

# Newton Moore Senior High School

## The Arts

### Year 8 Music

#### 2016



## Course Description

In Year 8, students are given further opportunities to develop music skills and knowledge when performing, composing and listening to music. They continue to develop aural skills and aural memory to identify, sing/play and notate simple rhythmic and melodic patterns and chord progressions.

They are provided with opportunities to refine music ideas by using the elements of music within given frameworks, musical structures and styles. They use notation, terminology and technology to record and communicate music ideas.

Students listen to, and discuss, music using scores and music terminology to identify the different use of music elements and key contextual and stylistic features. Students are provided with opportunities to rehearse and perform music in solo and ensemble activities, focusing on expressive and stylistic features. As performers and audience members, they make further observations and express opinions about a range of music.



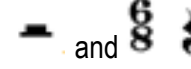

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning, and can be delivered in a different context to the written component. The elements of music are to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

### MUSIC LITERACY (AURAL/THEORY)

Development of aural skills, aural memory and inner hearing to identify, sing/playback and notate simple pitch and rhythmic patterns, melodic contour and chords in isolation and in simple progressions.

Aural recognition of one or more elements of music in short excerpts (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 ( $\frac{6}{8}$ ) 
- rests:  and , dotted notes, anacrusis, ties, syncopation
- tempo: gradually getting slower and faster

#### Pitch

- scales: add minor pentatonic and natural minor scales up to 2 sharps and 2 flats in treble and bass clefs
- intervals: m2/semitone, M2/tone, m3, M3, P4, P5, P8ve, ascending only
- chords: major and minor triads, major and minor primary triads ( I, IV, V ) in isolation and simple progressions
- tonality: pentatonic, major and minor
- riff/*ostinato*, pedal, sequence

#### Dynamics and expression

- crescendo, decrescendo, accents/*sforzando*

**Form and structure**

- add intro/outro, bridge, hook, head, 12 bar Blues, theme and variation

**Timbre**

- recognition of instrumental and vocal types, groups/ensembles, and discern between acoustic and electronic sounds

**Texture**

- role of texture: descant/counter melody

**COMPOSING AND ARRANGING**

Use of given composition frameworks to structure arrangements and create original works, improvising and combining the elements of music to trial, refine and shape music ideas.

Use of invented and conventional notation, appropriate music terminology and available technologies to plan, record and communicate music ideas.

**PRACTICAL AND PERFORMANCE SKILLS**

Development and improvement of technique and exploration of expressive possibilities and stylistic features when practicing, rehearsing and performing a variety of music.

Use of reflective strategies and regular practice to consolidate performance skills and techniques.

Development of ensemble skills and an understanding of the role of each member of the ensemble; playing and singing with expression and controlling tone and volume, to create a balanced sound.

**Course Outline**

Week	Content
<b>Weeks 1-10 : Elements of Music</b>	Students will study a variety of music from Orchestral to Rock. Emphasis is placed on genres that best illustrate the 7 Elements common to all music.
<b>Weeks 11-20 Blues</b>	Students will study music that has been influenced by the blues. Emphasis will be placed on influential groups/performers and forms of that genre.

**Assessment Outline**

<b>Week</b>	<b>Resources</b>	<b>Assessment</b>	<b>Task Description</b>	<b>Due Date</b>	<b>Weighting</b>
1 - 7	Rock book & Worksheets	Theory and Aural test	<b>Task 2</b> Students will be tested on their knowledge of musical elements and aural skills that focus on rhythm and pitch	Week 7	10%
4 - 6	Access to instruments	Performance	<b>Task 1</b> Students perform their original music works	Week 6	15%
7 - 9	Manuscript	Composition Project	<b>Task 3</b> Students write song lyrics or a melody over an ice-cream chord progression	Week 9	10%
7 - 10	Internet and collection of instruments for investigation	Research Assignment	<b>Task 4</b> Student complete research and analysis questions on songs of their choice	Week 10	15%
11 - 15	U tube, listening devices	Research Assignment	<b>Task 5</b> Student complete research questions and song analysis on music from the 70's and 80's that has been influenced by the Blues	Week 16	10
15 - 17	Theory booklets	Theory and Aural test	<b>Task 6</b> Students will be tested on their knowledge of musical elements and aural skills that focus the Blues scale and chord structures	Week 17	10
17 - 19	Manuscript	Composition Project	<b>Task 7</b> Students write a 12 bar Blues tune with lyrics	Week 19	15
17 - 20	Access to instruments	Performance	<b>Task 8</b> Students perform their original music works	Week 20	15

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.