

11/12 Music Extension

In Unit 4, students draw on their experiences from Unit 3 to realise their potential as composers, musicologists or performers. As emerging artists, students critically reflect on their musicianship and refine practice in an endeavour to discover their personal style as musicians. They operate with increasing independence and sophistication through independent application of the subject matter from Unit 3 and through the student's emerging individual music voice or identity. Unit 4 contains one key idea: independent best practice. In this key idea, students demonstrate best practice independently. They work towards an individual approach to their specialisation. Students consolidate the subject matter from Key ideas 1 and 2 in Unit 3.

Unit Specific Information

1. demonstrate technical skills in performance of music (will be assessed if selected as specialisation in project)
2. explain the use of music elements and concepts to communicate meaning
3. use music elements and concepts in composition (will be assessed if selected as specialisation in project)
4. analyse music to examine and consider the constituent parts and relationship between music elements, concepts and stylistic characteristics
5. apply compositional devices in composition (will be assessed if selected as specialisation in project)
6. apply literacy skills to communicate music ideas
7. interpret music elements and concepts in performance (will be assessed if selected as specialisation in project)
8. evaluate music to justify a viewpoint relating to identity
9. realise music ideas in performance (will be assessed if selected as specialisation in project)
10. resolve music ideas in composition (will be assessed if selected as specialisation in project).

ASSESSMENT DETAILS

Integrated Project:

Due: Term 3, week 10 (Yr 11)

Responding Exam:

Due: Term 4, week 3 (Yr11)

Due: Term 4, week 7 (Yr 12)

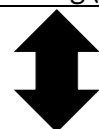


READING / VIEWING / LISTENING:

Analysis music elements and relevant resources –
notetaking and worksheets
Reviewing previous performance assessment

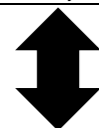
COMPREHENSION SKILL FOCUS:

Note-taking, Text Coding (determining Importance)



THINKING:

Infer, Analyse, Evaluate



WRITTEN / SPOKEN / MULTI-MODAL TEXT
Interpretation Process

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Elements of Dance and evaluative language

Priority Standards

4	Students will effectively <u>rehearse and authoritatively perform</u> their adaptive repertoire piece, <u>demonstrating</u> skilful and sustained <u>technical and expressive skills appropriate to the genre and style</u> . Students <u>manipulate</u> the musical elements, specific styles or genres to communicate the appropriate meaning Students provide an in-depth <u>analysis</u> and <u>evaluate</u> the elements of music to determine successful compositional intent.
3	Students can <u>rehearse and perform</u> the original and Like a Version pieces, <u>demonstrating technical and expressive skills appropriate to the genre and style</u> , including a performance statement. Students can <u>create</u> a compose a piece, using a range of musical elements and concepts, to communicate the appropriate style and genre, within a compositional statement Students <u>analyse</u> and <u>evaluate</u> the elements of music to determine successful jingle.
2	Students will <u>use</u> aural and visual skills to communicate meaning through the musical elements such as: <ul style="list-style-type: none"> ○ Pitch ○ Expressive devices ○ Timbre ○ Texture ○ Duration ○ Structure/Form <u>Identify</u> context, meaning and purpose of a musical piece

