








Lanyon High School



MUSIC YEAR 7

Curriculum	Achievement standard	By the end of Year 7 and 8, students analyse how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience. They evaluate the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to composing, performing and/or responding to music. Students demonstrate listening and aural skills when composing and performing. They manipulate elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning. They notate, document and/or record the music they compose. They manipulate elements of music when performing their own and/or others’ music. They demonstrate performance skills when performing music for audiences.																	
Teaching and learning	Term overview	<div>Semester</div> <div>Unit Overview</div> <p>In this band, learning in Music builds on each student’s prior learning and experiences. Students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways, and continue to develop their connection with and contribution to the world as composers and performers and as audiences. They work individually and in collaboration with peers and teachers.</p> <p>Students explore music in local, regional, national and global contexts such as music used in multi-arts, trans-disciplinary or hybrid forms, or music from countries or regions of Asia. They take opportunities to engage with living composers and performers, and expand their awareness of the diversity of music practices, genres and/or styles.</p> <p>The unit will provide opportunities for students to:</p> <ul style="list-style-type: none">• listening to live or recorded music and identifying stylistic characteristics; for example, analysing how elements of music are manipulated and how compositional devices are used; then using this information to describe features of a style or to inform their performance of music in that style• interpreting music that is notated/documented in a range of formats, such as graphic or interactive scores, staff notation or tablature (TAB) and recordings; for example, using a recording and a chart that includes melody, form and harmony/chords to develop an arrangement of a song• planning performances, rehearsing and performing their own vocal and/or instrumental compositions, individually or in a group, paying attention to expressive skills that convey stylistic understanding, such as articulation and accents <p>Understandings and skills</p> <ul style="list-style-type: none">• High and Low Pitch, The Piano Keyboard, Notes on the Stave, Clefs, Beats and Bars, Note Values, Beams and Dots and Time Signatures.• Investigate the ways that composers and/or performers use the elements of music and/or compositional devices in music composed across cultures, times, places and/or other contexts• Develop and practise listening/aural skills and vocal and/or instrumental skills/techniques for manipulating elements of music to achieve expressive effects• Perform music using relevant vocal and/or instrumental techniques and performance skills																	
	Cross curriculum priorities General capabilities	<div><div> Literacy</div><div> Numeracy</div><div> ICT capability</div><div> Critical and creative thinking</div><div> Personal and social capability</div><div> Aboriginal and Torres Strait Islander histories and cultures</div></div>																	
Assessment	Evidence types Teachers will make judgements and provide feedback	Teachers make judgments about evidence of student learning against the Australian Curriculum achievement standard. During moderation processes, teachers engage in professional conversations to share their observations and judgments about evidence in student work. Schools and school clusters conduct moderation to improve the consistency, comparability and defensibility of teacher judgments, to ensure teacher judgments are as valid, reliable and fair as possible.																	
		Students will be continually assessed throughout the semester on a variety of classwork and project based tasks including:																	
		<table><tr><th colspan="4">10 Week Course</th></tr><tr><td>Week 5</td><td>Research Assignment - Musician</td><td>Week 7</td><td>Music Theory and Literacy</td></tr><tr><td>Week 6</td><td>Aural Exam - Listening Exam</td><td>Week 9</td><td>Music Practical Exam</td></tr><tr><td>Ongoing</td><td>Classwork on Music Genres and Styles</td><td></td><td></td></tr></table>				10 Week Course				Week 5	Research Assignment - Musician	Week 7	Music Theory and Literacy	Week 6	Aural Exam - Listening Exam	Week 9	Music Practical Exam	Ongoing	Classwork on Music Genres and Styles
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