


# Years 10 band plan — Australian Curriculum: Music

## Overview for planning with the Australian Curriculum: The Arts

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

School name:		
Australian Curriculum: The Arts		Arts subject: Music
Identify curriculum <sup>1</sup>	Course organisation	<p>The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.</p> <p>In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.</p> <p>In addition to the overarching aims of the Australian Curriculum: The Arts, Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:</p> <ul style="list-style-type: none"><li>• the confidence to be creative, innovative, thoughtful, skilful and informed musicians</li><li>• skills to compose, perform, improvise, respond and listen with intent and purpose</li><li>• aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions</li><li>• an understanding of music as an aural art form as they acquire skills to become independent music learners.</li></ul> <p>Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.</p> <ul style="list-style-type: none"><li>• <i>Making</i> includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.</li><li>• <i>Responding</i> includes exploring, responding to, analysing and interpreting artworks.</li></ul> <p>Music at Ignatius Park College is an 'elective' subject studied on a one term rotation basis with other elective subjects during Year 7 and Year 8. Students then choose to study the subject as an elective in Year 9 and Year 10. Students study Music for 6 x 50 minute lessons in a two-week cycle.</p>
	Phase curriculum focus	<p><b>Curriculum focus: Years 7 to 10</b></p> <p>As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and consider increasingly complex ideas. They are keen to explore the nature of evidence and the contestability of ideas, debating alternative answers and interpretations.</p> <p>In these years, learning in the Arts enables students to explore and question their own immediate experience and their understanding of the wider world. Learning through and about the Arts enables students to build on their own experiences and dispositions. Students explore and engage with artworks made by others. They make their own artworks drawing on their developing knowledge, understanding and skills.</p> <p>Students' understanding of sustainability is progressively developed. They explore how the Arts are used to communicate about sustainability and also learn about sustainability of practices in the Arts.</p> <p>Students learn that Aboriginal and Torres Strait Islander Peoples have converted oral records to other technologies. As they explore forms, students learn that over time there has been development of different traditional and contemporary styles. Students explore Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement. They identify and explore the social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, reflected in developments of forms and styles in the Arts.</p> <p>Through the Australian Curriculum: The Arts, students in Years 7 to 10 pursue broad questions such as: What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through exploration of past and present debates</p>

<sup>1</sup> Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* — [www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1](http://www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1).

	<b>Band description</b>	<p>In Years 9 and 10, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing.</p> <p>Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. They extend their use of and identification of timbre to discriminate between different instruments and different voice types.</p> <p>They build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques. In performance they extend technical and expressive skills from the previous band.</p> <p>As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore music forms, students learn that over time there has been further development of different traditional and contemporary styles. Students reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music.</p> <p>As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music. They evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform.</p> <p>Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.</p>
	<b>Achievement standard</b>	<p>By the end of Year 10, students <a href="#">analyse</a> different scores and performances aurally and visually. They <a href="#">evaluate</a> 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 <a href="#">interpret</a>, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They <a href="#">interpret</a> and perform music with technical control, expression and stylistic understanding. They use aural skills to <a href="#">recognise</a> 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>
	<b>Content descriptions</b>	<p>For each unit:</p> <ul style="list-style-type: none"> <li>• Improvise and arrange music, using aural recognition of texture, <a href="#">dynamics</a> and expression to manipulate the <a href="#">elements of music</a> to explore personal <a href="#">style</a> in <a href="#">composition</a> and performance (<a href="#">ACAMUM099</a>)</li> <li>• Manipulate combinations of the <a href="#">elements of music</a> in a range of styles, using technology and <a href="#">notation</a> (<a href="#">ACAMUM100</a>)</li> <li>• <a href="#">Practise</a> and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (<a href="#">ACAMUM101</a>)</li> <li>• Plan and organise compositions with an understanding of <a href="#">style</a> and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander <a href="#">artists</a> (<a href="#">ACAMUM102</a>)</li> <li>• Perform music applying techniques and expression to interpret the composer's use of <a href="#">elements of music</a> (<a href="#">ACAMUM103</a>)</li> <li>• Evaluate a range of music and compositions to inform and refine their own compositions and performances (<a href="#">ACAMUR104</a>)</li> <li>• Analyse a range of music from contemporary and past times to explore differing <a href="#">viewpoints</a> and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (<a href="#">ACAMUR105</a>)</li> </ul>
<b>Teaching and learning</b>	<b>Viewpoints<sup>2</sup></b> 	<p>The Australian Curriculum: The Arts outlines a range of viewpoints — a collection of perspectives, lenses or frames through which artworks can be explored and interpreted. These perspectives, lenses and frames include the contexts, knowledge and evaluations students consider when both making and responding to artworks.</p> <p>Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters understanding of other times, places, cultures and contexts.</p> <p>In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique music as composers, performers and audiences, they may ask and answer questions to interrogate, explore and investigate the composers' and performers' meanings, and the audiences' interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own music and the music they interpret as musicians and listen to as audiences. The complexity and sophistication of such questions will change across Foundation to Year 10. In the later years, students will consider the interests and concerns of composers, performers and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.</p>

<sup>2</sup> Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts — Music: Rationale and Learning in Music*, [www.australiancurriculum.edu.au/the-arts/music/rationale](http://www.australiancurriculum.edu.au/the-arts/music/rationale).

		<p><b>Key questions: Years 9 and 10</b></p> <ul style="list-style-type: none"><li>• Context as artist and audience:<ul style="list-style-type: none"><li>– How are the elements of music used to convey a cultural identity?</li><li>– What historical forces and influences are evident in music?</li><li>– How are pieces of music reflective of the social context in which it was created?</li><li>– How is the representation of musical ideas a reflection of musicians' viewpoints?</li></ul></li><li>• Knowledge as artist and audience:<ul style="list-style-type: none"><li>– How do musicians manipulate elements of music, skills and techniques to enhance composition and performance in a variety of styles?</li><li>– What terminology, symbols, notation and compositional devices are required to compose and perform music with expression?</li><li>– What technical and interpretative skills heighten compositional and performance success and strength?</li><li>– What constitutes a personal musical style?</li></ul></li><li>• Evaluations and judgments as artist and audience:<ul style="list-style-type: none"><li>– How do changes in instrumentation and orchestration affect the interpretation of pieces of music?</li><li>– How do various performances of the same repertoire differ and why?</li><li>– How has technology impacted on audiences, the music industry and the way we consume music?</li><li>– What philosophical, ideological and/or political perspectives evident in music affect an audience's interpretation of it?</li></ul></li></ul>
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Unit overview	Term 1 – Film Music	Term 2 –World Music	Term 3 – Music Through The Ages	Term 4 – Folk Protest Music
<p>The Australian Curriculum assumes that students in Years 9 and 10 will have the opportunity to specialise in one or more Arts subjects. Schools decide which units of study per subject to complete, and how and when. This band plan provides one potential unit.</p>	<p>Explore the functions of music in film. Analyse and investigate film scores, storyboarding &amp; character development in film. Understand the use of animation and its link to original scores and sound effects.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Where and How did Films and the film score originate?</li> <li>How has Film Music evolved since the 1930's?</li> <li>Who were the innovators and trail-blazers?</li> <li>What are the four main functions of music in Film?</li> <li>How do film composers manipulate particular music elements to create a certain mood or atmosphere?</li> <li>What makes a successful film score? Which film composers have achieved this and how?</li> </ul> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate a range of films and their film scores to inform and refine their own compositions and performances</li> <li>Identify the major developments in film score writing techniques.</li> <li>Manipulate combinations of the elements of music in film music to create a particular mood, highlight a character or idea, set the scene or place and to emphasise a character's emotions and feelings using technology and notation</li> <li>Practise and rehearse to refine a variety of film music repertoire of various styles and genres with increasing technical and interpretative skill</li> <li>Analyse a range of music from contemporary and early Films exploring historical and technological influences. Consider film music in international contexts.</li> </ul>	<p>Explore music from other cultures. (Ethnomusicology) Study a range of music from contemporary and past times that involves traditional instruments and music from a particular country. Explore differing cultural viewpoints, their music making and influences starting with Aboriginal peoples and Torres Strait Islander peoples.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What music exists from different cultures and geographical locations other than their own?</li> <li>What is the cultural and spiritual power of music and how does this impact on different cultures throughout the world?</li> <li>What Traditional / Indigenous artists, Ensembles and Composers have influenced World Music?</li> <li>What Traditional music elements and Instruments are unique to a culture?</li> <li>What is the universal classification of traditional music instruments?</li> <li>How can the elements of music be manipulated to create a uniquely Australian composition?</li> </ul> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures including Japan, Africa, India, Indonesia and China</li> <li>develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures</li> <li>rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience</li> <li>explain how the elements of music communicate meaning by comparing music from different cultures.</li> </ul>	<p>Explore the development of Western European classical music from the early 1500's through to the 21<sup>st</sup> Century. Study a range of musical styles, innovations, composers and repertoire and how these musical concepts and elements influence the music and artists of today.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What are the main musical eras of Western European Classical music?</li> <li>How did these timelines originate and what were the contributing factors to new styles, genres and eras emerging?</li> <li>Who were the innovators, inventors and influential composers that shaped "Classical" music from the 1500's through to the 21<sup>st</sup> Century?</li> <li>What terminology, symbols, notation and compositional devices are required to compose a successful work?</li> <li>Why do modern composers duplicate particular music elements and structures that were composed centuries before?</li> <li>What artistic choices can we make to construct, arrange and design a popular score?</li> </ul> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>Identify various works and structures by Western European Classical composers.</li> <li>Identify and explore the major developments and innovations in "Classical" music.</li> <li>Describe some of the musical characteristics of each of the main eras of "Classical" music history</li> <li>Analyse a range of "Classical" works from various musical eras through the deconstruction of music elements and explore similarities and differences in style, structure and instrumentation.</li> <li>Manipulate combinations of the elements of music in creating an arrangement of a Classical work and adapting it to a contemporary form using technology and notation.</li> <li>Practise and rehearse performance techniques to refine a variety of repertoire. Developing increasing technical and interpretative skill.</li> </ul>	<p>Explore the traditional elements of Folk music as well as the function of music to express concern about social, political and environmental issues.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is a historical timeline for folk music?</li> <li>What songs do you know that are influenced by historical or current events?</li> <li>How do events cause musicians to compose in a particular style?</li> <li>What are some examples of composers using music to influence change?</li> <li>What is folk music?</li> <li>From which causes or issues have composers used music to raise awareness of issues? Should composers use music to influence change?</li> <li>Why do musicians use music as an effective medium to comment on social issues?</li> <li>In what ways do folk songs preserve culture?</li> <li>Who are modern folk music composers and performers?</li> </ul> <p><b>By the end of this unit students will:</b></p> <ul style="list-style-type: none"> <li>Manipulate combinations of the elements of music within the folk music style to highlight a current social or political issue.</li> <li>Develop an understanding and awareness of social justice themes in folk music, in both traditional and popular forms and how these songs influence culture and document the tension/conflict in historical and cultural events.</li> <li>Practise and rehearse performance techniques to refine a variety of folk /protest songs from different eras</li> <li>Understand how historical events triggered and influenced the composition of folk music.</li> </ul>

<b>General capabilities</b>	Literacy            Critical and creative thinking Personal and social capability Intercultural understanding            ICT capability	Literacy            Critical and creative thinking Personal and social capability Intercultural understanding            ICT capability	Literacy            Critical and creative thinking Personal and social capability Intercultural understanding            ICT capability	Literacy            Critical and creative thinking Personal and social capability Intercultural understanding            ICT capability
<b>Cross-curriculum priorities</b>	Asia and Australian Engagement with Asia Sustainability	Aboriginal and Torres Strait Islander histories and cultures Asia and Australian Engagement with Asia	Sustainability	Aboriginal and Torres Strait Islander histories and cultures Sustainability
<b>Assessment</b> The <i>Years 7 to 10 The Arts: Australian Curriculum in Queensland — assessment and reporting advice and guidelines</i> brings together advice about assessment, making judgments and reporting in a single document: <a href="http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr7-10.pdf">www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr7-10.pdf</a>	<p><b>Composing Task:</b> Students compose a one-minute film score highlighting 1 of the functions of music in in film and with sound effects to a particular scene set by the teacher. Students will be using the loop-based software program Mixcraft movie maker.</p> <p><b>Performing Task:</b> Students perform on their chosen instrument a piece of music from a Film. They can perform the work as a solo or small ensemble.</p>	<p><b>Performing Task:</b> Students perform a traditional, folk, Indigenous work as a solo or small ensemble.</p> <p><b>Responding Task: Multi Modal (Extended Response)</b> Students research and gain a deeper understanding of a particular country of their choice (not studied in class). Highlighting culture, traditions, function of music in society and traditional instruments. Students will present through written script and powerpoint with musical examples to support their presentations.</p>	<p><b>Composing Task:</b> Students identify key music elements within the structure of a work, highlighting the concept of Repetition and Contrast. Students will arrange a work studied in class from a particular music era adapting it to suit a contemporary dance music sub-genre (i.e Techno, Acid, Trance, House Music) using the computer software program Mixcraft Music.</p> <p><b>Responding Task Analysing Repertoire:</b> Students respond to music and material covered throughout the unit. They will analyse and evaluate music from different musical eras through the deconstruction of music elements. Students will aurally analyse melodic and rhythmic exercises and identify chordal and interval exercises.</p>	<p><b>Composing / Performing (Two-part Folio)Task:</b>            (Part 1) Students create an original folk / protest song about a current social or political issue or cause they feel passionate about. Students will generate lyrics and simple melody above a three chord harmonic progression.            (Part 2) Students will perform either individually or in pairs their folk/protest composition task.</p>
<b>Consistency of teacher judgments</b>	<ul style="list-style-type: none"> <li>• Make judgments of student achievements using the relevant achievement standards and task-specific standards.</li> <li>• Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.</li> <li>• Make consistent and comparable judgments by matching characteristics of the student work and qualities in the achievement standards.</li> </ul>			