

Semester 1: Innovative Technologies

Year 10 Australian Curriculum Achievement Standard: By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

Unit Overview: How has technology reinvented music? How have musical elements been able to change due to technological advances?**Big Picture Learning Goal:**

Students will interpret, rehearse and perform songs and instrumental pieces that have used the musical elements in an innovative way throughout history.

Students will use their knowledge of the elements of music, style and notation to compose, document and share a piece of music in which they have used a piece of music technology in a new way. Example – prepared piano.

Students will use aural skills to recognise how the elements of music have evolved over time through the invention of new technologies to inform and shape their interpretations.

Assessment Overview:**Task 1: Making (Performance)**

Individually, or in a small group (one person per part), perform a piece of music that has used the musical element/s in an innovative way on any instrument.

Students are to demonstrate accuracy of aural and technical skills whilst also using expressive skills to demonstrate stylistic understanding and sensitivity.

Key Skill/s:

- **rehearse** solo and ensemble repertoire to **develop** technical skill and musical sensitivity
- **rehearse** and refine solo and ensemble repertoire with an **increasing stylistic** understanding
- **work collaboratively** to develop ensemble skills and an understanding of the role of each member of the ensemble in a performance.
- **record** and **evaluate** performances using digital technologies, for example, listening to a recording of their own performances and identifying areas for improvement

Conditions:**Task 2: Making (Composition) with composer's statement**

Individually students are to prepare a composition that uses a piece of music technology in an innovative way.

Students are to demonstrate accuracy in notation/recording.

Key Skill/s:

- **manipulate** sound sources and technology to suggest or replicate style
- **apply** an aural understanding of key and tonality when improvising and composing
- **improvise** with instrumentation, dynamics and expressive techniques to **develop** the texture of a composition
- **experiment** with layering of sound to develop a personal style in improvisation and composition

Conditions:

- 5 weeks notice of task
- 6 lessons allocated for the purpose of drafting
- In class access to technical resources (instruments,

Task 3: Responding (Exam)

Individually you are to analyse different scores and performances aurally and visually. You must then evaluate how the musical elements have been manipulated in an innovative way.

Key Skill/s:

- thorough **analysis** of different scores and performances aurally and visually
- discerning **evaluation** of the use of the elements of music and defining characteristics from different musical styles

Conditions:

- 1 unseen score
- 1 unheard song
- 70 minutes
- Draft Exam to be held 1 week prior

<ul style="list-style-type: none"> • 1 term notice of task • 6 lessons allocated for the purpose of rehearsal • In class access to musical resources (instruments) • 1 draft to be submitted • Peer review to be completed during drafting process • Rehearsal in and out of class • Performers Statement • Approximately 2-3 minutes in length 	<p>computers, recording devices)</p> <ul style="list-style-type: none"> • 1 draft to be submitted • Peer review to be completed during drafting process • Composer's statement 1 paragraph in length • 1 verse and 1 chorus minimum • May be traditionally notated, digitally notated or recorded 		
Guaranteed Vocabulary:	Design Question Four Strategy	Design Question Five Strategy	21 st Century Skill:
Treble clef Rhythm Pitch Dynamics and expression Form and structure Timbre Texture Timing Balance Rehearsal Collaborative	<p>Element 9: using structured practise sessions (p38 The New ASOT)</p> <ul style="list-style-type: none"> • Students will develop procedural knowledge of guitar, keyboard and percussion through the three stages – cognitive, associative, autonomous stages • Teacher will use modelling, guided practice, close monitoring, frequent structured practice, varied practice, fluency practice and worked examples. 	<p>Element 13: providing resources and guidance (p49 The New ASOT)</p> <ul style="list-style-type: none"> • Students will use a proficiency scale to monitor progress towards a learning goal concerning the complex rehearsal and performance process. 	<u>Responsible Interaction (p156)</u> <ul style="list-style-type: none"> • Demonstrate an understanding of assertiveness (p156-157) • Keep a journal regarding their type of behaviour in group rehearsals (p157) • Demonstrate an understanding of group and social responsibility (p158) • Follow the group and social responsibility guidelines when working in groups (p159)
Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy	Cognitive Verbs	ICT to Enhance Learning:
Aural skills Technical skills – instrument technique Rehearsal protocol Working in groups Improvisational skills	<p>Double Entry Diary</p> <p>FILL THIS IN</p> <p>Anticipation Guide</p> <p>FILL THIS IN</p>	<ul style="list-style-type: none"> • Analyse • Apply • Appreciate • Communicate • Create • Evaluate • Interpret • Manipulate 	Power point iPads Youtube Recording software

Learning Goals:

Australian Curriculum Content Descriptors	Kirwan High Learning Goals
<ul style="list-style-type: none"> • 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>I can:</p> <ul style="list-style-type: none"> • Use aural skills and memory to identify, sing and notate pitch and rhythm patterns, intervals and familiar chord changes. • improvise with instrumentation, dynamics and expressive techniques to develop the texture of a composition • apply an aural understanding of key and tonality when improvising and composing
<ul style="list-style-type: none"> • Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100) 	<p>I can:</p> <ul style="list-style-type: none"> • manipulate sound sources and technology to suggest or replicate style • experiment with and comparing how elements of music are used to communicate musical intentions in traditional, digital and graphic scores from different styles • create symbols and using varied traditional and invented notation and technology to communicate how they used the elements of music in composition
<ul style="list-style-type: none"> • Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill 	<p>I can:</p> <ul style="list-style-type: none"> • rehearse solo and ensemble repertoire to develop technical skill and musical sensitivity • rehearse and refining solo and ensemble repertoire with an increasing stylistic understanding • work collaboratively to develop ensemble skills and an understanding of the role of each member of the ensemble in a performance. • record and evaluating performances using digital technologies, for example, listening to a recording of their own performances and identifying areas for improvement
<ul style="list-style-type: none"> • 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>I can</p> <ul style="list-style-type: none"> • Combine and manipulate the elements of music using repetition variation and contrast to shape compositions. • Explore and manipulate combinations of electronic and acoustic sounds to create new works, using technology as a composition tool and sound source. • Experiment with contemporary media and recording techniques to create and refine original compositions and arrangements.
<ul style="list-style-type: none"> • Perform music applying techniques and expression to interpret the composer's use of elements of music 	<p>I can:</p> <ul style="list-style-type: none"> • perform music from scores made by themselves and others exploit musical features of works across a range of styles and contexts in

	<p>performance</p> <ul style="list-style-type: none"> • recognise the influence of social, cultural and historical developments and incorporating these into their performance • use aural skills and reading notation to develop interpretation as they perform known and unknown repertoire in a range of styles
<ul style="list-style-type: none"> • Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104) 	<p>I can:</p> <ul style="list-style-type: none"> • listen to, analysing and comparing the performance practices of others to shape and refine their interpretation of a piece of music • compare music from different styles to identify and describe stylistic, cultural and historical practices and inform their own composition and performance practice • Consider viewpoints – societies: For example – How is this piece typical of the social context in which it was created? cultures: How are the elements of music used in this piece to convey a cultural identity? histories: What historical forces and influences are evident in this work? • evaluate the use of the elements of music when listening to and interpreting music
<ul style="list-style-type: none"> • Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, sharing 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"> • Evaluating and comparing stylistic interpretations of a range of music to develop aesthetic awareness • Evaluating their own and others' music, and applying feedback to refine and improve performances and compositions. • Considering viewpoints – critical theories: For example – How has the rise of technology changed the nature of music? How has technology impacted on audiences, the music industry and the way we consume music?

Possible Habit of Mind:				
Exploring Meaning of the HOM By the end of this unit students will be able to: Identify a range of persistence strategies	Expanding Capacity for using the HOM By the end of this unit students will be able to: Use strategies to plan for how to persist	Increasing Alertness for the HOM By the end of this unit students will be able to: Identify the most appropriate strategy to use when needing to persist	Exploring Meaning of the HOM By the end of this unit students will be able to: Identify a range of persistence strategies	Expanding Capacity for using the HOM By the end of this unit students will be able to: Use strategies to plan for how to persist
General Capabilities: This unit provides opportunities for students to engage in following capabilities:				
Literacy <ul style="list-style-type: none"> <input type="checkbox"/> Comprehending texts through listening, reading and viewing <input type="checkbox"/> Composing texts through speaking, writing and creating <input type="checkbox"/> Text knowledge <input type="checkbox"/> Grammar knowledge <input type="checkbox"/> Word knowledge <input type="checkbox"/> Visual knowledge Numeracy <ul style="list-style-type: none"> <input type="checkbox"/> Estimating and calculating with whole numbers <input type="checkbox"/> Recognising and using patterns and relationships <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates <input type="checkbox"/> Using spatial reasoning <input type="checkbox"/> Interpreting statistical information <input type="checkbox"/> Using measurement 	ICT <ul style="list-style-type: none"> <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT <input type="checkbox"/> Investigating with ICT <input type="checkbox"/> Creating with ICT <input type="checkbox"/> Communicating with ICT <input type="checkbox"/> Managing and operating ICT Critical and creative thinking <ul style="list-style-type: none"> <input type="checkbox"/> Inquiring - identifying, exploring and organising information and ideas <input type="checkbox"/> Generating ideas, possibilities and actions <input type="checkbox"/> Reflecting on thinking and processes <input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures 	Personal and social capability <ul style="list-style-type: none"> <input type="checkbox"/> Self-awareness <input type="checkbox"/> Self-management <input type="checkbox"/> Social awareness <input type="checkbox"/> Social management Ethical understanding <ul style="list-style-type: none"> <input type="checkbox"/> Understanding ethical concepts and issues <input type="checkbox"/> Reasoning in decision making and actions <input type="checkbox"/> Exploring values, rights and responsibilities Intercultural understanding <ul style="list-style-type: none"> <input type="checkbox"/> Recognising culture and developing respect <input type="checkbox"/> Interacting and empathising with others <input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility 		
Cross Curriculum Priorities:				
<input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/> Asia and Australia's engagement with Asia	<input type="checkbox"/> Sustainability		
Differentiation [for small groups or individuals]:				