

# 11 Music (Identities)

In Unit 2, students make and respond to music that expresses cultural, political and social identities in both local and global contexts. Through the journey of critically considering how music can be used as a powerful form of expression, students explore their own musical identity. At this stage of the course, students consolidate their knowledge from Unit 1 and continue to develop their understanding of the elements of music as they consider, develop and refine their own emerging voice or style as a musician.

In this unit, students will develop their understanding about the expression of identity in music through exploration of repertoire in the following contexts:

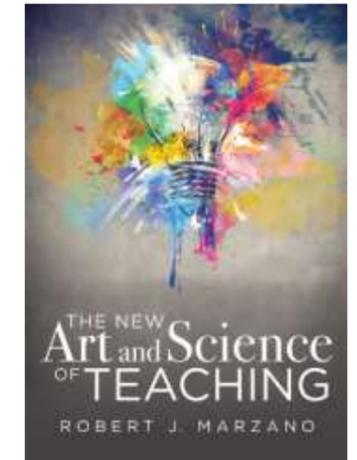
- cultural – reflecting identity and character (Australian and others)
- political – a vehicle to express political views
- social – reflecting the identity of social groups
- personal – developing and expressing their own musical identity.

## 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

## ASSESSMENT DETAILS

Integrated Project:  
Due: Term 3, week 10  
Responding Exam:  
Due: Term 4, week 3



### READING / VIEWING / LISTENING:

- *Black or White*
- *Sunday Bloody Sunday*
- *Great Southern Land*
- *SOUNDS OF THEN*
- *The Seven Ages of Man*
  - *Gurindji Blues*
- *From Little Things Big Things Grow*
  - *Save the World*
    - *Beautiful*
  - *We are the Champions*
    - *Not Afraid*

### 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 skilful and sustained 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"> <li>○ Pitch</li> <li>○ Expressive devices</li> <li>○ Timbre</li> <li>○ Texture</li> <li>○ Duration</li> <li>○ Structure/Form</li> </ul> <u>Identify</u> context, meaning and purpose of a musical piece

## Learning Goals:

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Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
	<p>Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099)</p>	<ul style="list-style-type: none"> <li>I can experiment with and transcribe pitch contour, beat patterns and rhythm sequences</li> <li>I can apply an aural understanding of key and tonality when improvising and composing</li> </ul>
	<p>Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100)</p>	<ul style="list-style-type: none"> <li>I can manipulate sound sources and technology to suggest or replicate style</li> <li>I can experiment with and comparing how elements of music are used to communicate musical intentions in traditional, digital and graphic scores from different styles</li> </ul>
	<p>Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretive skills (ACAMUM101)</p>	<ul style="list-style-type: none"> <li>I can rehearse solo and ensemble repertoire to develop technical skill and musical sensitivity</li> <li>I can rehearse and refining solo and ensemble repertoire with an increasing stylistic understanding</li> <li>I can work collaboratively to develop ensemble skills and an understanding of the role of each member of the ensemble in a performance</li> <li>I can record and evaluate performances using digital technologies, for example, listening to a recording of their performances and identifying areas for improvement</li> </ul>
	<p>Plan and organise composition with an understanding of style and conventions, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)</p>	<ul style="list-style-type: none"> <li>I can combine and manipulate the elements of music using repetition, variation and contrast to shape compositions</li> <li>I can explore and manipulate combinations of electronic and acoustic sounds to create new works, using technology as a composition tool and sound source</li> </ul>
	<p>Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)</p>	<ul style="list-style-type: none"> <li>I can recognise the influence of social, cultural and historical developments and incorporating these into their performance</li> <li>I can use aural skills and reading notation to develop interpretation as they perform known and unknown repertoire in a range of styles</li> </ul>
	<p>Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104)</p>	<ul style="list-style-type: none"> <li>I can analyse how the use and combination of the elements of music defines their developing personal style and how their style is influenced by cultural and historical styles</li> <li>I can listen to, analyse and compare performance practices of others to shape and refine their interpretation of a piece of music</li> </ul>

		<ul style="list-style-type: none"> <li>I can compare music from different styles to identify and describe stylistic, cultural and historical practices and inform their own composition and performance practice</li> <li>I can investigate why and how different traditions, styles and contexts affect the experience and interpretation of a piece of music and taking this into account when interpreting and composing music</li> </ul>
	Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105)	<ul style="list-style-type: none"> <li>I can evaluate and compare stylistic interpretations of a range of music to develop aesthetic awareness</li> <li>I can compare and evaluate audience responses and performer roles across a broad range of formal, informal, virtual and interactive settings</li> <li>I can evaluate my own and others' music, and applying feedback to refine and improve performances and compositions</li> </ul>

<b>Guaranteed Vocabulary:</b>	<b>Design Question Four Strategy</b>	<b>Design Question Five Strategy</b>	<b>21<sup>st</sup> Century Skill: (Teaching &amp; Assessing 21<sup>st</sup> Century Skills – Marzano)</b>
Rhythm Pitch Dynamics and expression Form and structure Timbre Texture Timing Balance Rehearsal Verse Chorus Arrange	<p>Element 9 – Using Structured Practice Sessions Students will use structured practice sessions in order to meaningfully rehearse their original and arranged repertoire.</p> <p>Element 10 – similarities and differences Students will identify the similarities and differences in the use of the musical elements between an original piece and an arrangement of it.</p>	<p>Element 12 – Engaging Students in Cognitively Complex Tasks Students will engage in an experimental enquiry task where they are asked to arrange a given piece of music in a different style. Students must predict, based off prior knowledge, how they will be required to manipulate the musical elements in order to successfully arrange the piece into the given style. Students will then rehearse the response before performing it in front of the class. Students will then analyse their performance compared to a typical piece from that style using a graphic organiser in order to determine how successful they were.</p>	Expert group – role assignment
<b>Guaranteed Skills/Language Features:</b>	<b>Reading Comprehension Skill and Strategy (Buehl)</b>	<b>Cognitive Verbs</b>	<b>ICT to Enhance Learning:</b>
Aural skills Technical skills Arranging skills Rehearsal protocol Working in groups Improvisational skills	<p>Students will use a range of graphic organisers in order to compare the musical elements in the original piece and its 'version'.</p> <p>Frayer model – to model the definition of what an 'arrangement' is.</p>	<ul style="list-style-type: none"> <li>Define</li> <li>Identify</li> <li>Use</li> <li>Demonstrate</li> <li>Compare</li> <li>Distinguish</li> <li>Interpret</li> <li>Create</li> </ul>	<p>Power point iPads Youtube Recording software</p>

	<p>Venn diagram – to identify the similarities and differences between an original piece and an arrangement of it.</p> <p>Concept definition map - to complete research and identify characteristics, examples and definitions of the style which they will be arranging their piece in.</p>	<ul style="list-style-type: none"><li>• Make decisions</li><li>• Manipulate</li><li>• Reflect</li></ul>	
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