

# 7 Creative Arts Academy – Term 3 The Voice – Music

**Achievement Standard:** [insert year level achievement standard. Bold the statements that will be assessed in the unit]  
**By the end of Year 7, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.**

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

**Unit Specific Information** [various forms e.g. assessment focus, context, etc.]  
**Big picture learning goals:**

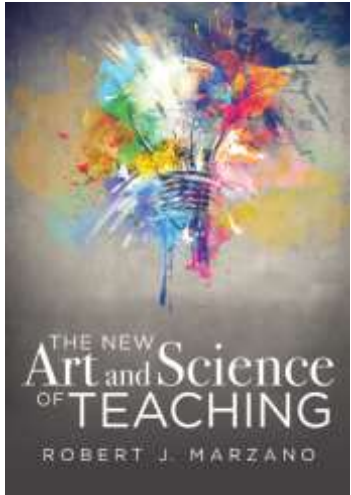
- I can understand the elements of music, aural skills, technical skills and expressive skills to communicate the song’s meaning.
- I can rehearse to develop my aural, technical and expressive skills.
- I can perform and communicate the intended meaning of the song.
- I can analyse and interpret the meaning of a song.

In this introductory unit to music, students will develop an understanding of the elements of music, and develop their aural, technical and expressive skills. Students will be introduced to the elements of music, music terminology and music symbols (both found in the score), basic warm-up techniques, choral rehearsal techniques, aural skill development as well as technical and expressive skills. With these skills, students will work collaboratively as a whole cohort to perform a large ensemble choral song demonstrating aural, technical and expressive skills to communicate meaning.

**Assessment Details:**

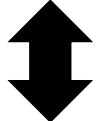
Performance of a large ensemble choral song.

Draft Due: Week 8  
 Due Date: Week 9

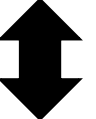


**READING / VIEWING / LISTENING:**  
 Reading: music scores  
 Viewing: YouTube clips, music videos, choral examples

**COMPREHENSION SKILL FOCUS:**  
 Implication sequence  
 Text Coding [Determining Importance]  
 Making Connections



**THINKING:**  
 Demonstrate, Recall, Analyse, Interpret



**WRITTEN / SPOKEN / MULTI-MODAL TEXT**  
 Written Reflection and Analysis  
**HIGHLY VALUED LANGUAGE FEATURE FOCUS:**  
 Implication Sequence

Priority Standards- Assessment Task	
4	Students apply their knowledge of the elements of music and use sustained aural skills, technical skills and expressive skills to skilfully and effectively perform a song in a large ensemble, communicating the intended song meaning analysed and interpreted by the student.
3	Students develop their knowledge of the elements of music, aural skills, technical skills and expressive skills to effectively communicate meaning within a performance. Students develop their knowledge of the elements of music to analyse and interpret how they are used to create meaning in the song.
2	Demonstrate <ul style="list-style-type: none"> <li>- Aural skills</li> <li>- Technical skills</li> <li>- Expressive skills</li> </ul> Recall <ul style="list-style-type: none"> <li>- Music terminology (in the score)</li> <li>- Music symbols (in the score)</li> <li>- Elements of Music (rhythm, pitch, form and structure, dynamics and expression)</li> </ul> Analyse <ul style="list-style-type: none"> <li>- The elements of music used in the song</li> </ul> Interpret <ul style="list-style-type: none"> <li>- How the elements of music are used to communicate the meaning of the song</li> </ul>

Priority Standards- Aural Skills and Technical Skills	
4	The student will: Skilfully and effectively rehearse and perform their large ensemble choral song demonstrating sustained aural and technical skills appropriate to the genre and style.
3	The student will: Rehearse and perform their large ensemble choral song, demonstrating aural and technical skills appropriate to the genre and style.
2	The student will: <ul style="list-style-type: none"> <li>• Recognise or recall specific terminology, such as: rhythm, pitch, form and structure, dynamics and expression, style and meaning.</li> <li>• Perform basic processes, such as: rehearsing, practicing, using feedback, clarifying, warming up and reflecting.</li> </ul>

Priority Standards- Expressive Skills	
4	The student will: Skilfully and effectively demonstrate sustained expressive skills to convey intended meaning when performing
3	The student will: Demonstrate expressive skills to convey intended meaning when performing
2	The student will: <ul style="list-style-type: none"> <li>• Recognise or recall specific terminology, such as: Dynamics and expression, focus, facial expression, confidence and energy</li> </ul>

## Learning Goals:

Australian Curriculum Content Descriptors	Kirwan High Learning Goals:
<ul style="list-style-type: none"> <li>Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills</li> <li>Perform and present a range of music, using techniques and expression appropriate to style</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and recall the elements of music, music terminology and music symbols</li> <li>I can understand music symbols and use music terminology to read music scores</li> <li>I can identify and use aural skills and vocal technical skills to rehearse and perform a large ensemble choral song</li> <li>I can use the music elements to perform a large ensemble choral song in its intended style</li> <li>I can use expressive skills to communicate meaning in my rehearsal and performance</li> <li>I can analyse and interpret music to demonstrate how music elements are used to communicate meaning</li> <li>I can use peer and teacher feedback and when rehearsing, devising my performance</li> </ul>
<ul style="list-style-type: none"> <li>Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music</li> </ul>	

### Possible Habit of Mind: Taking Responsible Risks

Exploring Meaning of the HOM	Expanding Capacity for using the HOM	Increasing Alertness for the HOM	Extending Values of the HOM	Building Commitment towards the HOM
By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>Develop confidence to perform in front of their peers</li> <li>Try new things</li> </ul>	By the end of this unit students will be able to:	By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>Identify the importance of taking a responsible risk in the Creative Arts Industry</li> </ul>	By the end of this unit students will be able to:	By the end of this unit students will be able to:

### General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<b>Literacy</b> <ul style="list-style-type: none"> <li>✓ Comprehending texts through listening, reading and viewing</li> <li>☐ Composing texts through speaking, writing and creating</li> <li>☐ Text knowledge</li> <li>☐ Grammar knowledge</li> <li>☐ Word knowledge</li> <li>✓ Visual knowledge</li> </ul> <b>Numeracy</b> <ul style="list-style-type: none"> <li>☐ Estimating and calculating with whole numbers</li> <li>✓ Recognising and using patterns and relationships</li> <li>☐ Using fractions, decimals, percentages, ratios and rates</li> <li>☐ Using spatial reasoning</li> <li>☐ Interpreting statistical information</li> <li>☐ Using measurement</li> </ul>	<b>ICT</b> <ul style="list-style-type: none"> <li>✓ Applying social and ethical protocols and practices when using ICT</li> <li>✓ Investigating with ICT</li> <li>✓ Creating with ICT</li> <li>✓ Communicating with ICT</li> <li>✓ Managing and operating ICT</li> </ul> <b>Critical and creative thinking</b> <ul style="list-style-type: none"> <li>✓ Inquiring - identifying, exploring and organising information and ideas</li> <li>✓ Generating ideas, possibilities and actions</li> <li>✓ Reflecting on thinking and processes</li> <li>✓ Analysing, synthesising and evaluating reasoning and procedures</li> </ul>	<b>Personal and social capability</b> <ul style="list-style-type: none"> <li>✓ Self-awareness</li> <li>✓ Self-management</li> <li>☐ Social awareness</li> <li>☐ Social management</li> </ul> <b>Ethical understanding</b> <ul style="list-style-type: none"> <li>☐ Understanding ethical concepts and issues</li> <li>☐ Reasoning in decision making and actions</li> <li>✓ Exploring values, rights and responsibilities</li> </ul> <b>Intercultural understanding</b> <ul style="list-style-type: none"> <li>✓ Recognising culture and developing respect</li> <li>✓ Interacting and empathising with others</li> <li>✓ Reflecting on intercultural experiences and taking responsibility</li> </ul>
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**Cross Curriculum Priorities:**

Aboriginal and Torres Strait Islander histories and cultures

Asia and Australia's engagement with Asia

Sustainability

**Differentiation [for small groups or individuals]:**

*Scaffolding for the interpretation assessment task.*

**Possible Habit of Mind:**

<p><b>Exploring Meaning of the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Expanding Capacity for using the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Increasing Alertness for the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Extending Values of the HOM</b> By the end of this unit students will be able to:</p>	<p><b>Building Commitment towards the HOM</b> By the end of this unit students will be able to:</p>
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**Differentiation [for small groups or individuals]:**

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