

UNIT OUTLINE

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

Classroom Teacher: Rendall Wagner

Executive Teacher: Clinton Codey

Course Title	Music	Course Code:	7499
Semester Unit	Australian Music	Unit Value/Code:	1.0 / 74867
Term Unit (a)	Australian Music (a)	Unit Value/Code:	0.5 / 74868
Term Unit (b)	Australian Music (b)	Unit Value/Code:	0.5 / 74871

Specific Unit Goals

By the end of this unit, students:

- 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 the music of Australia
- demonstrate in written and oral form, the knowledge and understanding of key elements relating to a variety of Australian music genres
- demonstrate the understanding of notation and elements of music through written and/or aural forms
- demonstrate an ability to use graphic, formal and conventional music notation to communicate music ideas
- create original music works that reflect the key elements of Australian music and context
- 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
- composition in traditional or contemporary idiom based on an Australian theme (eg political, social, cultural, poem, scenery/landscape)
- use of instrumentation and key elements of music to reflect Australian culture
- music reflecting mood, imagery and/or character with specific consideration of intended purpose, context and audience

Responding (Musicology):

- evolution, function and importance of music within Australian culture and its place on the world stage
- social, historical, technological, cultural, political and/ or geographical contexts in which Australian music is created and performed
- explore a range (minimum of four) of Australian music genres (eg. Indigenous, Folk, Jazz, Classical, Nationalistic, Rock, Pop, Theatre, Film, Experimental and Environmental Music), one of which to be studied in depth
- display an understanding of origin/history of music and instruments used to create music of the genres studied
- 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)

TASK	DUE DATE	MARKS
Task 1: Research Task	Thursday 11 March 2021 (<i>Week 6</i>)	20%
Task 2: Performance 1	Thursday 1 April 2021 (<i>Week 9</i>)	30%
Task 3: Composition	Thursday 27 May 2021 (<i>Week 16</i>)	20%
Task 4: Performance 2 (Showcase)	Wednesday 16 June (<i>Week 19</i>)	30%

(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 the Research 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

Erindale College - Music A
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, allocation of assessment tasks.
3-5	Case studies of Indigenous Australian Music, Australian Art Music, Folk & Popular Music history and contexts.
6	Research Tasks due.
6-8	Rudimentary studies in notation, rhythm, scales, harmony and chord theory.
9	Performance assessments.
11-13	Compositional techniques, notating melody, lead sheets and recitative.
14-16	Drafts of compositions, self-directed studies and submission of compositions.
17-20	Rehearsals and performance assessments.

Assessment Tasks

- | | | |
|----|---------------|-----|
| 1. | Research Task | 20% |
| 2. | Performance 1 | 30% |
| 3. | Composition | 20% |
| 4. | Performance 2 | 30% |

Achievement Standards for Music Year 12 A 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>
Responding (musicology)	<ul style="list-style-type: none"> analyses music, styles, genres, conventions and their proponents and explains the representation of identity and culture analyses the elements of music, stylistic features, compositional and performance techniques and explains their musical significance analyses the purpose and influence of music in personal, cultural, historical and social contexts communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains music, styles, genres, conventions and their proponents and describes representation of identity and culture explains the elements of music, stylistic features, compositional and performance techniques and describes their musical significance explains the purpose and influence of music in personal, cultural, historical and social contexts communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes music, styles, genres, conventions and their proponents and outlines the representation of identity and culture describes the elements of music, stylistic features, compositional and performance techniques and outlines their musical significance describes the purpose and influence of music in personal, cultural, historical and social contexts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies music, styles, genres, conventions and their proponents identifies the elements of music, stylistic features, compositional and performance techniques identifies the purpose and influence of music in personal, cultural, historical and social contexts communicates ideas and arguments with minimal referencing 	<ul style="list-style-type: none"> identifies some music, styles, genres, conventions and their proponents identifies some the elements of music, stylistic features, compositional and performance techniques identifies the purpose of music with little or no reference to personal, cultural, historical and social contexts communicates limited ideas and information with minimal referencing
Making (creating and performing)	<ul style="list-style-type: none"> creates music with technical proficiency, displaying problem solving and refinement of technical skills creates expressive and authentic musical works that are informed by insightful understanding of musical conventions creates musical works, makes astute aesthetic choices, adapts stylistic features, compositional and performance techniques discerningly for purpose and target audience analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates music with technical control, displaying effective problem solving and refinement of technical skills creates imaginative musical works that are informed by detailed understanding of musical conventions creates musical works, makes thoughtful aesthetic choices, selects stylistic features, compositional and performance techniques effectively for purpose and target audience explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates music with some control, displaying appropriate problem solving and technical skills creates imaginative musical works that are informed by an understanding of musical conventions creates musical works, makes considered aesthetic choices, selects forms, styles, processes, practices and performance techniques appropriate for purpose and audience describes and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates music with minimal control, displaying some practical problem solving and technical skills creates musical works which make some reference to musical conventions creates musical works, makes limited aesthetic choices, uses forms, styles, processes, practices and performance techniques for particular purposes outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates music, displays minimal problem solving and technical skills creates musical works with little or no reference to musical conventions creates musical works, makes limited or no aesthetic choices, uses some forms, styles, processes, practices and performance techniques for particular purposes documents with little or no reflection on the creative process, works safely under direct instruction

Achievement Standards for Music Year 11 A 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>
Responding (musicology)	<ul style="list-style-type: none"> analyses music, styles, genres, conventions and their proponents analyses the elements of music, stylistic features, compositional and performance techniques analyses the purpose of music in personal, cultural, historical and social contexts communicates ideas and arguments with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains music, styles, genres, conventions and their proponents explains the elements of music, stylistic features, compositional and performance techniques explains the purpose of music in personal, cultural, historical and social contexts communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes music, styles, genres, conventions and their proponents describes the elements of music, stylistic features, compositional and performance techniques describes the purpose of music in personal, cultural, historical and social contexts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies music, styles, genres, conventions and their proponents identifies the elements of music, stylistic features, compositional and performance techniques identifies the purpose of music in personal, cultural, historical and social contexts communicates ideas and arguments with minimal referencing 	<ul style="list-style-type: none"> identifies some music, styles, genres, conventions and their proponents identifies the elements of music, stylistic features, compositional and performance techniques identifies the purpose of music with little or no reference to personal, cultural, historical and social contexts communicates limited ideas and information with minimal referencing
Making (creating and performing)	<ul style="list-style-type: none"> creates music with technical proficiency, displaying problem solving and refinement of technical skills creates expressive and authentic musical works that are informed by insightful understanding of musical conventions creates musical works, makes astute aesthetic choices, adapts stylistic features, compositional and performance techniques discerningly for purpose and target audience analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates music with technical control, displaying effective problem solving and refinement of technical skills creates imaginative musical works that are informed by detailed understanding of musical conventions creates musical works, thoughtful aesthetic choices, selects stylistic features, compositional and performance techniques effectively appropriate for purpose and target audience explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates music with some control, displaying appropriate problem solving and technical skills creates imaginative musical works that are informed by an understanding of musical conventions creates musical works, makes considered aesthetic choices, selects forms, styles, processes, practices and performance techniques appropriate for purpose and audience describes and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates music with minimal control, displaying some practical problem solving and technical skills creates musical works which make some reference to musical conventions creates musical works, makes limited aesthetic choices, uses forms, styles, processes, practices and performance techniques for particular purposes outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates music, displays minimal problem solving and technical skills creates musical works with little or no reference to musical conventions creates musical works, makes limited or no aesthetic choices, uses some forms, styles, processes, practices and performance techniques for particular purposes documents with little or no reflection on the creative process, works safely under direct instruction