Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, Music

Hello and welcome.

In music, sounds are combined and shaped into a meaningful form. Music has the capacity to motivate, inspire, and enrich the lives of all students. Music learning is embodied learning. It has a significant and unique impact on the creative, sensory-motor, cognitive, emotional, socio-cultural, and personal competencies of students.

The aim of this video is to familiarise you with the Victorian Curriculum F–10 Version 2.0 Music. Students’ active participation in music through continuous and developmentally sequential music learning encourages skills and aesthetic knowledge of increasing depth and complexity over time. Through performing, composing, and listening with intent to music, students have access to knowledge, skills, and understanding of music and its influence and importance within culture and society.

Let’s turn our attention to the key features of the Music curriculum. Music is one of 6 arts disciplines at Levels 7 to 10. The structure of the strands achievement standards and content descriptions are consistent across all disciplines to support schools and teachers to develop a school-based approach that encompasses learning in all of the Arts and addresses the needs and interests of their students.

The curriculum is centred on making and responding. The 2 are intrinsically connected and together they form the practice of an artist, creator, designer, performer, or producer. Making and responding is embedded into the practice of each arts discipline and involves students using creative and critical thinking skills to create and respond to music.

Through making and responding, students develop knowledge and understanding of the relationships between the artist, the world, the viewer, or audience, and the arts works. This structure provides a progression of learning from Foundation through to senior secondary, and maintains the integrity of learning in the music discipline.

This structure also provides consistency in knowledge and skills to align music with other arts disciplines, learning experiences in making and responding, as well as flexibility and accessibility for teachers, students, and schools across Victoria.

Music Version 2.0 has been adapted to maintain the integrity of learning in the discipline.

The revisions to the structure of the curriculum, achievement standards, progression of learning and terminology align the Music F–10 Curriculum with VCE Music. Achievement standards and content descriptions relating to Aboriginal and Torres Strait Islander Peoples, artists, practices and arts works have been added through Levels 3 to 10. To provide support and accessibility for teachers in both making and responding, additional teaching and learning examples have been added to the elaborations.

The elaborations also provide explicit links between music, other learning areas, and the Capabilities curriculums. The Music Version 2.0 glossary provides stronger consistency in the progression of learning from Foundation to Level 10 and alignment with terminology used in VCE Music.

In Music Version 2.0, viewpoints are a focus of all content descriptions and elaborations, introducing links to the Critical and Creative Thinking capability, and facilitating strong connections between music and other performing arts disciplines. The addition of content focused on Aboriginal and Torres Strait Islander Peoples at Levels 3 to 10 enables students to consider the role of music across cultures, times, places, and other contexts, specifically in Indigenous histories.

Now, let’s focus on the features of the Victorian Curriculum F–10 Music.

Music is presented as one curriculum level at Foundation, and then in 2-level bands from Levels 1 to 10.

Music comprises 4 interrelated strands, Exploring, Developing Practices, Creating, and Presenting. The strands provide the framework for learning and making and responding, and form the structure of the Music curriculum across Foundation to Level 10.

In the Exploring strand, students learn as artists and audiences.

In Developing Practices, students develop practices and skills in music.

Within the Creating strand, students are positioned as artists, and in the Presenting strand, students share work and ideas as artists in ways that are safe, inclusive, and appropriate to the musical work and its intentions.

In Music, students progress along a learning continuum that provides the first achievement standard at Foundation, and then at Levels 2, 4, 6, 8, and 10. The content descriptions sequence and describe the knowledge, understanding, and skills that teachers need to teach and students are expected to learn.

In the Music curriculum, there are several overarching key concepts that are embedded in the progression of learning. The learning in focus of music describes the key concepts and skills that students will learn in the discipline. The elements of music underpin all music learning. Musical ideas are conceived, organised, and shaped by aspects and combinations of the elements of music.

Viewpoints are an integral element of the curriculum structure. They are an inquiry tool that initiate and guide students’ explorations responses and practices. They’re included at all levels in the curriculum and are embedded in the content descriptions.

The references to Aboriginal and Torres Strait Islander Peoples, artists, practices and artworks in the achievement standards and content descriptions of all Arts disciplines provide inclusivity in the curriculum in both making and responding.

Music education goes beyond the four walls of a classroom environment. In every culture and corner of the globe, music has continuously survived and adapted to changing histories and contexts.

Through the study of music, students partake in a subject that transcends time, place and language. As music makers, students develop skills and knowledge in an ever-evolving discipline. In a global world, studying music allows students the opportunity to engage with and contribute to a universal language of expression and creativity.

For more information, I encourage you to explore the Victorian Curriculum F-10 website. The website provides easy access to the curriculum and all its supporting resources.

Thank you for watching