Music in Practice 2024 v1.1

Applied senior syllabus

Contents

1 Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects. and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

2 Course overview

2.1 Rationale

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

2.2 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Use music practices.**

   When making, students use music elements and concepts, compositional devices and technical skills to compose and perform music works.

2. **Plan music works.**

   When responding, students analyse key features of context and purpose to plan music works. They make decisions, explore solutions and choose strategies to achieve goals.

3. **Communicate ideas.**

   When making, students use music elements and concepts, compositional devices and technical skills to compose and perform works that communicate ideas for a purpose within a context.

   When composing, they organise and synthesise music elements and concepts and compositional devices to make music works that communicate ideas.

   When performing, students use technical skills to interpret music elements and concepts and communicate ideas.

4. **Evaluate music works.**

   When responding, students evaluate strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Students select and use music terminology and language conventions when producing written, spoken or signed evaluations.

2.3 Designing a course of study in Music in Practice

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

2.3.1 Course structure

Music in Practice is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

2.3.2 Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the *QCE and QCIA policy and procedures handbook*, schools have autonomy to decide:

- how and when subject matter is delivered

- how, when and why learning experiences are developed, and the context in which learning occurs

- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

2.3.3 Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the *QCE and QCIA policy and procedures handbook*, schools have autonomy to decide:

- specific assessment task details

- assessment contexts to suit available resources

- how the assessment task will be integrated with teaching and learning activities

- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments

- complete at least one assessment for each unit

- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

2.3.4 Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

2.3.5 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history

- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English

- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples

- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

2.3.6 Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content

- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully

- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills.

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

2.3.7 Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

First Nations cultural and intellectual property in The Arts

The Australia Council for the Arts provides protocols for using First Nations cultural and intellectual property in The Arts, which are available at https://australiacouncil.gov.au/investment-and-development/protocols-and-resources/protocols-for-using-first-nations-cultural-and-intellectual-property-in-the-arts.

Music practices

Music is an aural art form based on organising sounds in time by applying and manipulating music elements and concepts and compositional devices.

Music elements and concepts

Music elements and concepts are the fundamental parameters, aspects, properties or characteristics of sound and music. They underpin all music activity. Concepts associated with each element are outlined below. These concepts are neither prescriptive nor exhaustive, nor do they form a checklist. They provide a guide for exploring music elements and concepts in context, style and genre, and employ commonly used terminology.

Music elements and concepts include:

- duration, including concepts of beat and pulse, metre, accent and syncopation, tempo and rhythm

- expressive devices, including concepts of dynamics, contrast, instrumental and vocal techniques, and articulation

- pitch, including melody, harmony and tonality

- structure, including repetition, variety, contrast, development and unification, treatment of thematic material, multi-movement and contemporary structures

- texture, including monophony, homophony, polyphony, heterophony, linear and vertical arrangement, voicing, sequencing and track layering

- timbre, including instrumentation, instrumental and vocal techniques and devices, manipulation of sound quality, register

Compositional devices

Compositional devices are techniques and processes that help to create a sense of continuity and cohesiveness. These foundational procedures are used to manipulate and organise music elements and include:

- accompaniment, including riff, ostinato, orchestration, rhythmic accompaniment, pedal, harmonisation and alberti bass

- contrast, including modulation, augmentation, cross rhythm, poly-rhythm, inversion and arpeggiator

- development, including augmentation, canon, countermelody, call and response, fragmentation, sampling, filters, vocoder, compression and low-frequency oscillation

- subject/theme, including word painting, similar motion, motif and sampling

- transition, including voice leading, modulation, risers and breakdowns

- unity, including repetition, imitation and sequence

- variation, including harmonic change, diminution, augmentation, extension, sampling, filters, vocoder, compression and low-frequency oscillation.

Technical skills

Students develop technical skills specific to their chosen instrument or sound source to make decisions, solve problems and adapt to different performance contexts.

Technical skills include the display of:

- control

- dexterity

- fluency

- security and coordination

- intonation

- the role as a soloist or ensemble member (communicating with the accompanist or other members) considering balance and blend.

Genre and style

An understanding of music styles and genres helps develop an appreciation of music. A range of styles and genres may be used in the units selected to suit students' skills, interests and available resources.

Style is a term that implies characteristics of certain types of music, e.g. a particular group of people, time, period, culture, origin, influence, techniques or instruments.

Genre is a term that implies an accepted class, type or category of music that adheres to a shared tradition, set of conventions or common characteristic or quality.

These terms are often used interchangeably.

Music industry practices and cultures

Gaining awareness of and experience with current music industry practices and cultures in authentic scenarios is important preparation for roles, career opportunities and pathways in the music industry. These may include:

- professional music practices and cultures, e.g. the work of recording engineers

- entertainment management and live music practices, e.g. licensing and copyright procedures and arrangements

- legal and ethical issues, e.g. legal rights and responsibilities, contractual negotiations and arrangements, plagiarism, intellectual and cultural property, appropriation.

Digital technologies

Developing skills in the use of digital technologies is essential for working in the contemporary music industry. These skills may include using:

- performance technologies, music software programs, compressed and uncompressed audio files, mobile technologies, and online music-making and sharing services

- recording technologies, e.g. setting up microphones and MIDI equipment.

Music literacies

An understanding of music terminology and language is needed to communicate with others about music. These include:

- music terminology

- music industry terminology.

Purpose and context

Music is created, performed and listened to for a range of purposes in a variety of contexts. Purposes include reasons for composing, performing, experiencing or engaging with music. Purposes are the reasons for experiencing and engaging with music and why music works are created, performed and listened to. They communicate the intentions of the maker or interpreter of the work and include audiences' interpretations and responses.

Contexts are the circumstances in which music occurs or the circumstances for which music is created or performed. Students consider how purposeful manipulation of music elements and concepts influences the communication of music ideas to create representations of ideas, emotions, events and cultural perspectives.

How a musician, composer or performer aims to address purpose and context in their music-making is referred to as artistic intention.

Audience

Music works are created with a particular audience in mind. Musicians consider the potential engagement and reactions of the audience when developing and communicating ideas. This is a key factor when considering purposes and contexts for music works.

Community engagement

Engaging with community in the development and making of music works will provide real-world authentic engagement and may be drawn from:

- appropriate businesses, organisations or professionals
- local community groups, e.g. aged-care facilities, shopping centres, sporting teams
- online or digital communities, including across social media
- schools or other educational institutions.

Industry engagement

Industry engagement highlights that careers in music are diverse with many skills transferable to other vocations.

Students consider:

- careers that are available, e.g. through industry expos, career 'taster' days
- how industries and professions recognise and value music and music skills, e.g. through mentoring programs, work-shadowing, work experience in industry
- skills that are transferable.

Transferable knowledge, understanding and skills developed in music include:

- aesthetic understanding
- communication
- creative thinking
- critical literacies (visual, kinaesthetic, aural, oral and digital)
- project management
- teamwork.

Assessment in Music in Practice

Assessment in Music in Practice requires students to:

- plan music works — planning be presented as statements of compositional intent, programs, annotations of stimulus, research notes, proposals, briefs or pitches

- communicate ideas
  - compositions may be live, recorded or virtual. For example, students might develop a composition for an online streaming platform, or develop a composition that has a connection to their school or local community
  - performances might take the form of a live performance in front of an audience, on a streaming platform, for a community event performance, school assembly or function or an in-class performance

- evaluate music works
  - written evaluations may be presented as articles (e.g. magazine articles), essays (e.g. analytical, persuasive/argumentative, informative), reviews, reports or programs
  - spoken or signed evaluations may include presentations, interviews, podcasts or seminars
  - multimodal evaluations may include delivery of a slideshow, video clip, webinar or webpage that includes written, spoken/signed and nonverbal (e.g. physical, visual) aspects.

Evaluation is part of a cyclical music-making process and may be assessed at various stages of a project.

Workplace health and safety

When working in music spaces, students consider workplace health and safety, including following risk assessments and safely using equipment, props, staging and special effects.

When working in digital and online spaces, students follow practices that comply with ethical standards and security and safety protocols, e.g. copyright and permissions, data management, privacy policies, risk assessments, safe use of social media.

Awareness of self and others

Effective group dynamics and communication skills are required to create and perform music works. Students can show awareness of themselves and others by:

- understanding and developing personal attributes and dispositions, e.g. resilience, enthusiasm, persistence, work ethic

- accepting and offering feedback

- reflecting on practice

- demonstrating audience etiquette

- demonstrating and encouraging ethical behaviour, e.g. cultural and community sensitivity, equity, inclusivity

- participating in trust activities

- engaging in collaboration and cooperation.

2.4 Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the *QCE and QCIA policy and procedures handbook*.

2.4.1 Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student uses music elements and concepts, compositional devices and technical skills that are sustained throughout compositions and performances. When planning music works, the student shows strategic consideration of the impact of specific music elements and concepts and compositional devices, and purpose and context of performance. They communicate ideas by displaying impact and sensitivity in cohesive compositions and expressing subtleties in cohesive performances. They evaluate music works using well-reasoned justifications with examples that reveal the interrelationship between purpose and context.

B
The student uses music elements and concepts, and compositional devices that enhance compositions. Their use of technical skills is controlled in performances. When planning music works, the student shows clear and consistent choices about genres and/or styles, instrumentation and technologies in performances, and the use of specific music elements and concepts and compositional devices in compositions. They communicate ideas by showing purposeful shaping of music elements and concepts and compositional devices. They evaluate music works using justification of purposeful choices of key music elements and concepts and compositional devices in compositions, and justification of choices in terms of technical skills, instrumentation and technologies in performances.

C
The student uses music elements and concepts, and compositional devices in compositions for specific contexts and purposes. They use technical skills in the chosen genre and/or style for performances. The student plans compositions and performances for specific purposes and contexts. They communicate ideas to suit contexts in compositions and by interpreting music elements and concepts in performances. They evaluate performances and the use of music elements and concepts and compositional devices for specific purposes and contexts, using appropriate language conventions and terminology.

D
The student uses music elements and concepts and/or compositional devices in sections of their compositions. They use technical skills in sections of their performances. The student provides documentation of plans for compositions and performances, making links to purpose or context. They use music elements and concepts and/or compositional devices that suit purpose or context in compositions, and use ideas relevant to performances. They make statements of opinion about music works, including examples of technical skills, instrumentation or technologies relating to performances.

E
The student uses music elements and concepts or compositional devices, and technical skills in isolated moments. When planning, the student describes idea/s for music works. They communicate an idea/s that may be isolated. They describe music ideas, including an example/s of a technical skill/s, instrumentation or technologies relating to performances.

2.4.2 Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

3 Unit options

3.1 Unit option A: Music of today

In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques. They engage with a range of contemporary music genres and styles through the use of virtual platforms. They collaborate with others through school or local community events.

Students experiment with music elements and concepts, compositional devices and songwriting techniques for composition tasks. They rehearse, refine and develop technical skills to shape and share music ideas, emotions and experiences relevant to contemporary music.

Students learn how to be independent users of digital technologies and how to be safe, positive and responsible citizens online. They develop an enhanced understanding of who they are as an artist.

Contexts and purposes for contemporary music may include:

- online and virtual platforms, such as music streaming and video platforms, social media, music and film recording software

- digital music technology use, such as digital audio workstation (DAW) recording techniques and processes, recorded and live sound design, and audio engineering techniques

- local and community events, such as eisteddfods, community productions, festivals, competitions

- international events (accessed virtually), such as global music festivals.

3.1.1 Unit objectives

1. Use music elements and concepts, compositional devices and technical skills.

2. Plan compositions of original contemporary music.

3. Communicate ideas through composing and performing contemporary music.

4. Evaluate contemporary music.

3.1.2 Subject matter

Use music practices

- Demonstrate the use of
  - music elements and concepts and compositional devices when composing original contemporary music
  - technical skills when performing contemporary music.
- Explore genre- and/or style-specific instrumentation and technologies suitable for contemporary music.
- Consider safe music practices and the use of different environments.

Plan music works

- Demonstrate and apply planning skills for original contemporary music for a school or local community event.
- Document planning and develop solutions for composing original contemporary music for a school or local community event.
- Investigate events in the school and local community to consider contemporary music appropriate for the specified purposes and contexts, including cultural protocols and permissions.
- Establish relationships with local, wider and online community stakeholders to explore purposes and contexts of events where contemporary music is used.
- Identify and select contemporary music relevant to selected school and community events, reflecting personal style.
- Research, analyse and collate ideas about compositional techniques used in specific genres and/or styles of contemporary music.
- Examine ethics related to music works, including copyright, intellectual property and use of copyrighted materials, e.g. music, images, licences.

Communicate ideas

- Compose contemporary music that realises plans to express
  - an identified purpose and context
  - specific genres and styles.
- Perform own and others' contemporary music works that realise plans to express
  - an identified purpose and context
  - specific genres and styles.
- Develop
  - rehearsal and performance etiquette
  - collaborative and cooperative skills.

Evaluate music works

- Make judgments about own and others' contemporary compositions, reflecting on and justifying strengths and limitations in relation to purpose and context.

- Examine how composers use music elements and concepts and compositional devices to communicate ideas in their songwriting.

- Apply literacy skills using different modes of communication, e.g. checklists, annotated diagrams, process steps, composition statements, video journals.

- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors

3.2 Unit option B: The cutting edge

In this unit, students develop their understanding of relevant and appropriate music technology. Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas.

Students connect with music in a variety of learning experiences that improve and refine their composition and performance skills with the application of technology. Making new connections with music and associated technology allows students to experiment with music elements and concepts and compositional devices for composition tasks and rehearse, refine and develop technical skills to shape and share music ideas, emotions and experiences that reflect current times.

Students learn how to be independent users of digital technologies and how to be safe, positive and responsible citizens online. They develop an enhanced understanding of who they are as an artist.

Contexts and purposes for music technology may include:

*   digital music technology use, such as digital audio workstation (DAW) recording techniques and processes, recorded and live sound design, and audio engineering techniques

*   accessing personnel from music or arts industry, practising artists, technical and production staff, e.g. live, internet, phone, video conferencing

*   working in groups (school and community) to collaboratively produce an event or project.

3.2.1 Unit objectives

1. Use music elements and concepts, compositional devices and technical skills.

2. Plan music works that use music technology.

3. Communicate ideas through composing and performing music works that use music technology.

4. Evaluate music works that use music technology.

3.2.2 Subject matter

Use music practices

- Demonstrate the use of
  - technical skills when performing works that involve music technology
  - music elements and concepts and compositional devices when making a composition that uses music technology and production techniques.

- Explore genre- and/or style-specific instrumentation and technologies.

- Consider safe music practices and the use of different environments, e.g. studio work compared to live sound performance.

Plan music works

- Demonstrate and apply planning skills for performances using technology, including time management, establishing timelines, resource management and goal-setting.

- Document planning and develop solutions for performances that use music technology.

- Research, analyse and collate ideas about performance techniques used in specific genres and/or styles.

- Investigate events in the school or community that are suitable for performances, considering context and purpose.

- Examine ethics related to music works, including copyright, intellectual property and use of copyrighted materials, e.g. music, images, licences.

Communicate ideas

- Perform music works that use music technology that realise plans to express
  - an identified purpose and context
  - specific genres and styles.

- Compose music works that use music technology and production techniques that realise plans to express
  - an identified purpose and context
  - specific genres and styles.

- Develop
  - rehearsal and performance etiquette
  - collaborative and cooperative skills.

Evaluate music works

- Make judgments about own and others' music works that use music technology, reflecting on and justifying strengths and limitations in relation to purpose and context.

- Examine how performers use music elements and concepts to communicate ideas in their work that uses music technology.

- Discuss how music technologies are chosen and incorporated into a performance to communicate ideas.

- Apply literacy skills using different modes of communication, e.g. checklists, annotated diagrams, process steps, composition statements, video journals.

- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

3.3 Unit option C: Building your brand

In this unit, students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician. They analyse music artists' brands across a range of eras and the approaches used to build brands.

Students identify and develop their brand by investigating personal interests, skills and preferences in contemporary music; roles, opportunities and pathways available in the music industry; professional music industry practices and cultures; how to use and generate industry connections; skills and strategies for operating in the music industry; and legal and ethical issues.

Students engage with a range of contemporary music genres and styles available on music streaming platforms. They have opportunities for collaboration with other students, where relevant, as they experiment with music elements and concepts and compositional devices for composition tasks, and rehearse, refine and develop technical skills that coincide with current music industry approaches.

Students learn how to be safe, ethical, positive and responsible users of digital technologies, implement decision-making skills, and be open to feedback about the clarity of their brand. They develop an enhanced understanding of who they are as a musician through real-world experiences that suit their skills, interests and preferences in contemporary music.

Contexts and purposes for building their brand may include:

*   school events, such as musicals, competitive performances, integrated performing arts productions, lunchtime concerts, end-of-year productions, feature items on whole-school assemblies and awards presentations

*   local and community events, such as entertainment for festivals, songwriting competitions

*   online and virtual platforms, such as music streaming, video and social media platforms, music and film recording software, school online learning platforms.

3.3.1 Unit objectives

1. Use music elements and concepts, compositional devices and technical skills.

2. Plan performances of cover songs that reflect personal interests, skills and preferences.

3. Communicate ideas that reflect a developing brand when making and performing contemporary music.

4. Evaluate music works that reflect a musician's brand.

3.3.2 Subject matter

Use music practices

- Demonstrate the use of
  - technical skills when performing cover songs in preferred contemporary music genres and styles
  - music elements and concepts and compositional devices when composing contemporary music to reflect a developing brand.
- Explore genre- and/or style-specific instrumentation and technologies.
- Consider safe music practices and the use of different environments.

Plan music works

- Demonstrate and apply planning skills, including scheduling, resource management and time management, to perform cover songs that relate to personal interests, skills and preferences.
- Document planning and develop solutions for own performances of preferred contemporary cover songs.
- Research, analyse and collate ideas about performance techniques used in preferred contemporary music genres and/or styles that are most appropriate for online, virtual or live performances for specific contexts and purposes.
- Investigate music industry practices, e.g. sharing/live streaming, promotional aspects, labels, production.
- Establish relationships to explore purposes and contexts for sharing a developing brand as a music artist.
- Identify and select a variety of contemporary music genres and/or styles for covers that reflect personal interests, skills and preferences.
- Examine ethics related to music works, including copyright, intellectual property and use of copyrighted materials, e.g. music, images, licences.

Communicate ideas

- Perform current contemporary music covers of others' works that realise plans to express a developing brand, considering
  - an identified purpose and context
  - specific genres and styles.

- Compose contemporary music works that realise plans to reflect a developing brand, considering
  - an identified purpose and context
  - specific genres and styles.

- Develop
  - rehearsal and performance etiquette
  - collaborative and cooperative skills.

Evaluate music works

- Make judgments about how own and others' performances express a musician's brand, reflecting on and justifying strengths and limitations in relation to purpose and context.

- Examine how performers use music elements and concepts to communicate ideas when performing contemporary music covers to reflect their brand.

- Discuss how music technologies and production elements are chosen and incorporated into live or online/virtual performances of current contemporary music covers to communicate ideas about a musician's brand, e.g. looping, video footage, staging, instrumentation.

- Apply literacy skills using different modes of communication, e.g. checklists, annotated diagrams, process steps, composition statements, video journals.

- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

3.4 Unit option D: 'Live' on stage!

In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. They make, perform, analyse and interpret commercial music and further develop the musical skills that are integral to performance and composition. They collaborate with other students and engage with a variety of music events in the form of live events and/or streaming platforms.

Students experiment with music elements and concepts and compositional devices for composition tasks, and rehearse, refine and develop technical skills to shape and share music relevant to the entertainment or media industry.

Students learn how to be independent users of physical and digital technologies and how to be safe, positive and responsible citizens online. They develop an enhanced understanding of who they are as an artist.

Contexts and purposes for commercial music may include:

- online and virtual platforms, e.g. music streaming, video and social media platforms, music, film recording software

- entertainment, e.g. music videos, film

- media, e.g. advertising, commercials.

3.4.1 Unit objectives

1. Use music elements and concepts, compositional devices and technical skills.

2. Plan an original composition for a commercial context and purpose.

3. Communicate ideas through composing and performing commercial music.

4. Evaluate commercial music works.

3.4.2 Subject matter

Use music practices

- Demonstrate the use of
  - music elements and concepts, and compositional devices when composing commercial music
  - technical skills when performing commercial music.

- Explore genre and/or style specific instrumentation and technologies.

- Consider safe music practices and the use of different environments.

Plan music works

- Demonstrate and apply planning skills for making commercial music suitable for either live and/or streamed performance, including scheduling, resource management (human and physical), time management and consultation with stakeholders of the event.

- Document planning and develop solutions for making an original composition for a commercial context and purpose.

- Investigate entertainment and media industry contexts to consider music appropriate for these contexts and related purposes, including audiences.

- Establish relationships (face-to-face or online/virtual) with others to explore approaches to composition and problem-solving techniques within a specific purpose or context.

- Identify and select a range of commercial music genres and styles suitable for entertainment and media industry contexts.

- Research, analyse and collate ideas about compositional devices used in specific genres and/or styles that are most appropriate for commercial music.

- Examine ethics related to music works, including copyright, intellectual property and use of copyrighted materials, e.g. music, images, licences.

Communicate ideas

- Compose commercial music works that realises plans to express
  - an identified purpose and context
  - specific genres and styles.

- Perform own and others' commercial music works that realise plans to express
  - an identified purpose and context
  - specific genres and styles.

- Develop
  - rehearsal and performance etiquette
  - collaborative and cooperative skills.

Evaluate music works

- Make judgments about own and others' commercial compositions, reflecting on and justifying strengths and limitations in relation to purpose and context.

- Examine how composers use music elements and concepts, and compositional devices to communicate ideas in their commercial works.

- Apply literacy skills using different modes of communication, e.g. checklists, annotated diagrams, process steps, composition statements, video journals.

- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

4 Assessment

4.1 Assessment A1: Project — Music of today

Students plan, compose and evaluate contemporary music.

4.1.1 Assessment objectives

1. Use music elements and concepts and compositional devices.

2. Plan original contemporary music.

3. Communicate ideas in a composition of contemporary music.

4. Evaluate the use of music elements and concepts and compositional devices in contemporary music, using appropriate language conventions and terminology.

4.1.2 Specifications

This task requires students to:

- plan contemporary music, including
    - analysing context and purpose
    - selecting genre and/or style, instrumentation and/or technologies
    - identifying music elements and concepts and compositional devices used by contemporary composers
    - considering how these music elements and concepts and compositional devices could be used in their own music
- compose contemporary music, including
    - using music elements and concepts and compositional devices
    - communicating ideas
- evaluate contemporary music, including
    - making judgments and justifying how ideas are communicated for context and purpose
    - using appropriate language conventions and terminology.

4.1.3 Conditions

- Students can develop their responses in class time and their own time.

- This is an individual task.

4.1.4 Response requirements

Composition

Composition: up to 3 minutes, or equivalent section of a larger work

Planning and evaluation of composition

One of the following:

* Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

* Written: up to 600 words

* Spoken: up to 4 minutes, or signed equivalent

4.1.5 Instrument-specific standards

Use music practices	Plan music works	Communicate ideas	Evaluate music works	Grade
The student response has the following characteristics:				
• use of music elements and concepts and compositional devices that is sustained throughout composition	• planning that reveals strategic consideration of the impact of specific music elements and concepts and compositional devices	• communication of ideas that displays impact and sensitivity in a cohesive composition	• evaluation that shows a well-reasoned justification using examples that reveal the interrelationship between purpose and context	A
• use of music elements and concepts and compositional devices that enhance the composition	• planning that shows clear and consistent choices about the use of specific music elements and concepts and compositional devices	• communication of ideas that shows purposeful shaping of music elements and concepts and compositional devices	• evaluation that shows justification of purposeful choices of key music elements and concepts and compositional devices	B
• use of music elements and concepts, and compositional devices in contemporary music	• planning for original contemporary music for a specific purpose and context	• communication of ideas in own composition of contemporary music to suit purpose and context	• evaluation of the use of music elements and concepts and compositional devices in contemporary music, using appropriate language conventions and terminology	C
• use of music elements and concepts, and/or compositional devices in sections of the work	• documentation of plans for a work has made links to purpose or context	• use of music elements and concepts that suit purpose or context	• statement of opinion about the composition of music works	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.2 Assessment A2: Performance — Music of today

Students perform contemporary music that has a connection to their school or local community.

4.2.1 Assessment objectives

1. Use technical skills in the chosen genre and/or style.

3. Communicate ideas by interpreting music elements and concepts in contemporary music.

4.2.2 Specifications

This task requires students to:

- perform contemporary music, including
  - demonstrating technical skills
  - communicating ideas using music elements and concepts.

4.2.3 Conditions

- Students can develop their responses in class time and their own time.

- The performance may be completed individually or in groups. Students must be assessed individually.

4.2.4 Response requirements

Performance

Performance (live or recorded): up to 4 minutes

4.2.5 Instrument-specific standards

Use music practices	Communicate ideas	Grade
The student response has the following characteristics:		
• use of technical skills that is sustained throughout the performance	• communication of ideas that expresses subtleties in a cohesive contemporary music performance	A
• use of technical skills that is controlled	• communication of music ideas that shows purposeful shaping of music elements and concepts	B
• use of technical skills in the chosen genre/style to perform contemporary music	• communication of ideas by interpreting music elements and concepts in contemporary music	C
• use of technical skills in sections of the work.	• use of ideas relevant to the performance.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.3 Assessment B1: Project — The cutting edge

Students perform a cover song, focusing on the use of music technology. They plan a performance and evaluate their own or others' performance of a cover song.

4.3.1 Assessment objectives

1. Use technical skills in the chosen genre and/or style.

2. Plan a performance of a cover song that uses music technology.

3. Communicate ideas by interpreting music elements and concepts and using music technology in a cover song.

4. Evaluate the performance of a cover song that uses music technology, using appropriate language conventions and terminology.

4.3.2 Specifications

This task requires students to:

- plan a performance, including
  - analysing context and purpose
  - selecting genre and/or style, instrumentation and/or technologies
  - collecting ideas and information, e.g. images, diagrams, performance/rehearsal notes, research notes, recordings
  - researching and documenting the use of music technology in the chosen genre and/or style of performance
- perform a cover song, including
  - demonstrating technical skills
  - using music technology, e.g. guitar/effects pedal, loop pedal, amplifiers, synthesiser
  - communicating ideas
- evaluate the performance, including
  - making judgments and justifying how ideas are communicated for context and purpose
  - using appropriate language conventions and terminology.

4.3.3 Conditions

- Students can develop their responses in class time and their own time.

- The performance may be completed individually or in groups. Students must be assessed individually.

4.3.4 Response requirements

Performance

Performance (live or recorded): up to 4 minutes

Planning and evaluation of performance

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

- Written: up to 600 words

- Spoken: up to 4 minutes, or signed equivalent

4.3.5 Instrument-specific standards

Use music practices	Plan music works	Communicate ideas	Evaluate music works	Grade
The student response has the following characteristics:				
• use of technical skills that is sustained throughout the performance	• planning that reveals strategic consideration of the impact of purpose and context of performance	• communication of ideas that expresses subtleties in a cohesive performance	• evaluation that shows a well-reasoned justification using examples that reveal the interrelationship between purpose and context	A
• use of technical skills that is controlled	• planning that shows clear and consistent choices about genres/styles, instrumentation and technologies	• communication of ideas that shows purposeful shaping of music elements and concepts	• evaluation that shows justification of choices in terms of technical skills, instrumentation and technologies	B
• use of technical skills in the chosen genre/style of a cover song.	• planning for a cover song to be performed using music technology for a specific purpose and context	• communication of ideas by interpreting music elements and concepts and using music technology in a cover song	• evaluation of the performance of a cover song using music technology, using appropriate language conventions and terminology	C
• use of technical skills in sections of the work.	• documentation of plans for a cover song has made links to purpose or context.	• use of ideas relevant to the performance.	• statements of opinion about the music using examples of technical skills, instrumentation or technologies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.4 Assessment B2: Composition — The cutting edge

Students use music technology and production techniques to make a composition that has a connection to their school or local community.

4.4.1 Assessment objectives

1. Use music elements and concepts and compositional devices.

3. Communicate ideas in a composition that has a connection to a school or local community, using music technology and production techniques.

4.4.2 Specifications

This task requires students to:

- make a composition, including
  - considering context and purpose
  - selecting genre and/or style and instrumentation
  - using music elements and concepts and compositional devices
  - using music technology and production techniques
  - communicating ideas that have a connection to their school or local community.

4.4.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.4.4 Response requirements

Composition

Composition: up to 3 minutes, or equivalent section of a larger work

4.4.5 Instrument-specific standards

Use music practices	Communicate ideas	Grade
The student response has the following characteristics:		
• use of music elements and concepts and compositional devices that are sustained throughout composition	• communication of ideas that displays impact and sensitivity in a cohesive composition	A
• use of music elements and concepts and compositional devices that enhance the composition	• communication of ideas that shows purposeful shaping of music elements and concepts and compositional devices	B
• use of music elements and concepts and compositional devices in a composition, using music technology and production techniques	• communication of ideas in own composition that has a connection to a school or local community, using music technology and production techniques	C
• use of music elements and concepts and concepts and/or compositional devices in sections of the work.	• use of music elements and concepts or compositional devices to communicate ideas.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.5 Assessment C1: Project — Building your brand

Students perform a cover of current contemporary song that reflects a developing brand and is suitable for a live event or online platform. They plan the performance and evaluate their own or others' performance of a current contemporary cover song.

4.5.1 Assessment objectives

1. Use technical skills in a preferred contemporary music genre and/or style.

2. Plan a cover song that reflects a developing brand.

3. Communicate ideas by interpreting music elements and concepts to reflect a developing brand.

4. Evaluate a performance that reflects a musician's brand, using appropriate language conventions and terminology.

4.5.2 Specifications

This task requires students to:

- plan the performance, including
  - analysing the context and purpose that relates to expressing their developing brand
  - selecting genre and/or style and instrumentation
  - collecting ideas and information, such as images, diagrams, performance/rehearsal notes, research notes or recordings
  - researching and documenting music industry practices about developing a brand, e.g. sharing/live streaming, promotional aspects, labels, production

- perform a cover song, including
  - demonstrating technical skills
  - communicating ideas relating to their developing brand

- evaluate the performance, including
  - making judgments and justifying how ideas are communicated for context and purpose
  - using appropriate language conventions and terminology.

4.5.3 Conditions

- Students can develop their responses in class time and their own time.

- The performance may be completed individually or in groups. Students must be assessed individually.

- There is no requirement for performances developed for the context of an online platform to be published in this manner. Schools are responsible for decisions about student engagement with online platforms.

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4.5.4 Response requirements

Performance

Performance (live or recorded): up to 4 minutes

Planning and evaluation of performance

One of the following:

*   Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

*   Written: up to 600 words

*   Spoken: up to 4 minutes, or signed equivalent

4.5.5 Instrument-specific standards

Use music practices	Plan music works	Communicate ideas	Evaluate music works	Grade
The student response has the following characteristics:				
• use of technical skills that are sustained throughout the performance	• planning that reveals strategic consideration of the impact of purpose and context of performance	• communication of ideas that expresses subtleties in a cohesive performance	• evaluation that shows a well-reasoned justification using examples that reveal the interrelationship between purpose and context	A
• use of technical skills that are controlled	• planning shows clear and consistent choices about genres/ styles and instrumentation	• communication of ideas shows purposeful shaping of music elements and concepts	• evaluation that shows justification of choices in terms of technical skills and instrumentation	B
• use of technical skills in a preferred contemporary music genre/style for a chosen live or online/virtual event	• planning for a cover song that reflects a developing brand to be performed for a specific purpose and context	• communication of ideas by interpreting music elements and concepts to reflect a developing brand	• evaluation of a performance that reflects a musician's brand, using appropriate language conventions and terminology	C
• use of technical skills in sections of the work.	• documentation of plans for a cover song has made links to purpose or context.	• use of ideas relevant to performance.	• statements of opinion about the cover song using examples of technical skills.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.6 Assessment C2: Composition — Building your brand

Students make an original composition that reflects their developing brand and is suitable for their chosen music streaming platform.

4.6.1 Assessment objectives

1. Use music elements and concepts and compositional devices.

3. Communicate ideas in a composition that reflects a developing brand and is suitable for a music streaming platform.

4.6.2 Specifications

This task requires students to:

- make a composition, including
  - considering context and purpose
  - using a preferred genre and/or style and instrumentation
  - using music elements and concepts and compositional devices
  - using music production techniques
  - communicating ideas that reflect a developing brand.

4.6.3 Conditions

- Students can develop their responses in class time and their own time.

- This is an individual task.

- While students are to consider a music streaming platform as a context for their composition in this assessment, it is not expected that compositions be published on the chosen platform. Schools are responsible for decisions about student engagement with online platforms.

4.6.4 Response requirements

Composition

Composition: up to 3 minutes, or equivalent section of a larger work

4.6.5 Instrument-specific standards

Use music practices	Communicate ideas	Grade
The student response has the following characteristics:		
• use of music elements and concepts and compositional devices that are sustained throughout composition	• communication of ideas that display impact and sensitivity in a cohesive composition	A
• use of music elements and concepts and compositional devices that enhance the composition	• communication of ideas that shows purposeful shaping of music elements and concepts and compositional devices	B
• use of music elements and concepts and compositional devices in a composition that reflects a developing brand	• communication of ideas in a composition that reflects a developing brand and is suitable for a music streaming platform	C
• use of music elements and concepts and/or compositional devices in sections of the work.	• use of music elements and concepts and/or compositional devices that suit purpose or context.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.7 Assessment D1: Project — 'Live' on stage

Students plan, make and evaluate a composition for a commercial context.

4.7.1 Assessment objectives

1. Use music elements and concepts and compositional devices.

2. Plan a composition for a commercial context.

3. Communicate ideas in a composition for a commercial context.

4. Evaluate the use of music elements and concepts and compositional devices in a composition for a commercial context, using appropriate language conventions and terminology.

4.7.2 Specifications

This task requires students to:

- plan a composition for a commercial context, including
    - analysing context and purpose
    - selecting genre and/or style, instrumentation and/or technologies
    - identifying music elements and concepts, and compositional devices used by the composer
    - considering how these music elements and concepts and compositional devices could be used in their own composition
- make a composition for a commercial context, including
    - using music elements and concepts and compositional devices
    - communicating ideas for a commercial context
- evaluate the composition, including
    - making judgments and justifying how ideas are communicated for context and purpose
    - using appropriate language conventions and terminology.

4.7.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.7.4 Response requirements

Composition

Composition: up to 3 minutes, or equivalent section of a larger work

Planning and evaluation of composition

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

- Written: up to 600 words

- Spoken: up to 4 minutes, or signed equivalent

4.7.5 Instrument-specific standards

Use music practices	Plan music works	Communicate ideas	Evaluate music works	Grade
The student response has the following characteristics:				
• use of music elements and concepts and compositional devices that are sustained throughout composition	• planning that reveals strategic consideration of the impact of specific music elements and concepts and compositional devices	• communication of ideas that displays impact and sensitivity in a cohesive composition	• evaluation that shows a well-reasoned justification using examples that reveal the interrelationship between purpose and context	A
• use of music elements and concepts and compositional devices that enhance the composition	• planning that shows clear and consistent choices about the use of specific music elements and concepts and compositional devices	• communication of ideas that shows purposeful shaping of music elements and concepts and compositional devices	• evaluation that shows justification of purposeful choices of key music elements and concepts and compositional devices	B
• use of music elements and concepts and compositional devices in the composition of a commercial music work	• planning for a composition for a specific purpose and a commercial context	• communication of ideas in own composition for a commercial context	• evaluation of the use of music elements and concepts and compositional devices in a commercial music work. using appropriate language conventions and terminology	C
• use of music elements and concepts and/or compositional devices in sections of the commercial music work.	• documentation of plans for a commercial music work has made links to purpose or context.	• use of music elements and concepts that suit purpose or context.	• statement of opinion about the composition of commercial music works.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.8 Assessment D2: Performance — 'Live' on stage

Students perform commercial music with a visual component that is connected to their school or local community.

4.8.1 Assessment objectives

1. Use technical skills in the chosen genre and/or style.

3. Communicate ideas by interpreting music elements and concepts in commercial music.

4.8.2 Specifications

This task requires students to:

- perform commercial music, including
  - demonstrating technical skills
  - communicating ideas using music elements and concepts.

4.8.3 Conditions

- Students can develop their responses in class time and their own time.

- The performance may be completed individually or in groups. Students must be assessed individually.

4.8.4 Response requirements

Performance

Performance (live or recorded): up to 4 minutes

4.8.5 Instrument-specific standards

Use music practices	Communicate ideas	Grade
The student response has the following characteristics:		
• use of technical skills that is sustained throughout the performance	• communication of ideas that expresses subtleties in a cohesive performance	A
• use of technical skills that is controlled	• communication of ideas that shows purposeful shaping of music elements and concepts	B
• use of technical skills in the chosen genre/style to perform commercial music	• communication of ideas by interpreting music elements and concepts in commercial music	C
• use of technical skills in sections of the work.	• use of ideas relevant to the performance.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

5 Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/
snr_glossary_cognitive_verbs.pdf.

6 References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition,
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7 Version history

Version	Date of change	Update
1.1	August 2023	Released for implementation with minor updates