

# Erindale College

<b>Assessment Period:</b>	<b>2021 S2</b>
<b>Course:</b>	<b>MUSIC</b>
<b>Unit:</b>	<b>World Music (1.0)</b>
<b>Accreditation:</b>	<b>A</b>
<b>Year:</b>	<b>11</b>

## Unit Goals

- describe how music elements are used to influence a sense of place and time
- explain 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 understanding of notation and elements of music through written and/or aural forms
- demonstrate an ability to use various forms of music notation to communicate music ideas
- create original music works that reflect the key elements of music from a specific culture or region
- create and present performance items that are suitable for an 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

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
Essay	26 August	30%
Composition	7 October	30%
Performance 2	Music showcase: 2 November	20%
Performance 1	iIn class performance: 31 August	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.

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