### Stage 1 Desired Results

**ESTABLISHED GOALS**

Knowledge and skills of Music:

- **Elements of Music** – Duration, Pitch, Dynamics, Expression, Form, Structure, Timbre and Texture

- Genres studied – Progressive Rock and Music for Small Ensembles

- Performing – solo and ensemble
- Listening and Analysing,
- Composing and Improvising

- ICT and Music software to compose music
- Online learning programs to facilitate knowledge acquisition

**Transfer**

*Students will be able to independently use their learning to…*

- Perform both solo and ensemble music integrating the Elements of Music
- Analyse music from different styles, genres and time periods using the Elements of Music – Pop Music, Music of the Stage, Indigenous Pop Music, and Progressive Rock and Music for Small Ensembles
- Aurally recognize the different features of the Elements of Music
- Students will be able to use the Elements of Music to Compose music in the styles, genres and time periods
- Demonstrate creativity, skill and innovation in their performances and compositions

**Meaning**

**UNDERSTANDINGS**

*Students will understand that…*

- How the elements of Music are

**ESSENTIAL QUESTIONS**

*Students will keep considering …*

- How does the same Element of Music contribute to the
How the elements of Music are manipulated to create a particular genre/style

<table>
<thead>
<tr>
<th>Acquisition</th>
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<tbody>
<tr>
<td><strong>Students will know…</strong></td>
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<tr>
<td><strong>Duration</strong> – rhythm, time signatures, metre, tempo, beat, silence</td>
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<td><strong>Pitch</strong> – melody and harmony and combinations of</td>
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<tr>
<td><strong>Dynamics and expression</strong> – volume, articulation and expressive symbols and interpretation</td>
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<tr>
<td><strong>Form and Structure</strong> – plan, design – progressive Rock and music for small ensembles genre features – The Axis of Awesome and the 4 Chord Song; Music of Queen, Pink Floyd, Meatloaf and composers such as Bela Bartok, Summer Nights, Video Killed the Radio Star Fugue for tin Horns, The Wiz - Listening and Word Setting, Do Re Me - Listening and Score Reading, intervals, Solid Rock – Goanna, Treaty – Yothu Yindi, Jessica Mauboy</td>
</tr>
<tr>
<td>Timbre – tone colour of each instrument and sound source through design and by interpretation, tone production</td>
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<td>Texture – layers of sound</td>
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</table>

| **Visible Learning** |
| **LEARNING INTENTIONS** |
| Perform both solo and in ensemble unassisted demonstrating competence of the use of the Elements of Music |
| Analyse listening pieces and scores demonstrating understanding of how the Elements of Music are combined to create genre and style |
| Compose music representative of each style/genre (Pop Music, Music of the Stage, Indigenous Pop Music, Progressive Rock and Music for Small Ensembles) |

| **SUCCESS CRITERIA** |
| Perform in time, clear tone production, ensemble communication, pitch and intonation accuracy, rhythmically correct, correct interpretation of style and genre through use of expressive and dynamic articulations |
| Recognise features of Pop Music, Music of the Stage, Indigenous Pop Music, Progressive Rock and Music for Small Ensembles form a given stimulus – both a musical score and an unprepared listening piece |
| Music composed will demonstrate features of the genre such as differing sections, manipulation of the elements of music such as: sections will show wide contrast in mood and feel, variety of use of pitch patterns and rhythm patterns, variety in accompaniment styles from broken chords to block chords, wide variety of chords used |
### Stage 2 – Evidence

**Achievement Standard:** Knowing – Elements of Music; Viewpoints; Types of Music – Genre and style; Skills, techniques and processes

**PERFORMANCE TASK(S):**
- Students will show that they really understand by evidence of …
- Performance practice – technical mastery of the elements of Music – Marking Rubric guidelines
- Live performance – solo and ensemble – Marking Rubric guidelines
- Score analysis short answer questions to particular styles of Music
- Composition reflecting the genre of music studied – Pop Music, Music of the Stage, Indigenous Pop Music; Progressive Rock and Music for Small Ensembles

**OTHER EVIDENCE:**
- Viva Voce – oral discussion of how the elements of music are used within the context of their performance of a piece of music and the interconnection of the Elements of Music to their Analysing and Composing

### Stage 3 – Learning Plan

**Formative Strategies**
- Performance - Verbal feedback during practice sessions
- Composition – during process, provide guidance on each section of music completed
- Instant – during practice sessions
- Written – online as teacher comments and suggestions

**Summary of Key Learning Events and Instruction:**
- Class ensemble performance piece to assess performance level – rhythm, time, pitch accuracy and stylistic awareness
- Elements of Music quiz

- Perform a range of music from Progressive Rock and Music for Small Ensembles:
  - Axis of Awesome – The 4 Chord Song
  - Queen – Bohemian Rhapsody
  - Led Zeppelin – Stairway to Heaven
  - Pink Floyd – Us and Them
  - Bela Bartok – Concerto for Orchestra – “Game of Pairs” Second Movement
  - Summer Nights
  - Video Killed the Radio Star
  - Fugue for tin Homs
  - The Wiz - Listening and Word Setting
  - Do Re Me - Listening and Score Reading, intervals
Compose a 4 chord song in the style of “The 4 Chord Song”
Compose a piece of music using Garage Band that represents Progressive Rock style.
Compose a piece of Music using Score Writer notation that represents Music for Small Ensembles in the style of Bela Bartok’s “Concerto for Orchestra” Game of Pairs – focusing on paired and contrasting intervals.

Analyze songs (Aurally and musical score) using the Elements of Music as a guide.

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<thead>
<tr>
<th>Action</th>
<th>Red Flags</th>
<th>SUCCESS CRITERIA and EXEMPLARS</th>
<th>Green Flags</th>
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<tbody>
<tr>
<td>Provide exercises that practice timing, intonation, tone, articulation. One on one learning of each element of Music to become competent. Provide individual lessons on each element as it relates to the style and genre – scaffold each element within the genre. Scaffold the composition process so that each section can reflect the style or genre – use others’ examples to copy then modify. Practice “Theme and Variations” skill in order to practice using the elements of Music to define style and use analysis pieces to assist with realization of genre.</td>
<td>Poor timing, intonation, tone, communication, articulation. Incorrect use of terminology. Incorrect understanding of Elements of Music. Incomplete composition, does not sound like the style or genre.</td>
<td>Solo Performance. Ensemble Performance. Score Analysis. Music Analysis. Understanding of Elements of Music. Complete Music composition: Progressive Rock. Complete Music composition: Music for Small Ensembles.</td>
<td>Competent timing, intonation, tone, communication, articulation. Uses terminology correctly. Understands Elements of Music. Competent recognition of elements of Music within genre. Composition reflects all the elements of Music and reflects stylistic features and sounds within the style.</td>
<td>Provide graded pieces of Music that challenge timing, intonation, tone, communication, articulation. Provide graded scores and pieces to extend knowledge of the elements of Music. Using the same elements, change the genre to see if student can produce a new piece to reflect the new genre.</td>
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Section 1 – Term overview

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td><strong>The Four Chord Song</strong></td>
<td><strong>Music of the Stage</strong></td>
<td><strong>Pop Music - The fabulous 80’s</strong></td>
<td><strong>Indigenous Rock Music - The 00’s</strong></td>
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<tr>
<td><strong>Thursday</strong></td>
<td><strong>Thursday</strong></td>
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**Content**

**Making**
- Performance
  - Keyboards, Guitars, and Band Instruments
  - Axis of Awesome Class
  - Solo’s (Student choice)
- Composition
  - Axis of Awesome 4 Chord Song – understanding 4 chord progression – I V iv V
  - Writing a melody over chord progressions

**Responding**

- **Listening**
  - Fugue for tin Horns
  - The Wiz - Listening and Word Setting
  - Do Re Me - Listening and Score Reading, intervals

**Resources:**
- Program booklet
- Sheet music – songs
- Listening pieces – mp3’s
- Movie clips
- Worksheets
- Mp4 Movies
- iPAD’s and MacBooks with Garage Band and ‘Yousicion’ app
- Xbox360 Gaming console and music games – Lips and Rock Band
- Grease DVD

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**Making**

- Performance
  - Keyboards, Guitars, and Band Instruments
  - Summer Nights Class
  - Solo’s (Student choice)

**Responding**

- **Listening**
  - Video Killed the Radio Star (1980) Class Arrangement
  - Solo’s (Student choice)

**Composition**

- Electro Pop Composition in the 80’s Pop style using Garage Band

**Responding**

- **Listening and Score Reading**
  - Video Killed the Radio Star (1980)

**Resources:**
- Program booklet
- Sheet music – songs
- Listening pieces – mp3’s
- Movie clips
- Worksheets
- Mp4 Movies
- iPAD’s and MacBooks with Garage Band and ‘Yousicion’ app
- Macbooks with Score Writer app
- Mp4 Movies
- iPAD’s and MacBooks with Garage Band and ‘Yousicion’ app
- Xbox360 Gaming console and music games – Lips and Rock Band
- The Sapphires DVD songs representative of Aboriginal and Torres Strait Islander Music
### Assessment
- Making Performance
  - Axis of Awesome Class Ensemble

### Composition
- 4 Chord Song (Melody and Garage Band Arrangement)

### Responding
- Listening and Score Reading
  - Axis of Awesome Arrangement

### Making Performance
- Solo

### Responding
- Listening and Score Reading
  - Do Re Me - Listening and Score Reading, intervals

### Making Performance
- Video Killed the Radio Star (1980) Class Arrangement

### Composition
- Electro Pop Composition in the 80’s Pop style

### Responding
- Listening – The Sapphires DVD songs representative of Aboriginal and Torres Strait Islander Music

### Making Performance
- Solo

### Listening and Score Reading
- Goanna’s Solid Rock

### Section 2 – Weekly Sequence (Note: this is only a guide and will be adjusted accordingly)

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The Four Chord Song Thursday</td>
<td>Music of the Stage Thursday</td>
<td>Rock Music - The fabulous 80’s Thursday</td>
<td>Rock Music - The fabulous 90’s Thursday</td>
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<tr>
<td></td>
<td>Thursday – First day students Course introduction and Outline</td>
<td>Monday – Public Holiday (Anzac) Revision for assessments Practice for assessments</td>
<td>Composition Electro Pop Composition in the 80’s Pop style Solo Performance</td>
<td>Revision for assessments Practice for assessments</td>
</tr>
<tr>
<td></td>
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<td>Revision for assessments Practice for assessments</td>
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<td></td>
<td>Yousician app for keyboard/Guitar Ensemble performance – Axis of Awesome Performance solo</td>
<td>Monday – St James Feast Day to GYC Solo practice for assessments Friday – May Ball</td>
<td>Wednesday – SJCC Athletics Carnival Thursday - Public Holiday (Hobart Show) Friday – Student Free Day</td>
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<td>2</td>
<td>Monday – Public Holiday (Hobart Regatta) Class Creative integrated Project – Axis of Awesome – Musicology and Composition – What is a 4-chord song? Practice writing 4 chords in C Major Solo Performance</td>
<td>Thursday – Yr 10 Introduction to GYC</td>
<td>Monday – St James Feast Day to GYC Solo practice for assessments Friday – May Ball</td>
<td>Wednesday – SJCC Athletics Carnival Thursday - Public Holiday (Hobart Show) Friday – Student Free Day</td>
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<tr>
<td>Page</td>
<td>Date</td>
<td>Event</td>
<td>Assessments</td>
<td>Additional Activities</td>
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<td>3</td>
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<td>Friday – SJCC Swimming Carnival</td>
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<td>All Week – PAT testing Gold Assessments – Listening and Score Reading test – Goanna’s Solid Rock</td>
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<td>Class Creative integrated Project – Axis of Awesome – Musicology and Composition – practice writing 4 chord sequences using score writer Practice writing a melody using pentatonic scale in C Ensemble performance – Axis of Awesome</td>
<td>Assessment Composition Electro Pop Composition in the 80’s Pop style Solo Performance</td>
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<td>4</td>
<td>4</td>
<td>Tuesday – 12pm – Opening Mass</td>
<td>Assessment Performance Solo those on camp next week</td>
<td>Monday – St Mary of the Cross Feast Day (with SHG) Rehearsal for MADD concert</td>
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<tr>
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<td></td>
<td>Class Creative integrated Project – Axis of Awesome – Musicology and Composition – Stage 1 - Introduction Solo Performance</td>
<td></td>
<td>All Week – PAT catch up’s Assessments Performance Solo Practice</td>
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<td>Wednesday – Friday – 7/8 Camp</td>
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<td>Wednesday – Yr 9 TMAG</td>
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<td>5</td>
<td>5</td>
<td>Wednesday – 9/10 Reflection Day</td>
<td>Assessment Performance Solo those not on camp</td>
<td>Rehearsal for MADD concert</td>
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<td></td>
<td>Class Creative integrated Project – Axis of Awesome – Musicology and Composition Stage 2 - Verse Solo Performance - own choice</td>
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<td>Assessments Performance Solo</td>
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<td>Thursday 7/8 Reflection Day</td>
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<td>Wednesday – Ash Wednesday Liturgy AM</td>
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<td>Friday – SRC Planning Day</td>
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<td>Week</td>
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<tr>
<td>6</td>
<td>The Four Chord Song Thursday</td>
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<td>Rock Music - The fabulous 80's Thursday</td>
<td>Rock Music - The fabulous 90's Thursday</td>
</tr>
<tr>
<td></td>
<td><strong>Class Creative integrated Project – Axis of Awesome – Musicology and Composition - Stage 3 - Chorus</strong> Ensemble performance – Axis of Awesome</td>
<td>Grease DVD – representative Songs</td>
<td>Rehearsal for MADD concert</td>
<td>Ensemble performance for Assembly</td>
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<tr>
<td>7</td>
<td>Monday – Public Holiday (8 Hour Day) <strong>Ensemble Performance Lanterns</strong></td>
<td>The Musical - Fugue for tin Horns - Listening and Score Reading Ensemble Performance – Summer Nights from Grease Friday – Subject data on reports complete</td>
<td>Bump in of MADD concert</td>
<td>Wednesday morning – Formal Assembly Solo performance Friday – Subject data on reports complete</td>
</tr>
<tr>
<td>8</td>
<td><strong>Class Creative integrated Project – Axis of Awesome – Musicology and Composition - Stage 4 - Outro</strong> Ensemble Performance Good Friday – Easter holiday</td>
<td>Monday – Public Holiday (Queens Birthday) The Musical - Do Re Me - Listening and Score Reading, intervals Solo Performance Friday – All data entered on reports</td>
<td>Wednesday – MADD rehearsal Day Bump out of MADD concert Analysis of MADD concert and reflection</td>
<td>Monday – Orientation Day for new students Wednesday – All data entered on reports Solo performance All week – 9/10 Outdoor Education Camp</td>
</tr>
<tr>
<td>9</td>
<td>Monday and Tuesday - Easter Holiday <strong>Class Creative integrated Project – Axis of Awesome – Musicology and Composition – Final stage – Import into Garage Band and arrange with drums</strong> Ensemble Performance</td>
<td>Tuesday – All reports to LT The Musical - The Wiz - Listening and Word Setting Ensemble Performance</td>
<td>The Sapphires DVD</td>
<td>Tuesday – Thanksgiving and Graduation Mass Tuesday – All reports to LT Wednesday – Yr 10 GYC Orientation Day Solo performance Friday – Primary Christmas Concert</td>
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<tr>
<td>10</td>
<td><strong>Class Creative integrated Project – Axis of Awesome</strong></td>
<td>Wednesday morning – Formal Assembly Wednesday morning – Formal + NAIDOC Assembly</td>
<td>Wednesday morning – Formal Assembly</td>
<td>No Year 10 this week Tuesday – Reports to parents</td>
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</tbody>
</table>
### Action

Provide exercises that practice timing, intonation, tone, articulation, and awareness

Provide individual lessons on each element as it relates to the style and genre – scaffold each element within the genre

Use visual and sound representations to improve instrument recognition and communication

Incorrect use of terminology

Listening awareness

Uses terminology correctly

Provide graded listening pieces to extend knowledge of the elements of Music

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### Success Criteria and Exemplars

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<td>Provide graded pieces of Music that challenge timing, intonation, tone, articulation, communication, and awareness</td>
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**Project – Axis of Awesome – Musicology and Composition – Final stage – Convert into mp3**

Assessment Ensemble performance – Lanterns

Wednesday morning – Formal Assembly

Assembly Solo Performance

Thursday - Reports to parents

NAIDOC Assembly Bump out of NAIDOC concert Solo Performance

Tuesday – Reports to parents

Wednesday – Awards Assembly

Thursday – Last day for students

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Instrument recognition and terminology
Matching games – terminology with symbol and/or sound

Understanding of Elements of Music

Understands Elements of Music
Competent recognition of elements of Music within genre

Guided step by step procedure to put together a composition to assist with realization of genre
Incomplete composition, does not sound like the style or genre

African Music composition
Musical Notation

Composition reflects all the elements of Music and reflects stylistic features and sounds within the style

Using the same elements, change the genre to see if student can produce a new piece to reflect the new genre
Extend the composition to include new and contrasting sections