**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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| **Levels 7 to 8** | **Strand** | **Explore and Express Ideas** | | | | **Music Practices** | | | | **Present and Perform** | | **Respond and Interpret** | | | |
| **Content Description** | 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  [(VCAMUE033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE033) | | Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music  [(VCAMUE034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE034) | | Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills  [(VCAMUM035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM035) | | Structure compositions by combining and manipulating the elements of music and using notation  [(VCAMUM036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM036) | | 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  [(VCAMUP037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP037) | | Analyse composers’ use of the elements of music and stylistic features when listening to and interpreting music  [(VCAMUR038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR038) | | 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 [(VCAMUR039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR039) | |
| **Sequence of lessons / Unit** | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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| **Levels 9 to 10** | **Strand** | **Explore and Express Ideas** | | | | **Music Practices** | | | | **Present and Perform** | | **Respond and Interpret** | | | |
| **Content Description** | 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  [(VCAMUE040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE040) | | Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions  [(VCAMUE041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUE041) | | Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions  [(VCAMUM042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM042) | | Plan, develop, and notate compositions with an understanding of style and convention  [(VCAMUM043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUM043) | | Perform music applying techniques and expression to interpret the composer’s use of the elements of music and compositional devices  [(VCAMUP044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUP044) | | Evaluate a range of performances and compositions to inform and refine their own music making  [(VCAMUR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR045) | | 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 [(VCAMUR046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMUR046) | |
| **Sequence of lessons / Unit** | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template. | **Levels 9 and 10 Achievement Standard** |
| 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. (1) * 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. (2) * They use music terminology and symbols to recognise, describe and notate selected features of music. (3) * Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. (4) * 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. (5) | By the end of Level 10   * Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. (6) * They demonstrate a developing personal voice and technical control, expression and stylistic understanding. (7) * 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.(8) * Students aurally and visually analyse works and performances of different styles. (9) * They evaluate the use of elements of music and defining characteristics from different musical styles. (10) * They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. (11) |

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