

Erindale College

Assessment Period:	2021 S2
Course:	MUSIC
Unit:	World Music (1.0)
Accreditation:	T
Year:	11

Unit Goals

- analyse how music elements are used to influence a sense of place and time
- analyse how social, historical, technological, cultural, political and/or geographical contexts have influenced music across a variety of regions
- demonstrate in written and oral form, the knowledge and understanding of key elements relating to music from a variety of cultures
- demonstrate the ability to use graphic, formal and conventional music notation in a variety of settings
- demonstrate an understanding of notation and elements of music through written and/or aural forms
- create original music works manipulating the key elements that relate to music of a specific culture or region
- create and present performance items that are suitable for a specific audience

Content Description

Responding (Musicology)

- evolution, function and importance of music within a variety of cultures
- social, historical, technological, cultural, political and/ or geographical contexts in which music of a variety of regions/cultures are created and performed
- display an understanding of origin/history of music and instruments used to create music of the cultures studied
- explore a range (minimum of four) contrasting cultures (eg Indigenous Australian Music; African Music; Asian Music, Latin Music, Middle-Eastern Music, Polynesian Music), one of which to be studied in depth
- examine the fusion of traditional cultural music elements into Western Music Styles
- music elements – Pitch, Duration, Structure, Texture, Timbre, Expressive Techniques, Instrumentation, Style, Purpose and Audience

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
- compositions should show a clear awareness of key music elements of the culture studied and the context for which the music is written
- creating a work based on rhythmic and/or melodic features from another culture and embedding this into a contemporary ensemble

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

Assessment Tasks

Name	Due Date	Weighting
Performance 1	In class performance: 31 August	20%
Performance 2	Music showcase performance: 2 November	20%
Composition	26 August	30%
Responding	Exam week: 8 November - 12 November	30%

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

For meshing procedures

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

For method of unit score calculation

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

For procedures for calculating course scores

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

Achievement Standards for MUSIC T - Year 11

	<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>
Making	<ul style="list-style-type: none"> critically analyses art practice, using the creative process to investigate and solve complex problems creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> analyses art practice, using the creative process to investigate and solve problems creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> explains art practice, using the creative process to investigate and solve familiar problems creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate intended meaning to targeted audiences reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> describes art practice, using the creative process to investigate problems creates art works using familiar technical skills and reflects on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> identifies basic features of art practice, with little or no connection to creative processes creates art works using familiar technical skills with little or no reflection on strengths and weaknesses presents own and/or group art practice using familiar techniques to communicate messages reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively
Responding	<ul style="list-style-type: none"> critically analyses styles, forms, processes, practices, and theories to communicate meaning to an audience evaluates the significance of art works in a diverse range of contexts synthesises research on theories and ideas communicates complex ideas with coherent and sustained arguments with analysis of evidence, using metalanguage and applying the principles of academic integrity 	<ul style="list-style-type: none"> analyses styles, forms, processes, practices, and theories to communicate meaning to an audience analyses the significance of art works in a broad range of contexts compares and analyses research on theories and ideas communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applying the principles of academic integrity 	<ul style="list-style-type: none"> explains styles, forms, processes, practices, and theories to communicate meaning to an audience explains the significance of art works in a range of contexts compares and explains research on theories and ideas communicates ideas and arguments using relevant evidence, metalanguage and applying the principles of academic integrity 	<ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories to communicate meaning to an audience describes the significance of art works in context describes research on theories and ideas applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas 	<ul style="list-style-type: none"> identifies styles, forms, processes and practices, theories, and techniques to communicate meaning to an audience identifies the significance of art works in context identifies research on theories and ideas communicates limited ideas and information with little or no application of academic integrity