

9 Music (Like a Version)

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.

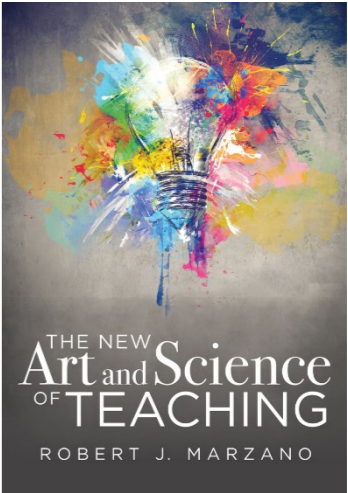
Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

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

- Students will analyse different scores and performances aurally and visually and evaluate the use of elements of music and defining characteristics from different musical styles. Students will then use this knowledge to interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles using aural skills, technical control, expression and stylistic understanding. Students will use aural skills, music terminology and symbols to memorise the music that they perform.
- Students will use their knowledge of aural skills, elements of music, style and notation to compose, document and share their music.

In this unit, students will aurally and visually analyse original and arranged songs and pieces of music to determine the use of musical elements and defining characteristics from differing musical styles. Students will use this knowledge to interpret, rehearse and perform original and arranged repertoire demonstrating their aural skills. Students will also use this knowledge to arrange a song or piece of music of their choice, demonstrating

Assessment Details:
Performance:
 Due: Term 1, Wk 9
Composing: Term 2, Wk 8
 Due: Term 2, week 4



READING / VIEWING / LISTENING:
 Take on Me,
 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	<p>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>.</p> <p>Students <u>manipulate</u> contemporary dance movements <u>exploring</u> dance concepts, various choreographic devices (<i>motif, embellishment, ie</i>), form and production elements to communicate choreographic intent</p> <p>Students provide an in-depth <u>analysis</u> and <u>evaluate</u> the elements of dance to determine successful portrayal of choreographic intent.</p>
3	<p>Students can <u>rehearse and perform</u> their Musical Theatre piece, <u>demonstrating technical and expressive skills appropriate to the genre and style</u>.</p> <p>Students can <u>create</u> a contemporary dance, using a range of dance of concepts, form (<i>narrative or rondo</i>) and choreographic devices (<i>motif and embellishment</i>) to communicate choreograph intent</p> <p>Students <u>analyse</u> and <u>evaluate</u> the elements of dance to determine successful portrayal of choreographic intent.</p>
2	<p>Students will <u>use</u> contemporary dance to communicate meaning through the dance concepts such as:</p> <ul style="list-style-type: none"> ○ Relationships ○ Spatial Elements ○ Dynamics ○ Choreographic Devices (motif) ○ Form (Narrative) ○ Production Elements (costumes, props) ○ Choreographic Intent (meaning) <p><u>Identify</u> context, meaning and purpose of dance works</p>

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"> • I can experiment with and transcribe pitch contour, beat patterns and rhythm sequences • I can apply an aural understanding of key and tonality when improvising and composing
	<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"> • I can manipulate sound sources and technology to suggest or replicate style • 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
	<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"> • I can rehearse solo and ensemble repertoire to develop technical skill and musical sensitivity • I can rehearse and refining solo and ensemble repertoire with an increasing stylistic understanding • I can work collaboratively to develop ensemble skills and an understanding of the role of each member of the ensemble in a performance • I can record and evaluate performances using digital technologies, for example, listening to a recording of their performances and identifying areas for improvement
	<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"> • I can combine and manipulate the elements of music using repetition, variation and contrast to shape compositions • I can explore and manipulate combinations of electronic and acoustic sounds to create new works, using technology as a composition tool and sound source
	<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"> • I can recognise the influence of social, cultural and historical developments and incorporating these into their performance • I can use aural skills and reading notation to develop interpretation as they perform known and unknown repertoire in a range of styles
	<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"> • 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 • I can listen to, analyse and compare performance practices of others to shape and refine their interpretation of a piece of music

		<ul style="list-style-type: none"> I can compare music from different styles to identify and describe stylistic, cultural and historical practices and inform their own composition and performance practice 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
	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"> I can evaluate and compare stylistic interpretations of a range of music to develop aesthetic awareness I can compare and evaluate audience responses and performer roles across a broad range of formal, informal, virtual and interactive settings I can evaluate my own and others' music, and applying feedback to refine and improve performances and compositions

Guaranteed Vocabulary:	Design Question Four Strategy	Design Question Five Strategy	21st Century Skill: (Teaching & Assessing 21st Century Skills – Marzano)
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
Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy (Buehl)	Cognitive Verbs	ICT to Enhance Learning:
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"> Define Identify Use Demonstrate Compare Distinguish Interpret Create 	Power point iPads Youtube Recording software

	<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">• Make decisions• Manipulate• Reflect	
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