#### **TERM 1 – Australian Rock**

### **Australian Rock**

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. Students are refreshed on their knowledge of the 6 musical concepts, as these are used to analyse iconic songs from the genre.

	Rock piece. Students are refreshed on their knowledge of the 6 musical concepts, as these are used to analyse iconic songs from the genre.		
	UNIT OVERVIEW	ASSESSMENT	
	<ul> <li>Entry level diagnostic quiz (formative)</li> <li>Political, geographic, historical, cultural and social contexts are established for the students to understand the scope of this musical period.</li> <li>Birth and development of the Australian Rock scene.</li> <li>The Australian rock genre is studied and analysed in terms of the 6 musical concepts:</li> </ul>		
TIMING Weeks: 11	Duration Dynamics Texture Tone Colour Pitch Structure   Australian Rock icons studied include: ACDC, Jet, Silver Chair, Wolf Mother, Eskimo Joe, Cold Chisel Performance basics, rehearsal etiquette, chord progressions, seventh chords, time keeping. Formal assessment task - musicology research project In class presentation of work for peer review	Task Number: 1 Musicology Research Percentage: 60% Week 8 Reported: Semester 1	

# **TERM 2 – Digital Music Production**

## **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.

NIT OVERVIEW	ASSESSMENT
<ul> <li>Revision of previous topic – what was learnt in the previous term.</li> <li>Revision of theoretical concepts (note values, music reading etc.)</li> <li>Digital composition task tutorial</li> <li>Origins of Computerised Music</li> <li>DAW (Digital Audio Workstations)</li> <li>Layouts and features for various DAWs</li> <li>MIDI (Musical Instrument Digital interface)</li> <li>Piano Roll and editing in DAW's – Bandlab and MIDI editors</li> <li>Basic music production and editing</li> <li>Texture, Structure, Tone Colour</li> <li>Creative and Teambuilding Activities</li> <li>Mixing and production</li> <li>Yearly Examination revision</li> <li>Mock Half yearly quiz</li> </ul>	Task Number: 2 Composition portfolio Percentage: 40% Week 5 Reported: Semester 1

# TIMING Weeks: 10

#### **TERM 3 – Jazz Introduction**

### **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<sup>th</sup> 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

UNIT OVERVIEW	ASSESSMENT
Revision of the 12-bar blues and early Jazz Holler/field chants Early Blues Historical overview of North American slave culture and early 20 <sup>th</sup> century history Slave importation, trade routes, musical influences, cultural influences Composing blues Summative assessment – group and or solo performance Formative research task on a selected Cool Jazz Musician. Subsequent design of a Jazz poster. Research into the following key artists (or student's choice): Miles Davis David Brubeck Chet Baker Stan Getz Preparation for the Yearly Examination	Task Number: 3 Performance Percentage: 40% Week 6 Reported: Semester 2

# TERM 4 – Piano / Keyboard - Level 2

#### **Piano Studies**

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 students' 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 Weeks:10	<ul> <li>Comprehensive revision for Yearly Examination</li> <li>Topics, vocabulary, theory, answering questions succinctly</li> <li>Revision of keyboard and piano skills</li> <li>Note names, position of keys, fingering</li> <li>Chords – Basic triads</li> <li>Scales – Major and Minor</li> <li>Yearly Examination (Summative Assessment)</li> <li>Composers - Beethoven and Mozart</li> <li>Progressions -I IV V, I VI IV V, II V I</li> <li>4 chord songs</li> <li>Styles of Playing</li> <li>Blues, Pop, Rock</li> <li>Basic Improvisation\Timing and group work including Tonic + Guide Tones</li> <li>Pentatonic scales</li> <li>EOY teambuilding activities</li> </ul>	Task Number: 4 Yearly Examination Percentage: 60% Week 3 Reported: Semester 2		