

YEAR 7	
<p><b>Unit: Around the World</b> <b>Unit Length:</b> 10 weeks</p> <p><b>Achievement Standard:</b> By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.</p> <p>Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.</p> <p><b>Unit Outline:</b> This term, we will study the characteristics of West African, East Asian and Indigenous Australian music. We will also learn about the musical elements of rhythm, melody, tempo, dynamics, timbre and texture. You will:</p> <ul style="list-style-type: none"> <li>• Interpret music notation and terminology to practise and rehearse pieces from various cultures.</li> <li>• Practise using appropriate notation conventions in class. Identify appropriate number of beats and correct notes to manipulate melody and rhythm.</li> <li>• Identify, explain and describe the elements of music in your chosen piece and evaluate how meaning is conveyed to the audience</li> </ul>	<p><b>Content Descriptors:</b></p> <ul style="list-style-type: none"> <li>• Experiment with texture and timbre in sound sources using aural skills (ACAMUM092)</li> <li>• Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)</li> <li>• Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094)</li> <li>• Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095)</li> <li>• Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096 )</li> <li>• Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097)</li> <li>• Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAMUR098</a>)</li> </ul> <p><b>Summative Assessment Tasks:</b></p> <p><b>Performance:</b> Perform a rhythmic piece involving improvisation on Djembes. Use technical skills relevant to particular instruments, expressive skills relevant to West African culture and aural skills in solo performances</p> <p><b>Composition:</b> Compose a short melody in the style of traditional Chinese music. Use appropriate notation conventions and music elements to create an eight-bar melody in 4/4 time using C pentatonic scale.</p> <p><b>Responding:</b> Write paragraphs that identifies and analyses the elements of music used in the student's performance and composition assessment. Analyse the use of music elements in their composition and how it portrays a tradition Chinese melody. Evaluate the techniques and skills in the djembe performance to determine the effectiveness of the performance.</p>

**Formative Tasks:**

- Drafts are filmed for self-evaluation
- Inquiry Learning – Research, Develop, Resolve and Reflect
- Proficiency Scale
- Learning Goal Tracking Sheet
- Written, Verbal and Video Feedback

**YEAR 8****Unit:****Unit Length: 10 weeks****Achievement Standard:**

By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

**Unit Outline:**

In this unit, students learn to identify and analyse how the elements of music are used in a range of different styles. Students will analyse a range of contemporary popular music and evaluate how musical elements are used to create contemporary pieces that are popular and effective. Students will also demonstrate their knowledge of musical elements and concepts through a keyboard performing task and Garageband composition.

You will:

- Interpret music notation and terminology to practise and rehearse pieces from various genres/styles.
- Practise using recording and editing software in class. Identify appropriate number of beats and correct notes to manipulate melody and rhythm.
- Identify, explain and describe the elements of music in your chosen piece and evaluate how meaning is conveyed to the audience

**Content Descriptors:**

- Experiment with texture and timbre in sound sources using aural skills (ACAMUM092)
- Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)
- Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094)
- Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095)
- Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096 )
- Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097)
- Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples ([ACAMUR098](#))

**Summative Assessment Tasks:****Performing**

You are to perform a piece from the Year 8 Keyboard / Guitar Booklet or a song of your choosing. Your performance will take place in front of the class and will be recorded for marking purposes. Practice time will be given during class; however, you may also use the school instruments for additional practice before school or during lunch breaks. You do not have to perform the piece from memory – you may use the sheet music for your performance.

**Composing:**

Using Garageband, you are to create an 8-bar composition in 4/4 time. Your composition must include a melody, chords, bass line and drums. In creating your composition, you should consider how different instruments sound together and aim to include repetition and contrast.

**Responding:**

Write paragraphs that identifies and analyses the elements of music used in the student's performance and composition assessment. Analyse the use of music elements in their composition and how it portrays a tradition Chinese melody. Evaluate the techniques and skills in the djembe performance to determine the effectiveness of the performance.

**Formative Task:**

- Drafts are filmed for self-evaluation
- Inquiry Learning – Research, Develop, Resolve and Reflect
- Proficiency Scale
- Learning Goal Tracking Sheet
- Written, Verbal and Video Feedback

<b>YEAR 9</b>	
<p><b>Achievement Standard:</b></p> <p>By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.</p> <p>Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.</p>	<p><b>Content Descriptors:</b></p> <ul style="list-style-type: none"> <li>• Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099)</li> <li>• Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100)</li> <li>• Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (ACAMUM101)</li> <li>• Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)</li> <li>• Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)</li> <li>• Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104)</li> <li>• Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105)</li> </ul>
<p><b>Unit 1: Film Music</b>  <b>Unit Length: 1 Semester</b></p> <p><b>Unit 1 Outline:</b>  In this unit, students explore the music used in a selection of films from the 20th and 21st centuries. Students investigate the ways in which a composer can use music to influence the emotion and understanding of the audience. They examine how musical elements and compositional devices are used to convey emotion, create a mood or atmosphere, represent a character or idea, and evoke a time or place. Students experience and analyse music from a variety of film genres and observe the ways in which film music has developed from the silent film era to the present day.  You will:</p> <ul style="list-style-type: none"> <li>• analyse and evaluate how the musical elements are used within a scene to portray the visuals in the scene. You will justify your viewpoints by including specific evidence from the film clip provided.</li> <li>• Consider the actions, emotions, and general mood of the visuals in a given scene in the creation of music to accompany a scene</li> <li>• Interpret music notation and terminology to practise and rehearse pieces from any film or television show</li> </ul>	<p><b>Summative Assessment Tasks:</b></p> <p><b>Making</b></p> <p><b>Performing</b>  You are to give a solo performance of vocal or instrumental work from a film or TV show (where possible). You may select from repertoire studied this semester or you may choose your own piece, subject to teacher approval. Consider the availability of instruments at your home when choosing repertoire.</p> <p><b>Composition</b>  You are to compose an original piece of music to accompany a short video sequence. You may use one of the scenes provided or choose your own scene, subject to teacher approval. Your original composition needs to convey the moods, emotions, characters, action or setting of the scene, using musical elements and compositional devices to guide the understanding of your audience.</p> <p><b>Responding</b>  You are to analyse the musical elements used in a short film or a scene in a film. You have three options given to you, these are 'Bao', 'Children', and 'In a Heartbeat'. The composers have manipulated the music elements to reflect the scene by portraying the emotion, character or setting in the visuals. Identify and analyse the use music elements to determine the role of the music and evaluate how it supports the visuals in the scene.</p>

## YEAR 10

### Achievement Standard:

By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

### Content Descriptors:

- Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099)
- Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100)
- Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (ACAMUM101)
- Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)
- Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)
- Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104)
- Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105)

### Unit 1: Building Blocks

Unit Length: 1 Term

#### Unit 1 Outline:

In this unit, students explore the ways in which music is structured. They are introduced to a variety of musical forms and investigate compositional devices such as motif, accompaniment, contrast, variation and development. Students experiment with different forms and compositional devices to create their own original composition.

### Summative Assessment Tasks:

#### Composing

Your task is to compose an original piece of music consisting of at least two contrasting sections (eg Verse & Chorus). Your piece must include a minimum of two parts, melody and accompaniment, which can be achieved through one piano part or two instruments/voices

<p><b>Unit 2: Discover the Classics</b>  <b>Unit Length: 1 Term</b></p> <p><b>Unit 2 Outline:</b>  Students explore the musical characteristics of the Baroque, Classical and Romantic periods. Students are introduced to key composers from each musical period and investigate how musical form and instrumentation have changed over time. Through creating and responding to music, students further refine their understanding of genre, context and style.</p>	<p><b>Summative Assessment Tasks:</b></p> <p><b>Composing</b>  You are to compose a work in the Theme and Variations structure or another style/form studied in class. You can choose to use the provided themes or source/create your own short theme (8 bars minimum and subject to teacher approval). You are to interpret musical notation in order to vary the theme in each variation using developing techniques</p> <p><b>Responding</b>  Under exam conditions, you will respond to an unseen piece from one of the periods studied in class. You are to analyse and evaluate the music elements and composition devices and argue which period the instrumental work portrays. Your response must be in essay form using full sentences and a clear structure</p>
<p><b>Unit 3: Feeling the Blues</b>  <b>Unit Length: 1 Term</b></p> <p><b>Unit 3 Outline:</b></p> <p>Elements of blues and jazz music can be seen as the foundation for many musical styles that exist today. In this unit, students are given the opportunity to explore various elements of blues and jazz music. Students examine the importance of rhythm, experiment with syncopation, improvise using the blues scale, and create their own interpretation of the 12-bar blues structure.</p>	<p><b>Summative Assessment Tasks:</b></p> <p><b>Composing</b>  You are to create an original composition that incorporates elements of blues and jazz music. Your composition should follow the 12 Bar Blues structure and incorporate characteristics such as syncopation, blue notes, fillers and swing rhythms. You may experiment with your own chord progressions.</p> <p><b>Performing</b>  You are to perform a piece that incorporates elements of blues and/or jazz music. You may select from music studied this term or you may choose your own piece, subject to teacher approval. In addition, you will be required to complete a written reflection on your performance and rehearsals.</p>
<p><b>Unit 4: Got It Covered</b>  <b>Unit Length: 1 Term</b></p> <p><b>Unit 4 Outline:</b>  Students sing, play, listen to and discuss a variety of covers from various musical styles and genres. They explore how artists are able to manipulate musical elements to create covers unique to the original. Students develop an understanding of vocal and instrumental arranging and explore the use of timbre, texture and expressive devices in their own performances.</p>	<p><b>Summative Assessment Tasks:</b></p> <p><b>Performing</b>  You are to perform a piece that incorporates elements of blues and/or jazz music. You may select from music studied this term or you may choose your own piece, subject to teacher approval. You will submit a paragraph that identifies and explains your musical choices and how they create meaning in your performance.</p> <p><b>Responding</b>  Your multi-media work (article, interview, video, slideshow etc) will compare and contrast two arrangements of the same song and evaluate which version is more effective in portraying the lyrics of the song. In order to support your judgement of which song is more effective, you will need to provide a detailed analysis of the musical elements used in each piece. You will then evaluate the musical choices made and how it supports the tone/mood/imagery of the lyrics.</p>