








Lanyon High School



MUSIC ELECTIVE YEARS 9 and 10

Curriculum	Achievement standard	<p>By the end of Year 10, students analyse ways composers and/or performers use the elements of music and compositional devices to engage audiences. They evaluate how music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how music is used to celebrate and challenge perspectives of Australian identity.</p> <p>Students demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation. They notate, document and/or record their music. They apply knowledge of styles and/or forms when performing their own and/or others' music. They demonstrate appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences.</p>																			
Teaching and learning	Term overview	<p style="text-align: center;">Semester</p> <p>Unit Overview In Music students will continue to learn about and build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.</p> <p>The unit will provide opportunities for students to:</p> <ul style="list-style-type: none"> • Work with increasing independence and develop the skills to be critical and reflective thinkers, • Develop aesthetic knowledge and understanding about arts practices and skills • Use their imagination to produce, observe, express, respond to and communicate ideas and perspectives to create original photographs • Build and develop skills through a range of techniques, process and digital technologies • Develop knowledge and an understanding of various past and present music • Share work and ideas with an audience • Engagement with the diverse and continuing cultures, arts works and practices of First Nations Australians <p>Understandings and skills</p> <ul style="list-style-type: none"> • Listen to, compose and perform music from a diverse range of styles, cultures, traditions and contexts. • Create, organise, manipulate and share sounds in time and space, and critically analyse music. • Practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement and experiences. 																			
	Cross curriculum priorities General capabilities	<div>  Literacy  Numeracy  ICT capability  Critical and creative thinking  Personal and social capability   Aboriginal and Torres Strait Islander histories and cultures </div>																			
Assessment	Evidence types Teachers will make judgements and provide feedback	<p>Teachers make judgments about evidence of student learning against the Australian Curriculum achievement standard.</p> <p>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.</p>																			
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