

## A Guide to the New Years 7–10 Syllabus

The new *Music Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 7 and Year 9 students.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

### What is similar?

Much of the content is similar to the current syllabus content. Students will continue to study the concepts of music through the learning experiences of performing, composing and listening, within a range of styles, periods and genres.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

The recent experience teachers have gained in implementing the Music Stage 6 syllabuses (1999) will assist in the implementation of the new *Music Years 7–10 Syllabus*.

### What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Music in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus.

- The concept of texture has been included as one of the concepts of music.
- The structure of topics within the elective course has been modified to allow greater flexibility in teaching and learning.
- Outcomes and stage statements from Early Stage 1 to Stage 5 describe the continuum of learning in Music. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities.
- Content additional to the essential syllabus content is included to help teachers address the needs and interests of students who have demonstrated Stages 4 and 5 outcomes in less than the indicative time.
- An overview statement is provided that shows how each cross-curriculum area is embedded in the essential content.
- Content relating to the use and understanding of information and communication technologies (ICT) is incorporated in the syllabus content.
- Life skills outcomes and content have been provided for those students with special education needs, particularly those with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate.

### The features of the content pages

Objectives, outcomes and content are linked in tables to assist teachers with planning and programming.

Content is expressed as *students learn to* and *students learn about musical concepts through* in a consistent format.

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**7.3 Content for Stage 4**

**Performing – Mandatory Course**

**Objective**  
Students will develop knowledge, understanding and skills in the musical concepts through **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

<b>Outcomes</b> A student:	
4.1	performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3	performs music demonstrating solo and/or ensemble awareness

<b>Students learn to:</b>	<b>Students learn about musical concepts through:</b>
<ul style="list-style-type: none"> <li>perform music through singing, playing and moving to a range of repertoire</li> <li>perform musical compositions and arrangements individually and/or in groups</li> <li>perform music that uses different forms of musical notation and technologies</li> </ul>	<ul style="list-style-type: none"> <li>recognising the use of musical concepts in various repertoire characteristic of the topics studied</li> <li>understanding how the concepts of music are used and manipulated in compositions and arrangement</li> <li>understanding various forms of musical notation used in the repertoire studied</li> </ul>

Teachers should also refer to the detailed information on the concepts of music, learning experiences and contexts provided on pages 26–29.

Reference to specific advice about musical concepts, learning experiences and contexts.

Cross-curriculum content such as ICT has been embedded in the content statements.


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**The concepts of music in the mandatory course**

**Duration**  
Repertoire chosen for performing, composing and listening activities in the mandatory course should demonstrate:

- a steady beat at various tempi
- a changing beat at various tempi
- duple, triple and quadruple time signatures
- metric groupings of two and three notes and rests in simple and compound time.

Throughout the mandatory course, students should have experience in using the following notation:



- rhythmic devices such as syncopation.

- Built into the syllabus is the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

### How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Music. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Music Years 7–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus pp 12 and 13)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences to address the outcomes (see syllabus pp 14–39) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice about additional content on page 15 of the syllabus will assist teachers to develop programs for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

The inclusion of outcomes and stage statements that describe a continuum of learning from Early Stage 1 to Stage 5 will assist teachers to program for students in Years 7–10 who have not yet demonstrated Stage 3 outcomes.

### How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Music Years 7–10 Syllabus* are not appropriate.

### What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

<b>distributed with the syllabus</b>	<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>■ this guide to the new <i>Music Years 7–10 Syllabus</i></li> <li>■ draft Descriptions of Levels of Achievement</li> </ul>
<b>3 months after distribution of the syllabus</b>	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>■ advice on programming</li> <li>■ sample units of work</li> <li>■ sample assessment activities</li> </ul>
<b>6 months after distribution of the syllabus</b>	<p><b>Phase 3</b> (incorporates phases 1 and 2)</p> <ul style="list-style-type: none"> <li>■ annotated samples of student work</li> </ul>
<b>12 months after implementation of the syllabus</b>	<p><b>Phase 4</b></p> <ul style="list-style-type: none"> <li>■ final Descriptions of Levels of Achievement</li> </ul>

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The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.

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