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| Year 10 Music curriculum and assessment plan  Example |

# Curriculum overview

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| Band description | Cohort description |
| In Music, students:   * continue to develop their aural skills as they build on their understanding and use of the elements of music * extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms * extend their use of and identification of timbre to discriminate between different instruments and different voice types * build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques * extend technical and expressive skills in performance from the previous band * draw on music from a range of cultures, times and locations as they experience music * explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region * learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies * learn that over time there has been further development of different traditional and contemporary styles as they explore music forms * reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music * explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music * evaluate performers’ success in expressing the composers’ intentions and expressive skills in music they listen to and perform * maintain safety, correct posture and technique in using instruments and technologies * build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music. | This year level plan has not been developed with a specific cohort in mind. It is provided as an example of the intent of the Australian Curriculum: Music, and reflective of QCAA advice and resources. |
| Course organisation |
| This year level plan is written with the consideration that all school scenarios for delivery of Music are unique. It is written to:   * offer units of work that could be adapted to suit multiple contexts as required by the school, including allocated time and resources * consider different types of assessment that are suitable for the Music learning area * provide examples for schools to adapt to their own contexts.   **Senior pathways**  Senior Music pathways are extremely diverse. Consideration of these pathways is necessary when designing a course of work — opportunities to develop the knowledge and skills necessary to succeed in these pathways should be evident across a course of study.  Senior pathways include: Music, Music Extension (Composition), Music Extension (Musicology), Music Extension (Performance) and Music in Practice. |

# Unit overview

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| Semester 1 | Semester 2 |
| Unit 1 — Rock and pop | Unit 2 — Love and loss |
| Viewpoint: How can music be used to express contemporary society?  Contemporary and popular music styles and genres are, in addition to being written and performed for entertainment, used as vehicles for social commentary, personal expression and identity.  In this unit, students will explore rock and pop music from a range of eras to current trends, and will investigate the role of technology in extending musical possibilities to communicate meaning in contemporary music. Students will examine and evaluate examples of rock and pop from a range of eras, experiment with performing their preferred style, and use technology to create their own contemporary composition. | Viewpoint: How can emotion be communicated through music?  At some point in our lives, we all experience the feelings of love and loss, and that composers have used the expressive powers of music to convey both emotions in all genres and styles throughout music history.  In this unit, students will make and respond to music in a broad range of genres and styles, with a central theme of ‘love’ or ‘loss’, including exploring the works of Aboriginal and Torres Strait Islander artists, to encourage a deeper understanding of cultures and perspectives. Students will examine how musical elements and skills are used, manipulated and developed to express emotion and apply this knowledge to inform their own composition and performance choices. |

# Assessment overview

|  | Semester 1 | | Semester 2 | |
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|  | Unit 1 — Rock and pop | Week/s | Unit 2 — Love and loss | Week/s |
| Assessment | Technique: Examination  Students will evaluate the manipulation of musical elements and compositional devices used to communicate meaning in a seen piece of rock or pop music (an option for each genre will be provided).  Format: Extended response items  Conditions:   * Up to 90 minutes, plus 10 minutes perusal * 200–500 words | Term 1    Week 8 | Technique: Extended response and Practical (Composition)  Part A: Students will analyse and evaluate a piece of music in communicating love or loss as chosen from a list provided by the teacher.  Part B: Students will compose a piece of music reflecting love or loss, using the extended response to inform and influence their composition and accompanied by a statement of compositional intent.  Format: Extended response items and compositions as a written score (traditional, graphic or contemporary), sound recording or both  Conditions:   * Extended response (Multimodal): 2–3 minutes — Part A * Practical (Composition): 12–16 bars or 1–1½ minutes as parts of a folio or continuous work  — Part B * Statement of compositional intent   + Written responses 50–100 words | Term 4  Week 3 |
| Technique: Practical (Performance)  Students will perform a piece of music in rock or pop style, accompanied by a performance statement.  Format: Playing instruments solo and/or in an ensemble and performance statement  Conditions:   * 1–2 minutes * Performance statement   Written responses 50–100 words | Term 2    Week 8 | Technique: Practical (Performance)  Students will perform a piece of music that communicates love or loss, accompanied by a performance statement.  Format: Playing instruments solo and/or in an ensemble and performance statement  Conditions:   * 1–2 minutes * Performance statement   + Spoken/signed responses 45 seconds to 1 minute. | Term 4  Week 8 |
| Technique: Practical (Composition)  Students will compose an original piece of rock or pop music, accompanied by a statement of compositional intent, using technology to enhance the intent of the piece.  Format: Compositions as a written score (traditional, graphic or contemporary), sound recording or both and statement of compositional intent  Conditions:   * 12–16 bars or 1–1½ minutes as parts of a folio or continuous work * Statement of compositional intent   + Written responses 50–100 words | Term 2    Week 8 |
| Achievement standard | By the end of Year 10, students [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) different scores and performances aurally and visually. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.  Students [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret), rehearse and perform solo and ensemble repertoire in a range of forms and styles. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and perform music with technical control, expression and stylistic understanding. They use aural skills to [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music. | | By the end of Year 10, students [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) different scores and performances aurally and visually. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.  Students [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret), rehearse and perform solo and ensemble repertoire in a range of forms and styles. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and perform music with technical control, expression and stylistic understanding. They use aural skills to [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music. | |
| Moderation | Calibration: The HOD will facilitate the moderation of three samples from each class two days after the examination has been administered. Class teachers will share the three samples and their judgments. The HOD will then facilitate professional conversations to reach consensus on the level of achievement to be awarded for each sample based on evidence in the student responses.  Conferencing: The class teacher will mark all performances after they have been filmed during live presentations. Once marking is completed, the class teacher will select one sample for each level of achievement for review by a teaching colleague. (The HOD will select pairs.)  Calibration: The HOD will select a sample of students (approximately 20%) from each class. The class teacher will mark sample students’ compositions and then meet with teaching colleagues to discuss grading across classes. Once consensus is reached, class teacher grades all compositions applying understanding gained during the calibration process. | | Calibration: The HOD will facilitate the moderation of three samples from each class two days after the submission of the extended response and composition. Class teachers will share three samples and their judgments. The HOD will then facilitate professional conversations to reach consensus on the level of achievement to be awarded for each sample based on evidence in the student responses.  Conferencing: The class teacher will mark all performances after they have been filmed during live presentations. Once marking is completed, the class teacher will select one sample for each level of achievement for review by a teaching colleague. (The HOD will select pairs.) | |

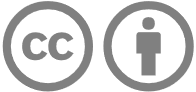
# Teaching and learning focus

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| Content descriptions | | | | | | | | |
| Making: Composing | Unit 1 | Unit 2 | Making: Performing | Unit 1 | Unit 2 | Responding | Unit 1 | Unit 2 |
| Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance | ü | ü | Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill | ü | ü | Evaluate a range of music and compositions to inform and refine their own compositions and performances | ü | ü |
| Manipulate combinations of the elements of music in a range of styles, using technology and notation | ü | ü | Perform music applying techniques and expression to interpret the composer’s use of elements of music | ü | ü | Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts | ü | ü |
| Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists | ü | ü |  |  |  |  |  |  |

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| General capabilities | Year 10 | |  | Cross-curriculum priorities | Year 10 | |
| Unit | 1 | 2 |  | Unit | 1 | 2 |
| Literacy | ✓ | ✓ |  | Aboriginal and Torres Strait Islander histories and cultures |  | ✓ |
| Numeracy |  | ✓ |  | Asia and Australia’s engagement with Asia |  |  |
| Information and communication technology |  | ✓ |  | Sustainability | ✓ |  |
| Critical and creative thinking |  | ✓ |  |
| Personal and social capability | ✓ |  |  |
| Intercultural understanding | ✓ | ✓ |  |
| Ethical understanding |  | ✓ |  |

# Planning considerations

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| Prior to implementation the teaching team will consider questions such as:   * Where has prior and future learning across the year level/band been reflected in the plan? * Are there adequate opportunities for students to develop depth of conceptual understanding and sophistication of skills across the year level/band? * Does the plan ensure adequate opportunities for students to demonstrate the achievement standard/s by the end of the year level/band? * Are the timing and demands of the planned assessment appropriate in relation to assessment of other learning areas and subjects taught in this year? * Are there any Indigenous cultural and intellectual property (ICIP) rights to consider? For guidance, see <https://smartcopying.edu.au/guidelines/copyright-basics/indigenous-cultural-and-intellectual-property-rights> * Do the assessment techniques and conditions offer a range and balance across the year/band? What strategies for authentication are included? * What moderation processes will be used? When will assessment and moderation occur? * Is the planned teaching, learning and assessment, sequence appropriate for reporting purposes? * Do strategies for differentiation and reasonable adjustments complement the teaching, learning and assessment sequence? * How will planned strategies for differentiation and reasonable adjustments impact other year level/band plans? |
| Following implementation, the teaching team will consider questions such as:   * Was the teaching, learning and assessment effective? * Are there opportunities to improve the effectiveness of the teaching, learning and assessment? If so, what? * Were there any common student misconceptions that need, or needed, to be clarified? * How do student outcomes in this year of learning impact on the planning of subsequent year level/band plans? |

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