

Erindale College

Assessment Period:	2021 S2
Course:	MUSIC
Unit:	World Music (1.0)
Accreditation:	T
Year:	12

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

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 12

	<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"> • synthesises ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques • critically analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology • 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 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 ideas using sustained and creative practice, employing familiar and unfamiliar techniques • analyses art practice, using the creative process to investigate and solve problems and explains own application of technology • 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 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 ideas using creative practice, employing familiar techniques • explains art practice, using the creative process to investigate and solve familiar problems and describes own application of technology • 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 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 creative practice, employing some familiar techniques • describes art practice, using the creative process to investigate problems and identifies own application of technology • 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 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"> • uses creative practice, employing little or no techniques • identifies basic features of art practice, with little or no connection to creative processes or use of technology • creates art works using familiar technical skills with little or no reflection on strengths and opportunities • presents own and/or group art practice using familiar techniques to communicate messages with assistance • 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; and evaluates how they are integrated to position an audience and communicate meaning • evaluates the significance of art works in a diverse range of contexts; and critically analyses attitudes and values • synthesises wide research on theories, ideas, and practices to present a coherent and independent response • communicates complex ideas with coherent and sustained arguments; analysing evidence and metalanguage and applies the principles of academic integrity 	<ul style="list-style-type: none"> • analyses styles, forms, processes, practices, and theories; and analyses how they are integrated to position an audience and communicate meaning • analyses the significance of art works in a broad range of contexts; and explains attitudes and values • compares and analyses wide research on theories, ideas, and practices to present a reasoned and independent response • communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applies the principles of academic integrity 	<ul style="list-style-type: none"> • explains styles, forms, processes, practices, and theories; and explains how they are integrated to position an audience and communicate meaning • explains the significance of art works in a range of contexts; and describes attitudes and values • compares and explains research on theories, ideas, and practices to present an independent response • communicates ideas and arguments using relevant evidence, metalanguage and applies the principles of academic integrity 	<ul style="list-style-type: none"> • describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning • describes the significance of art works in context; with some reference to attitudes and values • describes research on theories, ideas, and practices with some evidence of an independent responses • 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 with little or no reference to meaning • identifies the significance of art works in context; with little or no reference to attitudes and values • identifies research on theories, ideas, and practices own with little or no evidence of an independent response • communicates limited ideas and information with little or no application of academic integrity