symbols to recognise, describe and notate selected features of music. Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations.	By the end of Level 10, students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music. Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.