| TERM 1 – Australian Rock | | |
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| **TIMING**<br>Weeks:<br>11 | **Australian Rock**<br>This first unit of study encompasses the birth and development of the Australian Rock scene. Political, geographical, cultural and artistic factors are considered when discussing the repertoire, with the aim to connect the music directly to the historical climate of the 1900's.  Students take ownership of their learning through the completion of a summative assessment task, which involves selecting an Australian rock artist to conduct further research on. Afterwards, students form groups and select their own roles for a final end of term performance of an Australian Rock piece. Student's are refreshed on their knowledge of the 6 musical concepts, as these are used to analyse iconic songs from the genre. | |
| | **UNIT OVERVIEW** | **ASSESSMENT** |
| | Theory:<br>• Welcome to year 8 Music<br>• Assessment overview<br>• Entry level diagnostic quiz (formative)<br>• New Term Topic – Australian Rock<br>• Political, geographic, historical, cultural and social contexts are established for the students to understand the scope of this musical period.<br>• Birth and development of the Australian Rock scene.<br>• The Australian rock genre is studied and analysed in terms of the 6 musical concepts:<br><br>**Duration**<br>**Dynamics**<br>**Texture**<br>**Tone Colour**<br>**Pitch**<br>**Structure** | Practical:<br>• Australian Rock icons studied include: ACDC, Jet, Silver Chair, Wolf Mother, Eskimo Joe, Cold Chisel<br>• Performance basics, rehearsal etiquette, chord progressions, seventh Chords, time keeping.<br>• In class presentation of work for peer review | **Task Number 1**<br>Nature of Task: Musicology Research – Australian Rock<br>Percentage: 60%<br>Week 8<br>Reported: Semester 1 |

| TERM 2 – Digital Music Production |
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**Digital Music**

This unit explores the manners in which computers and technology have been utilised to create music. Students acquire, develop then apply new skills in order to produce their own electronic music. Students learn to utilise a variety of tools such as DAWs, online sequencers, MIDI editors, and music production games. The Concepts of music are explained further and utilised to analyse pieces from various digital music genres.

| UNIT OVERVIEW | | ASSESSMENT |
|---|---|---|
| Theory:<br><br>• Revision of previous topic – Australian Rock<br>• Introduction to the new term topic – Digital music Production<br>• Assessment overview for the term – Composition basics<br>• Revision of theoretical concepts (note values, music reading etc.)<br>• Digital composition task tutorial<br>• Origins of Computerised music<br>• DAW (Digital Audio Workstations)<br>• Layouts and features for various DAWs | Practical:<br><br>• MIDI (Musical Instrument Digital interface)<br>• Piano Roll and editing in DAW's – Bandlab and MIDI editors<br>• Basic music production and editing<br>• Creative and Teambuilding Activities<br>• Mixing and production<br>• How to study and organise notes for the Yearly Examination<br>• Formative Half Yearly Diagnostic Exam | **Task Number: 2**<br>Nature of Task: Composition<br>Percentage: 40%<br>Week 5<br>Reported: Semester 1 |

**TIMING**
Weeks: 10

| TERM 3 – Jazz Introduction |
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**Cool Jazz**

Basics of Jazz such as blues and gospel are revised for the students to build an understanding of the subsequent sub-genres. Brief social and historical context is set which introduces students to the North American lifestyle and music of the early 20$^{th}$ Century. The unit then quickly progresses to Cool Jazz and the use of modes for both composition, and improvisation. Students then research and develop their improvisation skills, before learning to play a few simple Jazz pieces.

**TIMING**
Weeks: 10

| UNIT OVERVIEW | | ASSESSMENT |
|---|---|---|

| | Theory: <br> • Introduction to the new term topic – Jazz <br> • Assessment overview – Performance basics <br> • Revision of previous term - Digital Music Production <br> • Overview of the 12-bar blues and early Jazz <br> • Holler/field chants <br> • Early Blues <br> • Historical overview of North American slave culture and early 20th century history <br> • Slave importation, trade routes, musical influences, cultural influences <br> • Preparation for the Yearly Examination | Practical: <br> • Composing blues <br> • Summative Assessment – Group and or solo performance <br> • Formative research task on a selected Cool Jazz Musician. Subsequent design of a Jazz poster. <br> • Research into the following key artists (or student's choice): <br> Miles Davis <br> David Brubeck <br> Chet Baker <br> Stan Getz | **Task Number 3** <br> Nature of Task: Performance – Jazz <br> Percentage: 40% <br> Week: 6 <br> Reported: Semester 2 |
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| | **TERM 4 – Piano / Keyboard - Level 2** | | |
| | **Piano Studies** <br> Students are shown how to utilise the keyboard in creative ways, especially for composition. Students revise their keyboard studies from the previous year, then use this foundation to learn some advanced principles of the instrument. Various creative resources and activities are utilised for the students to experience a holistic view of the instrument. The final yearly music examination summarises the student's knowledge of all theoretical components covered throughout the year, with a view to preparing them for the Stage 5 Elective music course. | | |
| | **UNIT OVERVIEW** | | **ASSESSMENT** |
| **TIMING** <br> Weeks: 11 | Theory: <br> • Introduction to the new term topic – Pian/Keyboard level 2 <br> • Revision of previous term - Jazz <br> • Comprehensive revision for Yearly Examination <br> • Topics, vocabulary, theory, answering questions succinctly <br> • Revision of keyboard and piano skills (from early stage 4) <br> • Note names, position of keys, advanced fingering <br> • Yearly Examination (Summative Assessment) | Practical: <br> • Chords – Basic triads <br> • Scales – Major and Minor <br> • Study of famous piano composers - Beethoven and Mozart <br> • Progressions -I IV V, I VI IV V, II V I <br> • 4 chord songs <br> • Different Styles of Piano Playing - Blues, Pop, Rock <br> • Basic Improvisation\Timing and group work including Tonic + Guide Tones <br> • Pentatonic scales <br> • EOY teambuilding activities | **Task Number: 4** <br> Nature of Task: Yearly Theory and Aural Examination – All topics <br> Percentage: 60% <br> Week 3 <br> Reported: Semester 2 |