

The Arts Levels 5–6

Music

In the Arts Levels 1–4 progression points focus on the arts disciplines of Art, Dance, Drama, Media and Music individually and/or in combination. From Level 5 progression points have been developed for the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication.

The Arts (Music) – Progressing towards Level 5

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- generation of ideas for original music works in response to stimulus material
- use of combinations of elements of music to communicate performance aims
- experimentation with techniques that are appropriate to particular music styles
- awareness of the structure of music works
- exploration of different ways a music work can be presented for particular audiences

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- planning for original music works that shows how characteristics of selected style/s might be realised in the work
- use of combinations and manipulation/s of selected elements of music to communicate performance aims
- selection of appropriate techniques to communicate particular stylistic characteristics of music works
- awareness of how the content of music works is characteristic of particular style/s
- documentation of rehearsal and performance techniques they used to develop a performance for a specific purpose

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- generation of ideas for original music works that incorporate ideas developed to emphasise aspects of a selected style
- refinement of the use of elements of music to communicate performance aims
- refinement of the use of techniques that are appropriate to particular musical style/s
- understanding of the ways that expressive qualities of music works are characteristic of particular style/s
- refinement of their interpretation of works to achieve aims for a specific performance

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Exploring and responding

- awareness of the structural and expressive characteristics of selected works, expressed in language appropriate to the music style, tradition or genre
- awareness of features of music works (heard or performed) that place the work in a particular culture, tradition or style
- reflection on different approaches to presenting a music work to a particular audience

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Exploring and responding

- identification of the structural and expressive characteristics of selected works, using language appropriate to the music style, tradition or genre
- identification of ways specific elements of music and/or compositional devices are used or interpreted in music works from a range of cultures, traditions and/or styles
- use of research to inform a selected approach to presenting a music work to a particular audience; for example, research about composers' aims in creating the work

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Exploring and responding

- evaluation, using appropriate music language, of how structural and expressive characteristics of other composers have influenced their own music works
- contribution to discussion about the effect of specific elements of music and/or compositional devices in music works from a range of cultures, traditions and/or styles
- evaluation of audience feedback in response to presentation of a music work

The Arts – Level 5
Creating and making

At Level 5, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making arts works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

Exploring and responding

At Level 5, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

The Arts (Music) – Progressing towards Level 6

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- planning for original music works that incorporate the influence of specific styles, creators and/or cultures
- experimentation with elements of music to communicate specific expressive effects
- use of skills, techniques, processes and technologies appropriate to particular music styles
- awareness of content and aesthetic qualities of music works
- identification of the influence of specific style/s and/or cultures on their own music works

Exploring and responding

- identification of key structural features of music works; for example, the characteristic use of specific compositional devices
- aural analysis of expressive and structural features of works/excerpts from a range of times and places
- contribution to discussion about the impact of different performance practices on audiences

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- application of knowledge and understanding of aspects of particular styles when realising plans for their own music works
- use of combinations and manipulation of elements of music to realise ideas
- selection and application of appropriate music skills, techniques, processes and technologies to communicate specific expressive qualities
- exploration, through discussion, of how content and expressive aspects of particular music works can be communicated to an audience
- contribution to discussion about selection of aesthetic qualities to communicate stylistic and/or cultural influences on music works

Exploring and responding

- knowledge of ways that elements of music have been varied to structure a work; for example, how melodies are used in different sections
- contribution to discussion, using appropriate language, that compares the use of specific elements of music and/or compositional devices in music works from a range of cultures, traditions and/or styles
- self-evaluation of the impact of their own performance practices on a specific audience

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- refinement of characteristic uses of aspects of particular style/s as part of the process of developing a personal style, for example as a performer and/or improviser/composer/arranger
- refinement of the use of elements of music to communicate their ideas
- use of a variety of skills, techniques, processes and technologies appropriate to selected style/s to realise expensive intentions
- evaluation of the effectiveness of different approaches in communicating specific aesthetic aspects of music works
- justification of aesthetic choices in interpreting music works

Exploring and responding

- knowledge of how influences from others' works have been manipulated in their own music to communicate and challenge ideas
- evaluation, using appropriate language, of the impact of specific elements of music and/or compositional devices on the aesthetics of a work
- responses to peer-evaluation of the impact of a specific performance of a music work on the audience



The Arts – Level 6

Creating and making

At Level 6, within and across areas of specialisation, students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

Exploring and responding

At Level 6, students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples. They comment on the impact of arts works, forms and practices on other arts works and society in general.

The Arts (Music) – Progressing beyond Level 6
Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- planning for original music works or interpretations that acknowledges the influence of particular performers and/or music traditions on their personal style
- trials of different ways they can use music skills, techniques and processes to realise their intentions for various purposes or audiences
- investigation of different approaches to communicating particular aspects of music works, as appropriate, for a particular audience or an intended purpose
- aural awareness of particular technical and expressive characteristics when refining music works or interpretations
- documentation outlining the effect of choices made in their use or interpretation of elements of music or compositional devices

Exploring and responding

- use of critical responses to the stylistic, technical, expressive and aesthetic features of others' music works and/or performances when planning new music works or performances
- awareness of a range of potential performance practices when planning new music works or performances

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- planning for original music works or interpretations that incorporates ideas for communicating a personal style
- selection and application of varied uses of music skills, techniques and processes to realise their intentions for different purposes or audiences
- selection of aesthetic and technical approaches that effectively communicate a planned interpretation of an idea or aspect of a music work to an audience
- modification, through practice or rehearsal, of particular technical and expressive characteristics of original music works or interpretations based on aural evaluation while performing
- documentation outlining modifications made to their use or interpretation of elements of music or compositional devices following audience feedback

Exploring and responding

- documentation of ways that the stylistic, technical, expressive and aesthetic features of their own music works can be manipulated to achieve particular aesthetic effects
- observation of, and reflection on, the effect of different performance practices in communicating content, meaning and qualities of music works

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- refinement of designs for original music works or their interpretations of others' works to enhance communication of their personal style
- inventive use of skills, techniques and processes to realise their intentions for different purposes or audiences
- refinement of approaches used to communicate their interpretation of an idea or aesthetic aspect of a music work in response to audience feedback
- adjustment of techniques, while performing, in response to aural evaluation of particular technical and expressive characteristics of original music works or interpretations
- refinement of their interpretive approach that reflects response to audience feedback about the use or interpretation of elements of music or compositional devices

Exploring and responding

- evaluation, based on audience feedback, of their manipulation of stylistic, technical, expressive and aesthetic features to achieve particular aesthetic effects in their music works
- justification of performance practices selected to communicate particular content, meaning and qualities in their music works

Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- contribution to discussion, using appropriate language, that compares audience opinions about the content, meaning and qualities of music works

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- evaluation, using appropriate language, of how specific performance practices have been used to challenge audience opinions on the content, meaning and qualities of music works

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- understanding through, for example, a description accompanied by annotations on a score or chart, of how performance practices can be manipulated to alter audience opinions about content, meaning and qualities of music works