

## UNIT OUTLINE

Year: 11/12    Accreditation: M    Timetable Period: Semester 1, 2021

Classroom Teacher: Rendall Wagner

Executive Teacher: Clinton Codey

<b>Course Title</b>	Music	<b>Course Code:</b>	7499
<b>Semester Unit</b>	Australian Music	<b>Unit Value/Code:</b>	1.0 / 71906
<b>Term Unit (a)</b>	Australian Music (a)	<b>Unit Value/Code:</b>	0.5 / 71177
<b>Term Unit (b)</b>	Australian Music (b)	<b>Unit Value/Code:</b>	0.5 / 71189

### Specific Unit Goals

By the end of this unit, students:

- identify how music elements are used to influence a sense of place and time
- Identify the elements and purpose of Australian music in a personal context
- create music ideas using appropriate language and symbols
- create and present performance items that are suitable for an audience

### Content Summary

#### **Making (Performing):**

- stagecraft practices
- awareness of audience
- working with others – e.g. within an ensemble, accompanist, rehearsal techniques
- interpretation and purpose of works
- degree of technical proficiency
- degree of musicality and stylistic awareness
- WHS practices

#### **Making (Creating):**

- creative tasks
- theory exercises
- compositional techniques, processes, self-reflective and editing skills
- recording compositional intentions and processes
- presenting creative works using written and/or aural methods
- awareness of compositional ideas and techniques used in Australian music genres

#### **Responding (Musicology)**

- importance and function of Australian music and its place on the world stage
- contexts in which Australian music is made and performed
- explore a variety of Australian music genres
- Music Elements – Pitch, Duration, Structure, Texture, Timbre, Expressive Techniques, Instrumentation, Style, Purpose and Audience

## **COST OF MATERIALS**

There are costs for materials associated with this unit of study, and they are as follows:

**\$20**

## **ASSESSMENT (T)**

<b>TASK</b>	<b>DUE DATE</b>	<b>MARKS</b>
<b>Task 1:</b> Responding Task	Friday 12 March 2021 ( <i>Week 6</i> )	20%
<b>Task 2:</b> Performance 1	Wednesday 31 March ( <i>Week 9</i> )	40%
<b>Task 3:</b> Performance 2	Wednesday 16 June ( <i>Week 19</i> )	40%

**(Weightings are those prescribed in the course outline)**

## **Specific Entry & Exit Requirements for Term Units**

There are no prerequisites for this course.

It is possible to enter this course in Term 2 however, entry into this course for Term 2 is by negotiation with the Executive teacher.

To exit at the end of Term 1 you must first complete Responding Task & Performance 1.

## **Attendance and Participation**

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

## **Completion of Assessment Items**

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

## **Late Submission of Assessment Items**

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'.
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

## **Notional Zeros**

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

## **Cheating and Dishonest Practice**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

## **Right to Appeal**

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

**Executive Teacher: Clinton Codey**

**Class Teacher: Rendall Wagner**

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

[http://www.bsss.act.edu.au/\\_data/assets/pdf\\_file/0004/479803/P\\_and\\_P\\_Manual\\_2021\\_v4.pdf](http://www.bsss.act.edu.au/_data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf)

**Erindale College - Music M**  
**Program of Learning - Australian Music**  
**Semester 1, 2021**

**Goals**

The course will enable students to:

- recognise the use of musical concepts in a range of repertoire and styles characteristic of the topic studied.
- understand how the musical concepts are used and manipulated in compositions and arrangements in a range of styles, periods and genres.
- create compositions both individually and in groups characteristic of the topic studied.
- notate compositions using various forms of traditional and non-traditional notation and technologies.
- analyse and compare music of various styles, periods and genres characteristic of the additional topic studied.
- identify and discriminate between ways in which musical concepts have been used and manipulated.
- interpret and analyse a broad range of repertoire characteristic of the compulsory and additional topics studied.

**The goals will be achieved through the delivery of the following key components:**

1. Theory classes.
2. Listening tasks.
3. Practical tasks.
4. Assessment items.

Note: Practical tasks and assessment items will require 'take home work' on top of class work.

**Potential sequence of theory work.**

Week	1	Introduction to online platform, student data collection, pre-testing.
	2	Musical concepts, Australian music genres and contexts, allocation of assessment tasks.
	3-5	Case studies of Australian Folk Music and Popular Music.
	6	Responding task due.
	6-8	Rudimentary studies in drums, keyboard and guitar.
	9	Performance assessments.
	11-13	How to write a lead sheet and scansion.
	14-16	Self-directed studies.
	17-20	Rehearsals and performance assessments.

**Assessment Tasks**

1. Responding Task 20%
2. Performance 1 40%
3. Performance 2 40%

**Achievement Standards for Music M Course**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding (musicology)</b>	<ul style="list-style-type: none"> <li>describes the elements of music, stylistic features, compositional and performance techniques</li> <li>describes the purpose of music in a personal context</li> <li>communicates ideas using evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>describes musical processes and practices with some assistance</li> <li>describes the purpose of music in a personal context with some assistance</li> <li>communicates ideas using appropriate language with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>recounts musical processes and practices with occasional assistance</li> <li>recounts the purpose of music in a personal context with occasional assistance</li> <li>communicates ideas with occasional assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies musical processes and practices with continuous guidance</li> <li>identifies the purpose of music in a personal context with continuous guidance</li> <li>communicates ideas with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies musical processes and practices with direct instruction</li> <li>identifies the purpose of music in a personal context with direct instruction</li> <li>communicates ideas with direct instruction</li> </ul>
<b>Making (creating and performing)</b>	<ul style="list-style-type: none"> <li>creates musical works that are informed by an understanding of musical conventions</li> <li>creates music performances, uses performance techniques for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>creates musical works that are informed by an understanding of musical conventions with some assistance</li> <li>creates music performances, uses performance techniques for particular purposes with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>creates musical works that are informed by an understanding of musical conventions with occasional assistance</li> <li>creates music performances, uses performance techniques for particular purposes with occasional assistance</li> </ul>	<ul style="list-style-type: none"> <li>creates musical works that are informed by an understanding of musical conventions with continuous guidance</li> <li>creates music performances, uses performance techniques for particular purposes with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>creates musical works that are informed by an understanding of musical conventions with direct instruction</li> <li>creates music performances, uses performance techniques for particular purposes with direct instruction</li> </ul>