

# ENGAGE - FIVE CONCERTS IN SEASON

**Education - Link with Australian Curriculum Assessment and Reporting Authority**

Years 9 and 10 . Some elements Years 7 and 8.

**General Capabilities:** Key Ideas embedded in this activity

**Literacy**

Comprehending texts through listening, reading and viewing

**Numeracy**

Recognising and using patterns and relationships

Numeracy in learning area

**Information and Communication Technology**

Investigating with ICT

**Critical and Creative Thinking**

Inquiring, exploring and organising information and ideas

Generating ideas, possibilities and actions

Critical and Creative thinking in the learning areas

**Personal and Social Capability**

Self awareness

Social awareness

**Ethical Understanding**

Understanding ethical concepts and issues

Reasoning in decision making and actions

Exploring values, rights and responsibilities

**Intercultural understanding**

Recognising culture and developing respect

Interacting and empathising with others

Reflecting on intercultural experiences and taking responsibility

Intercultural understanding in the learning areas

**Activity Risk Assessment:**

As per school excursion risk assessment if attending live concert. Low risk participation and observation activities.

**Music Subject Specific Achievement Standard: Years 9 and 10**

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.

**Cross Curriculum Priorities:**

**Sustainability** OI. 2, 3, 4, 5, 6, 7, 8.

**Asia and Australia's Engagement with Asia** OI. 2,3,8

**Aboriginal and Torres Strait Islander Histories and Cultures** OI. 9

**Outcomes:**

**The students will:**

Attend a live orchestral concert - See and hear the instruments of the orchestra performed by professional musicians.





Experience the concert hall, audience etiquette and empathy with others.

Develop skills in melody, beat and rhythm with focus on Core Concepts Years 7 to 10.

Understand eras of music, from baroque to 20th century and contemporary repertoire.

Identify and use forms and styles of orchestral music to inform own compositions.

ELEMENTS OF MUSIC - Core concepts covered in this activity highlighted as blue

ELEMENTS	PREP TO YEAR 2	YEARS 3 and 4	YEARS 5 and 6	YEARS 7 and 8	YEARS 9 and 10
<b>RHYTHM</b>	<p><b>Beat/rhythm</b></p>  <p>Sound/silence Long/short, Fast/slow Ostinato Tempo Pulse in twos &amp; threes</p>	 <p>Tempo changes Simple metres</p>	 <p>and associated rests Bars and bar- lines Compound metre Time signatures</p>	<p><b>Rhythmic subdivisions</b></p>  <p>&amp; others</p> <p>Rhythmic devices - anacrusis, syncopation, ties, pause Time signature</p>	<p>Regular and irregular time signature and beat subdivisions Triplets and duplets Further time signature/complex metres Rhythmic devices including syncopation, rhythmic motif, rhythmic augmentation and diminution</p>
<b>PITCH</b>	<p>High/low Pitch direction (up/ down) Pitch matching Unison</p>	<p>Pentatonic patterns → Melodic shape Recognising steps and leaps <b>Treble clef and staff</b> →</p>	<p><b>Major scales</b> → Recognising pitch sequences Arpeggio Riff <b>bass clef</b> →</p>	<p><b>Minor scales</b> <b>Key and key signatures</b> <b>Major and minor chords</b> and primary triads (I, IV, V) in simple chord progressions Ledger lines</p>	<p><b>Modal scales &amp; tonal centres</b> <b>Modulation</b> <b>Consonance and dissonance</b> Chromaticism Pitch devices including riff, ostinato and pedal note</p>
<b>DYNAMICS &amp; EXPRESSION</b>	<p>Loud (forte) <i>f</i> Soft (piano) <i>p</i></p>	<p>Very soft (pianissimo) <i>pp</i> Very loud (fortissimo) <i>ff</i>, Dynamic graduation &lt; , &gt; Smooth, short, detached</p>	<p><b>Smoothly (legato),</b> <b>Detached (staccato)</b> <b>Accent</b></p>	<p><b>Dynamic gradations</b> <b>Articulations relevant to style</b> for example, glissando, slide, slap, melismatic phrasing</p>	<p><b>Expressive devices and articulations relevant to style</b> -rubato, ornamentation, terraced dynamics, pitch bending, vibrato, oscillation, filters and pedals</p>
<b>FORM &amp; STRUCTURE</b>	<p>Introduction Same/different Echo patterns Repetition Verse, chorus Round/canon</p>	<p>Question and answer Repeat signs Binary (AB) form Ternary (ABA) form</p>	<p><b>Theme/motif</b> → <b>Phrase</b> Rondo (ABACA) form Riff Ostinato</p>	<p><b>Repetition and contrast</b> Digital sequences <b>Theme and variations</b> 12 bar blues; popular song structures including verse, chorus, bridge, middle 8, intro and outro</p>	<p><b>Structures appropriate to styles and repertoire studied</b> including theme, hook <b>Motivic development</b>, head <b>Sonata form</b> Interlude and improvisation</p>
<b>TIMBRE</b>	<p>Every voice and instrument has its own distinct sound  How sound is produced - hit, blown, plucked and shaken</p>	<p>Recognising familiar instrumental timbres in isolation and combination</p>	<p>Acoustic, electronic sounds → Voice and instrument types</p>	<p><b>Recognising instrumental types and groups</b> Voice types Acoustic and electronic sound</p>	<p><b>Identifying instruments &amp; voice types by name &amp; method of sound production</b> <b>Use of mutes</b>, pedals, harmonics Digitally manipulated sound, distortions &amp; techniques appropriate to style</p>

## ELEMENTS OF MUSIC (Continued)

<b>TEXTURE</b>	Unison Melody Accompaniment Drone	Combining two or more rhythmic or melodic patterns which occur simultaneously in different voices	Contrast within layers of sound	Layers of sound and their role (accompaniment and melody) Unison, homophonic (melody with chords), Polyphonic (two or more independent layers played simultaneously)	Horizontal and vertical layers appropriate to styles and repertoire studied Homophonic & polyphonic writing Counter melody White noise
<b>SKILLS</b>	Discriminating between sounds and silence	Matching pitch and showing the direction of a tune with gesture or drawings	Identifying and notating metre and rhythmic groupings	Recognising rhythmic patterns and beat groupings	Recognising rhythmic patterns and beat groupings
	Moving and performing with an understanding of beat and tempo	Recognising the differences between notes moving by steps and leaps	Singing and playing independent parts against contrasting parts	Discriminating between pitches, recognising intervals and familiar chord progressions	Discriminating between pitches, recognising intervals and familiar chord progressions
	Demonstrating the difference between singing and speaking voice	Discriminating between rhythm and beat	Recognising instrumental and vocal timbres and digitally generated sounds	Identifying and notating metre and rhythmic groupings Aurally identifying layers within a texture	Identifying and notating metre and rhythmic groupings Aurally identifying layers within a texture
	Discriminating between loud and soft, long and short, high and low	Demonstrating beat and tempo changes	Using available technology and digital media as a tool for music learning	Imitating simple melodies and rhythms using voice and instruments	Imitating simple melodies and rhythms using voice and instruments
	Recognising familiar instrument timbres	Matching and varying dynamics	Holding and playing instruments and using their voices safely and correctly	Performing with expression and technical control, correct posture and safety	Performing with expression and technical control, correct posture and safety
	Using technology as a tool for music learning	Varying instrumental timbres to create expressive effects	Listening to others controlling volume and tone in ensemble activities.	Understanding their role within an ensemble, balancing and controlling tone and volume	Understanding their role within an ensemble, balancing and controlling tone and volume
	Holding and playing classroom instruments safely and correctly	Using instruments and voices safely and correctly in the classroom		Using technology as a tool for music learning and to record their music	Using technology as a tool for music learning and to record their music
	Understanding turn-taking in group music making Playing in time	Taking on different roles in group music making, for example, accompaniment, lead  Using technology as a tool for music and performance.		Holding and playing instruments and using their voices safely and correctly	Holding and playing instruments and using their voices safely and correctly

