








Lanyon High School



MUSIC YEAR 8

Curriculum	Achievement standard	By the end of Year 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">accessing and researching music through live or recorded/streamed performances to analyse performers’ interpretations of composers’ intentions; for example, using recordings and score/s or chart/s or other information such as an interview or review to identify how performers have interpreted a composer’s intentions, such as tempo choices, instrumentation, feel or articulationexperimenting with ways in which vocal/instrumental techniques can be used to manipulate elements of music to achieve intended effects, such as an expressive sound that is typical of a particular style, and transcribing or documenting their ideas as a reference for future performances or compositioninvestigating and trialling ways of realising stylistic features when rehearsing; for example, using effects such as distortion, decay or delay, or using accent/stress to achieve a stylistic feel when interpreting melodies or rhythmic patternsrehearsing a range of music in solo and ensemble activities for performance to a variety of audiences <div>Understandings and skills</div> <ul style="list-style-type: none">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 contextsDevelop and practise listening/aural skills and vocal and/or instrumental skills/techniques for manipulating elements of music to achieve expressive effectsInterpret music in a variety of forms and/or styles, manipulating elements of music and employing relevant vocal/instrumental techniquesPerform 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 - Instrument</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 - Instrument	Week 7	Music Theory and Literacy	Week 6	Aural Exam - Listening Exam	Week 9	Music Practical Exam	Ongoing	Classwork on Music Genres and Styles
10 Week Course																			
Week 5	Research Assignment - Instrument	Week 7	Music Theory and Literacy																
Week 6	Aural Exam - Listening Exam	Week 9	Music Practical Exam																
Ongoing	Classwork on Music Genres and Styles																		