



Newton Moore Senior High School

The Arts

Year 10 Music

2016



Course Description

In Year 10, students consolidate music skills and knowledge across a range of performing, composing, aural and analysis activities. They continue to refine aural skills and aural memory to identify, sing/play and notate melodic and rhythmic dictations, chord changes and progressions. Students explore their emerging personal style and music ideas through combining and manipulating the elements of music, and synthesizing stylistic features and conventions when composing and arranging.

Students build on their understanding of meaning and interpretation in musical works, using aural and critical analysis skills to compare and evaluate a range of music, drawing upon knowledge of previously studied works. They use scores and music terminology to analyze and evaluate the use of the elements of music within a context, genre or style, and identify and discuss social, cultural and historical factors.

Students practice and perform a wider range of solo and ensemble repertoire, developing and consolidating expression and stylistic integrity. As performers and audience members they are provided with opportunities to develop aesthetic awareness and make informed observations about a range of music and related social, cultural and ethical considerations.

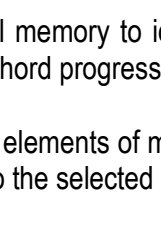
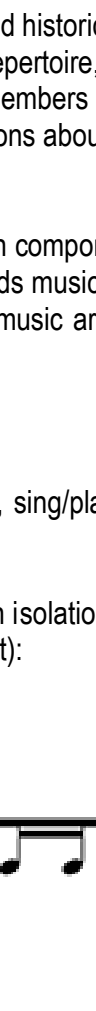
Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning, and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning as appropriate to context.

MUSIC LITERACY (AURAL/THEORY)

Use and application of aural skills, inner hearing and aural memory to identify, sing/playback and notate pitch, melodic and rhythmic dictations, chord changes and chord progressions.

Aural identification of the role and treatment of one or more elements of music in isolation and combination in a range of music works (not all content may be relevant to the selected context):

Rhythm

- beat groupings/subdivision in simple time ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$) 
- compound time ($\frac{6}{8}$, $\frac{12}{8}$, $\frac{9}{8}$) 
- augmentation/diminution, rhythmic motif
- irregular metres ($\frac{5}{8}$, $\frac{7}{4}$, $\frac{3}{4}$, $\frac{7}{4}$)
- Tempo: *ritenuto*, *rubato*, *a tempo*

Pitch

- scales: add melodic minor and chromatic up to 4 or more sharps and 4 or more flats in treble and bass clefs

- aeolian, ionian, mixolydian and dorian modes
- intervals: add A4/D5 ascending and descending, melodic and harmonic
- chords: add diminished and augmented triads, major and minor primary triads in isolation and simple progressions, add (ii) in major keys
- perfect and plagal cadences
- tonality: add consonance and dissonance, modal, chromaticism, modulation to the relative major/minor, atonal, twelve tone
- riff/*ostinato*, pedal, sequence, imitation, inversion

Dynamics and expression

- gradations of sound (***fp***), terraced dynamics, ornamentation, expressive devices and articulations relevant to style and context

Form and structure

- motivic development through composed and strophic, interlude, *ritornello*, fugue

Timbre

- use of idiomatic techniques (bowing, harmonics, *vibrato*, *glissando*/slide, sticks/mallets, slap bass, digitally manipulated sound, oscillation, filters, pedals) and distortion

Texture

- horizontal and vertical layers of sound appropriate to style and context and repertoire studied

COMPOSING AND ARRANGING

Composition and arrangement of musical works of increasing complexity; purposefully applying, combining and manipulating the elements of music; and synthesizing appropriate stylistic features and conventions to shape, extend, manipulate and evaluate music ideas.

Use of specialized notation, context appropriate terminology and available technologies to organize, record and communicate music ideas across a range of styles.

PRACTICAL AND PERFORMANCE SKILLS

Development and refinement of technical skill and control and musicianship skills; applying style-specific techniques and expression in a purposeful and musical manner when practicing, refining and performing repertoire from a range of styles and contexts.

Analysis and comparison of performances and performance practices to devise and apply effective practice strategies and evaluate, shape and refine music performance activities.

Development and consolidation of ensemble skills, working collaboratively to rehearse and perform a range of repertoire with stylistically appropriate expression, tonal control, awareness of different performer responsibilities and audience needs.

Course Outline

Week	Contents
Semester 1 1: Jazz and Improvisation	Students will investigate and explore the developments in Jazz music. They will also have opportunities to study and play the Jazz standards and learn to improvise over a given chart.
Semester 2: 20th Century Music, Circle of 5ths and variations	Students will study the changes in Western Art music in the 20 th Century with a special focus on composers that are still writing music today.

Assessment Outline

Week	Resources	Assessment	Task Description	Due Date	%
1 - 8	Internet, u tube and listening devices	Research and analysis	Students research a style and artist from the Jazz period and complete and analysis of that style and the artists contribution to music	Week 8	20
4 - 10	Manuscript and access to instruments	Arranging and performance production	Students arrange a song of their choice for an ensemble that must include one transposing instrument	Weeks 8 to 10	30
11 - 15	Jazz Booklet	Test	Students will be tested on their knowledge of the different Jazz styles and historical perspectives surrounding these styles.	Week 16	20
14 - 20	Access to instruments	Performance and improvisation production	Students work together in small ensembles to play chosen Jazz standards. Each performer must improvise for at least 8 bars within the song.	Weeks 18 to 20	30
21 -25	Theory Booklet	Theory and Aural Test	Students will be tested on their theory and aural skills with a focus on chords and bassline progressions	Week 26	10
24 - 26	Internet, u tube and listening devices	Research and analysis	Students research a piece of music from the Classical era and complete an analysis of the chord	Week 27	10

			progressions		
25 - 30	Manuscript and access to instruments	Composition and performance project	Students write a piece of music in a given style with specific parameters. Students then perform this music in groups.	Week 29	30
31 - 35	Internet, u tube and listening devices	Research Task	Students investigate and research the different types of 20's century music with a focus on Chance music.	Week 6	10
34 - 36	Theory booklet	Theory and Aural test	Student will be tested on their theory and aural skills with a focus on creative writing within a given time frame.	Week 7	10
33 - 40	Manuscript and access to instruments	Composition and performance project	Students are given a theme and are required to write a set of 4 variations on that theme using a variety of musical elements and composition methods. They will need to perform their pieces.	Week 8 to 10	30

The above weightings are intended to show the importance of each task. The allocation of a grade at the end of a semester is determined based on grade related descriptors issued by School Curriculum and Standards Authority.