

Years 7 and 8 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	Band: Years 7–8 Arts subject: Music
Identify curriculum ¹	<p>Course organisation</p> <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>The Australian Curriculum: The Arts covers each of the five Arts subjects — Dance, Drama, Media Arts, Music and Visual Arts — across bands of year levels:</p> <ul style="list-style-type: none"> • Foundation to Year 2² • Years 3 and 4 • Years 5 and 6 • Years 7 and 8 • Years 9 and 10. <p>Each subject focuses on its own practices, terminology and unique ways of looking at the world. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.</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"> • the confidence to be creative, innovative, thoughtful, skilful and informed musicians • skills to compose, perform, improvise, respond and listen with intent and purpose • aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions • an understanding of music as an aural art form as they acquire skills to become independent music learners. <p>Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.</p> <ul style="list-style-type: none"> • <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. • <i>Responding</i> includes exploring, responding to, analysing and interpreting artworks. <p>In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.</p> <p>The Arts band plans are organised to:</p> <ul style="list-style-type: none"> • align with the Australian Curriculum: The Arts • identify opportunities for teaching, learning, assessment and feedback, organised in units according to band levels, and developed using the Australian Curriculum: Music content descriptions and achievement standards. <ul style="list-style-type: none"> • Music at Ignatius Park College is an 'elective' subject studied on a one term rotation basis with other elective subjects. Students study one term of Music in Year 7 and one term in Year 8. Students study Music for 7 x 50 minute lessons in a two-week cycle.

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

² Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June.

	Phase curriculum focus	<p>Curriculum focus: Years 7 to 10</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>
	Band description	<p>In Years 7 and 8, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing.</p> <p>Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control. They identify a variety of audiences for which music is made.</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 form in music, students learn that over time there has been further development of techniques used in traditional and contemporary styles of music.</p> <p>As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They consider social, cultural and historical contexts of music. They evaluate the expressive techniques used in music they listen to and experience in performance.</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>
	Achievement standard	<p>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>
	Content descriptions	<p>For each unit:</p> <ul style="list-style-type: none"> • 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)
Teaching and learning	Viewpoints³ 	<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>

³ 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.

Key questions: Years 7 and 8

- Context as artist and audience
 - What is the social and cultural context of music and what does it signify?
 - How do different audiences respond to music?
 - How do social, cultural and historical forces influence musicians' approaches to musical ideas?
 - What are the appropriate protocols for viewing Aboriginal music and Torres Strait Islander music and other culturally specific performance?
- Knowledge as artist and audience
 - How do musicians manipulate elements of music, skills and techniques to enhance composition and performance?
 - How do musicians use and interpret different compositional and structural devices?
 - What terminology, symbols and notation are required to compose and perform music with expression?
 - What characterises a particular musical style?
- Evaluations and judgments as artist and audience
 - How do the musical choices of musicians impact upon the success of musical works?
 - Why does the same piece sound different when different musicians play it?
 - What techniques and skills characterise successful and strong performances and compositions?
 - Why do you prefer particular styles of music?

Unit overview

Unit 1 (Year 7) — Soundscapes: You Call That Music?

In this introductory unit, students will engage with the world of Soundscapes. Students will be introduced to the concept of how to listen to and interpret sound as music. They will be encouraged to listen to, identify and organise sounds into recognisable patterns and will use their understanding of the elements to create a composition using 'found sounds' to represent a soundscape based on given stimuli. They will reflect upon their own and others' compositions and will analyse their construction in relation to the musical elements of pitch, dynamics, duration, structure, texture and timbre. By undertaking different class activities, students will consolidate their aural skills and understanding of the process involved in musical composition, discover that the definition of "Music" is very broad and by creatively manipulating sound using appropriate software, understand that "music" can be heard in almost any aural stimulus. Students will learn the ukulele throughout the 10 week course. This will assist in demonstrating basic practical and performance skills, tuning, following rhythms and chord progressions and a basic introduction to instrument-specific techniques.

Key Questions:

- What is "Music" and what sort of music do you like? Why? What sort of music do you dislike? Why?
- Why are some sounds considered music and others considered noise?
- What is the difference between sounds and music and how can sounds be defined as music?
- What are Soundscapes and how can they evoke a feeling of a particular journey, environment or experience?
- What are the elements of music and how are they organised and manipulated in the production of an effective piece of music?
- How can the principles of 'What Music Is' be applied to construct a digital soundscape using 'found' sounds?

By the end of this unit students will:

- Identify the key elements of music used in the construct of Soundscapes.
- Apply their understanding of the elements of music through the creation of their own works and through practical performance.
- Apply their understanding of Soundscapes to improvise, combine, organise and manipulate music elements to digitally compose using 'found' sounds.
- Reflect upon the creation of their own and others' compositions.
- Analyse composers' use of the elements of music and stylistic features when listening to and interpreting what music is.
- Develop musical ideas, by improvising, combining and manipulating the elements of music in composing and performing music.

Unit 2 (Year 8) – Music for Life!

In this unit, we begin to explore the wide world of music by listening to and learning about different styles and genres including Rock Music and Film Music. The unit focuses on the exploration of the unique language of music and how sound is created. Students will explore these themes by listening to music, by performing and by composing their own music through the manipulation of loop-based programs. Students who are learning an instrument will be extended and will develop their performing skills. Guitar and keyboard tuition will be given to all students.

Key Questions:

- What is "Music"? How is sound created?
- What are sound qualities? How do composers manipulate them?
- What is the function of music in Film? How do composers create a particular mood or atmosphere?
- What is popular music? What music characteristics define popular music?
- What are the elements of music and how are they organised and manipulated in the production of an effective piece of music?
- How can the principles of 'Popular Music' be applied to construct a work using sound loops?

By the end of this unit students will:

- experiment with texture and timbre in popular music using aural skills
- develop musical ideas, by improvising, combining and manipulating the elements of music in popular music using the loop-based program Mixcraft Music Maker
- practise and rehearse a variety of music on the Keyboard and Guitar, including Australian music to develop technical and expressive skills.
- structure popular music compositions by combining and manipulating the elements of music using notation
- perform and present a range of music, using techniques and expression appropriate to a particular style
- analyse composers' use of the elements of music and stylistic features when listening to and interpreting film and popular music
- 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 Peoples and Torres Strait Islander Peoples.

Commented [AT1]: Consider the inclusion of a brief rationale for this unit i.e., why should student study music?

Commented [AT2]: What makes music appealing or unappealing to a listener?

Commented [AT4]: ✓

Commented [AT3]: ✓

	<ul style="list-style-type: none"> Practise and rehearse a variety of popular music on ukulele, including Australian music to develop technical and expressive skills. Perform and present a range of music, using techniques and expression appropriate to style. 	
General capabilities	 Literacy understanding  Critical and creative thinking  Personal and social capability  Intercultural understanding  Numeracy  ICT Capability	 Literacy understanding  Critical and creative thinking  Personal and social capability  Intercultural understanding  Numeracy  ICT Capability
Cross-curriculum priorities	 Aboriginal and Torres Strait Islander histories and cultures  Sustainability	 Asia and Australian Engagement with Asia  Sustainability  Aboriginal and Torres Strait Islander histories and cultures
Assessment	<p>Composing Task: (summative) Each student will record environmental sounds from around Ignatius Park College to produce a Soundscape which will be used to support the provided stimulus. Students will use handheld recording devices (provided) to record 'found' sounds. These sound files will then be uploaded into the software program 'Audacity' and be organised and manipulated to create their composition. AC Content Descriptors: (ACAMUM092) (ACAMUM093) (ACAMUM095) (ACAMUR097) Genre: Composing Date: Week 9 Format: Individual Notice: 3 weeks Lessons: 2 lessons per week for 3 weeks Length: 1 minute.</p> <p>Performance Task: (summative) Students work individually through set levels on the Ukulele. Competency is achieved when students perform a piece which increases in technical difficulty for each level. Students practise and rehearse a variety of music, including Australian music to develop technical and expressive skills. Students perform a range of music, using appropriate techniques and expression suitable to the song style and Ukulele level AC Content Descriptors: (ACAMUM094) (ACAMUM096) Genre: Performing Date: Ongoing Format: Individual Lessons: 2 lessons per week for 9 weeks</p>	<p>Performance Task: (summative) Students work individually through set levels on the Guitar and Keyboard. Competency is achieved when students perform a piece which increases in technical difficulty for each level. Students practise and rehearse a variety of music, including Australian music to develop technical and expressive skills. Students perform a range of music, using appropriate techniques and expression suitable to the song style and Instrument level. AC Content Descriptors: (ACAMUM094) (ACAMUM096) Genre: Performing Date: Ongoing Format: Individual Lessons: 2 lessons per week for 9 weeks</p> <p>Composing Task: (summative) Each student will create a popular song in a chosen style or genre. Students will use the loop-based program Mixcraft Music Maker to create their composition. AC Content Descriptors: (ACAMUM092) (ACAMUM093) (ACAMUM095) (ACAMUR097) Genre: Composing Date: Week 9 Format: Individual Notice: 3 weeks Lessons: 2 lessons per week for 3 weeks Length: 1-2 minutes.</p> <p>Musicology Task: (summative) Exam Students complete an exam on Theory components, Aural Skills and an Aural Analysis of studied works. Genre: Musicology Date: Week 10 Format: Individual Length: 50 minutes</p>
Consistency of teacher judgments	<ul style="list-style-type: none"> Make judgments of student achievements using the relevant achievement standards and task-specific standards. Identify opportunities to moderate samples of student work to reach consensus and consistency. 	