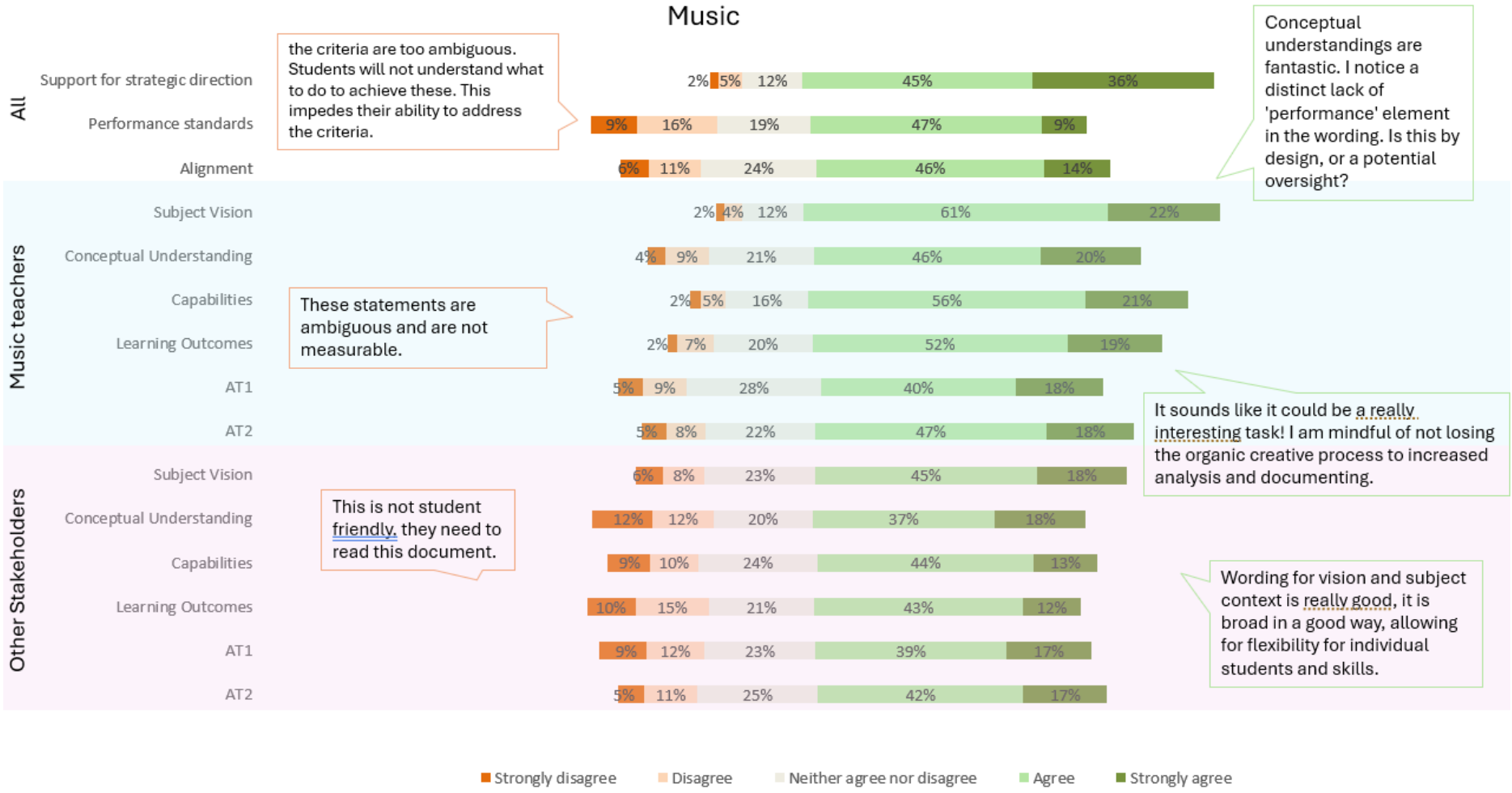
Public consultation summary | date: 23/11/2026 **SUBJECT: MUSIC (Stage 1)**

Respondents were broadly supportive of the proposed renewal of Stage 1 Music. Many recognised alignment with drivers of authentic learning and student agency, and welcomed opportunities for innovative approaches, creative development, and understanding music within context. Many welcomed the emphasis on authentic learning, student agency, and transferable capabilities, while providing constructive feedback to support successful implementation. Key themes included clarifying and elaborating on language to support consistent interpretation, and maintaining the central role of music knowledge, skills and practices. This feedback informs targeted refinements designed to ensure clarity, flexibility and confidence in the implementation of the renewed subject.

Respondents highlighted areas where elaboration, example, and definition would strengthen consistent understanding and application of the subject outline. These findings have supported targeted refinements to the subject design and will help to shape implementation resources aligned with the key intentions of the renewed Stage 1 Music subject.



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WHAT WE HEARD	HOW WE'RE RESPONDING
Theme 1: Respondents emphasised the importance of maintaining explicit music identity. Respondents welcomed recognition of a broad range of musical identities, support for diverse ways of engaging with music, and acknowledgement that development in music can be iterative. However, respondents also valued retaining discipline-specific terminology such as 'performance' and 'composition', rather than 'product', and expressed concern that emphasis on transferable capabilities, reflection, and process could be at the expense of musical knowledge, skill development, and performance.	• Elaborating on Conceptual Understandings and Capabilities in supporting documents, to illustrate how these can be explored and assessed within music practices. • Defining and refining specific terminology through the subject outline and support materials. • Making explicit reference to discipline-specific practices such as performance and composition where relevant. • Supporting implementation through resources that illustrate specific disciplinary learning and music practices throughout the subject.
Theme 2: Respondents sought greater clarity about learning and content. Respondents welcomed the opportunity for innovative program development, as well as the explicit inclusion of music literacy, music in context, and presenting refined musical work. Respondents identified that some terminology – such as musicianship or iterative practice– has varied usage within music education, and some expressed uncertainty about how metacognition could be taught, demonstrated and assessed in music learning contexts. Respondents sought more user-friendly expression and structure for Learning Outcomes, to support both teachers and students.	• Elaborating on and refining wording of Conceptual Understandings and Assessment Types to support clear and consistent interpretation. • Providing clear and commonly accepted definitions for terms with multiple usages. • Structuring and refining Learning Outcomes to improve usability for teachers and students. • Providing implementation support, including examples that illustrate metacognition in music learning contexts.
Theme 3: Respondents sought greater clarity about assessment expectations and flexibility. While many respondents welcomed the flexibility within the assessment types, others sought clearer guidance about the intended breadth of assessment options and how flexibility could be enacted in practice. Some interpreted the assessment requirements as placing greater emphasis on written work than intended, and some sought reassurance that folio-based assessment would not create unnecessary demands associated with curation. Respondents expressed diverse views on the balance between academic and creative-practical approaches. Respondents expressed both support for and uncertainty about the proposed assessment design criteria and performance standards. Feedback suggested that some features were valued but would benefit from clearer distinction and exemplification, particularly where respondents perceived overlap between criteria. Some respondents expressed concern that grade bands within performance standards overlapped or may be difficult for students to achieve.	• Maintaining the goal of reducing student workload while preserving flexibility in how learning can be demonstrated. • Clarifying that refined work may extend beyond traditional composing, arranging and performing activities, but may also include these. • Clarifying assessment requirements, including clear articulation of the scope of evidence collection and curation. • Refining Assessment Design Criteria and Performance Standards to minimise overlap, reduce ambiguity and support application. • Reviewing Performance Standards to strengthen clear differentiation and ensure equal intervals across grade bands. • Providing professional learning, workshops and implementation support to build understanding of the intent and flexibility of the assessment types.