

YEAR 8

... AND ALL THAT JAZZ (AND BLUES)!

How can we express ourselves through Art?

"Art can communicate people's collective experiences."

Health & Social Education

In this unit students will look at culture through the medium of music. Musical structure will be used as a basis for creating and performing jazz and blues composition.

Assessment

Criteria A: Musicianship test on chord recognition, blues scales, and rhythms.

Criteria B: Compose – using appropriate instruments, structure, key/chords, rhythm and melody – a 12 Bar Blues piece using Garage Band.

Criteria C: Reflect on your research, composition and learning processes.

Complete regular entries into Developmental Workbook.

Criteria D: Investigate/research the history and purpose of Blues; investigate the structure and patterns evident in 12 Bar Blues (harmony, rhythm, words, melody); identify the instruments used originally in Blues and the development in later years.

MEDIEVAL MUSIC

How do the Arts evolve over time?

"The Arts are capable of growth, change, and even death."

Human Ingenuity

In this unit students will look at how Medieval culture has initiated and developed music as an art form. Students will explore Medieval compositional devices to create their own music.

Assessment

Criteria A: Complete a Music Theory test on the musical terms and concepts covered during the unit.

Criteria B: In small groups **compose** a piece of music using drones with a given melody.

Criteria C: Reflect on your research and plan directions of investigation. Record your thoughts and findings in your Developmental Workbook. Complete the 'End of Unit Reflection and Evaluation Sheet'

Criteria D: Investigate Medieval Music instruments and types of performances. Create an informative poster about Medieval performances.

YEAR 9

FAMOUS FANFARES

How is art used to help communities?

“Art helps us relate to the world, and our intentions be understood by individuals and communities.”

Community and Service

In this unit students will look at how music can enhance an event, and tackle the challenge of composing music to a brief.

Assessment

Criteria A: Study and analyse the content and purpose of fanfares in various contexts (royalty, sports events, film companies). Complete a musicianship test on the aural and theoretical content of fanfares.

Criteria B: Using the analysis as a guide, compose and a 30 second fanfare for a film company. The fanfare must comply to three companies 'Music Brief'

Criteria C: Regular reflections in Developmental work books. Writing includes reflection on learning progress, growth, and composition development in class.

Criteria D: Self assessment of personal engagement during the unit.

ROCKIN RIFFS

How are we influenced by Music?

“Art sustains, transforms, and expands conventions of the self.”

Health & Social Education

In this unit students will look at how popular music has developed and the influence pop music has on individuals.

Assessment

Criteria A: Research contemporary song structure. Describe and explain the structure of a 'successful' pop/rock song. Present information as a brochure promoting 'How to write a hit song.'

Criteria B: Use structural components of the pop song form to remix traditional music.

Criteria C: Regular reflections on tasks 1 and 2 in developmental workbooks.

Criteria D: Self-assessment of engagement in group and individual activities during the unit.

YEAR 10

THINGS THAT MAKE YOU GO AH!

How does art reflect/communicate messages?

“The arts are nothing if they are not responsive to people.”

Human Ingenuity

Students will be expected to focus on skills and technologies used in film music and implement these techniques in their own artwork.

Assessment

Criteria A: Research of film music. Create a film discography for a movie complete with thoughtful analysis of the film’s theme song.

Criteria B: Compose music for a short film extract using GarageBand and present to class.

Criteria C: Reflect on your composition and discography, and record your thoughts and findings in your Developmental Workbook.

Criteria D: assessed throughout unit.

STOMP IT OUT

How can we use our environment and its components in a creative manner?

“Aesthetics are a natural and important part of our encounter with life.”

Environments

Students will

Assessment

Criteria A: Analysis of percussive composition and performance focusing on the musical elements developed in the music.

Criteria B: In groups of four, rehearse and refine a percussive performance from the music given to you by your teacher OR create your own musical work. Movement can be included.

Criteria C: Reflect on your research and plan directions of investigation. Record your thoughts and findings in your Developmental Workbook.

Criteria D: Create a working instrument using only everyday objects. Explain how your concept embraces the idea of “environmental” music or sound.

YEAR 11

PROTEST SONGS

How do the Arts develop ideals and influence thinking?

“Art has the power to challenge social norms and acts as a catalyst for change.”

Community & Service

In this unit students will investigate role art has as catalyst for social change. C & S was chosen as the intent of the unit is to expose how art can be used to communicate individual & community views on current events and societal norms (and in turn benefit the community)

Assessment

Criteria A: Students will analyse and compare protest songs (covering structure, key changes, riffs, bass lines, rhythmic motif, melody, lyrics).

Criteria B: Students will select, interpret and perform with a level of accuracy protest music from an artist of their choice.

Criteria C: student will complete reflections on classroom activities and learning. Frequent records of thoughts and ideas in Developmental Workbook and student engagement during classroom activities and protest song investigation will be assessed.

Criteria D: Students will investigate a reggae artist in groups and present findings to the class.

MUSICAL SAVANTS

How is form and structure used in the arts?

“For any complex human enterprise, there must be a set of underlying fundamental ideas and skills.”

Human ingenuity

In this unit students will look at how composers utilize structure, direction, and technical devices to create innovative and influential music.

Assessment

Criteria A: Expert talk: analyse a musical form favoured by a composer and teach the class about this form, using musical examples from the composers portfolio of works.

Criteria B: Compose and perform/present a short composition that demonstrates a form that is favoured by one of the group’s chosen composers.

Criteria C: Reflect on your progress, development, final product of your composition. Record your thoughts and ideas regularly in your Developmental Workbook.

Criteria D: Individual research on an influential composer in Western Music. Received as a whole class ‘expo’ situation.