

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 Ol. 2, 3, 4, 5, 6, 7, 8.

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

Aboriginal and Torres Strait Islander Histories and Cultures Ol. 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.



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

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



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ELEMENTS OF MUSIC (Continued)

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ΤF	XT	11	R	F

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 repertoire studied chords),

Polyphonic (two or more independent layers played

simultaneously)

Horizontal and vertical layers appropriate to styles and Homophonic & polyphonic writing Countermelody White noise

SKILLS

Discriminating between sounds and silence

Moving and performing with an understanding of beat and tempo

Demonstrating the difference between singing and speaking voice

Discriminating between loud and soft, long and short, high and low

Recognising familiar instrument timbres

Using technology as a tool for music learning

Holding and playing classroom instruments safely and correctly

Understanding turn-taking in group music making Playing in time

Matching pitch and showing the direction of a tune with gesture or drawings

Recognising the differences between notes moving by steps and leaps

Discriminating between rhythm and beat

Demonstrating beat and tempo changes

Matching and varying dynamics

Varying instrumental timbres to create expressive effects

Using instruments and voices safely and correctly in the classroom

Taking on different roles in group music making, for example, accompaniment, lead

Using technology as a tool for music and performance.

rhythmic groupings

Singing and playing independent parts against contrasting parts

Recognising instrumental and vocal timbres and digitally generated sounds

Using available technology and digital media as a tool for music learning

Holding and playing instruments and using their voices safely and correctly

Listening to others controlling volume and tone in ensemble activities.

Identifying and notating metre and Recognising rhythmic patterns and Recognising rhythmic patterns and beat groupings

> Discriminating between pitches, recognising intervals and familiar chord progressions

Identifying and notating metre and Identifying and notating metre and rhythmic groupings Aurally identifying layers within a texture

Imitating simple melodies and rhythms using voice and instruments

Performing with expression and technical control, correct posture and safety

Understanding their role within an ensemble, balancing and controlling tone and volume

Using technology as a tool for music learning and to record their music

Holding and playing instruments and using their voices safely and correctly

beat groupings

Discriminating between pitches, recognising intervals and familiar chord progressions

rhythmic groupings Aurally identifying layers within a texture

Imitating simple melodies and rhythms using voice and instruments

Performing with expression and technical control, correct posture and safety

Understanding their role within an ensemble, balancing and controlling tone and volume

Using technology as a tool for music learning and to record their music

Holding and playing instruments and using their voices safely and correctly



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GENERAL CAPABILITIES - embedded in this activity

Literacy	Numeracy	Critical and Creative	Intercultural	Personal and Social
Comprehend Texts	Understand and use numbers in	Thinking	Understanding	Capability
Navigate, read and view learning	context	Pose questions Identify and clarify information and ideas	Investigate culture and cultural identity Explore and compare cultural knowledge, beliefs and practices	Recognise emotions
texts	Recognise and use patterns and relationships			Recognise personal qualities and
Listen and respond to learning area texts				achievements
	Interpret and apply proportional	Organise and process information	•	Understand themselves as learners
Interpret and analyse area texts	reasoning	Imagine possibilities and connect	Develop respect for cultural diversity	Develop reflective practice
Compose Texts	Interpret chance events	ideas	Communicate across cultures	Express emotions appropriately
Compose spoken, written, visual and multimodal learning area		Consider alternatives	Consider and develop multiple perspectives Empathise with others	Develop self-discipline and set
texts		Seek solutions and put ideas into		goals
Use language to interact with	Information and	action		Work independently and show initiative
others		Think and Thinking Reflect on processes Transfer knowledge into new contexts	Reflect on intercultural experiences	Become confident, resilient and adaptable
Deliver Presentations	communication (ICT)			
Use knowledge of text structures	Technology Capability		Challenge stereotypes and prejudices	Appreciate diverse perspectives
Use knowledge of text cohesion	Identify the impacts of ICT in society Define and plan information searches Locate, generate and access data and information Select and evaluate data and information	contexts	Mediate cultural difference	Contribute to civil society
Use knowledge of sentence			Wicalate Caltaral afficience	Understand relationships
structures Use knowledge of words and word				Communicate effectively
groups		Ethical Understanding		Work collaboratively
Express opinion and point of view		Describe ethical concepts, suchs as right andw wrong, honesty, fairness and tolerance	Describe effects of personal feelings and dispositions have on how people behave	Make decisions
Understand learning area vocabulary				Negotiate and resolve conflict
Use spelling knowledge		decisions about their actions and offer reasons why people's	Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views.	
Understand how elements create meaning	Generate ideas, plans and processes			

Collaborate, share and exchange