
























Australian Curriculum: MUSIC

Years 7 to 8 AC v9 Band Plan 2025

CURRICULUM	YEAR 7		YEAR 8	
	TERM 1-4		TERM 1 & 3	TERM 2 & 4
	Unit 1		Unit 1	Unit 2
Unit name	GET INTO THE GROOVE		MUSIC IN ME - 1	MUSIC IN ME - 2
Unit description	Year 7 Music is designed as an introduction to music studies. Students are introduced to basic music elements and concepts such as pitch and rhythm through their completion of a theory booklet and participation in a range of classroom activities. Students explore a variety of repertoire across cultures, times and places, through active music making, developing rehearsal and performing skills, culminating in a ukulele performance before a live audience of their peers. Students also reflect on their own musical practice through an evaluation of their performance.		Students continue developing their understanding of music elements, explored through theory booklet work and practical / aural activities. They learn how to interpret and evaluate the choices of composers. Students learn how to play basic chords and melodies on the keyboard and guitar for a range of repertoire, including music from countries of Asia and music by First Nations Australians. Student learning is assessed through a Repertoire exam with seen and unseen stimulus.	Students continue to explore the elements of music in greater depth through theory booklet work and practical / aural activities. Students are introduced to composition software to structure and arrange loops to create music for a purpose. Students also have the choice to specialise in either guitar or keyboard (or other teacher-selected instrument) to develop a performance within an ensemble, for presentation to an audience.

ASSESSMENT		YEAR 7		YEAR 8		
		TERM 1-4		TERM 1 / 3	TERM 2 / 4	
		AT 1 - Ukulele Performance	AT 2 - Ukulele Arrangement	AT 1 - Elements Exam	AT 2 - Group Performance	AT 3 - Ringtones Project
Range and balance of summative assessment conventions	Technique	Performance	Project - composition	Examination	Performance	Project - composition
	Type of text	Live performance	Arrangement of ukulele ensemble	Combination response	Live Performance	G-band Ringtone compositions
	Mode	Practical	Practical	Written	Practical	Practical
	Conditions	<ul style="list-style-type: none"> 45 – 90 seconds continuous performance 	<ul style="list-style-type: none"> 8-12 bars or 15-30 seconds Live recording 	<ul style="list-style-type: none"> Up to 70 minutes 200 – 400 words 	<ul style="list-style-type: none"> 45 – 90 seconds continuous performance 	<ul style="list-style-type: none"> 8-12 bars or 15-30 seconds Recordings

Aspects of the achievement standard

analyse how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience.			 		
evaluate the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning.			 		
describe respectful approaches to composing, performing and/or responding to music.			 		
demonstrate listening and aural skills when composing and performing.				 	 
manipulate elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning.					 
notate, document and/or record the music they compose.					 
manipulate elements of music when performing their own and/or others' music.				 	
demonstrate performance skills when performing for audiences.				 	

Term 1 Term 2 Term 3 Term 4



Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard