

# Newton Moore Senior High School

## The Arts

### Year 9 Music

#### 2016



## Course Description

In Year 9, students continue to build on music skills and knowledge across a range of performing, composing, aural and listening activities. They continue to develop aural skills and aural memory to identify, sing/play and notate rhythmic passages, melodic patterns based on familiar scale forms and familiar chord progressions.

In structured activities, students listen to a variety of musical works, using scores and music terminology, to explore the use of the elements of music. They examine similarities and differences between musical works and identify cultural, historical and stylistic features.

As soloists and ensemble members they practice and perform a range of music to develop technical control and musical expression. As performers and audience members they form opinions and preferences about music and the practices of others', across a range of contexts, to inform their own music making.

Students use composition models and techniques, applying stylistic features and conventions to compose works in a range of styles.



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 rhythmic passages, melodic patterns based on familiar scale and intervals, and simple chord progressions.

Aural identification of the elements of music in isolation and combination in a range of musical 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 ( $\frac{6}{8}$ ,  $\frac{12}{8}$ ) 
- $\frac{7}{8}$ , swung rhythms
- tempo: Italian tempo terms (*largo*, *adagio*, *andante*, *moderato*, *allegro*, *presto*, *vivace*, *accelerando*, *rallentando*)

### Pitch

- scales: add harmonic minor, Blues up to 3 sharps and 3 flats in treble and bass clefs
- intervals: add m6, M6, m7, M7 ascending and descending

- chords: major and minor triads, primary triads in isolation and simple progressions, add i, iv, V in minor keys, vi in major keys and V7 in both major and minor keys
- tonality: pentatonic, major and minor
- riff/*ostinato*, pedal, sequence

### ***Dynamics and expression***

- dynamic gradations and articulations to create contrast and alter timbre

### ***Form and structure***

- use of theme
- add minuet and trio, sonata form

### ***Timbre***

- identification of instruments and voice types, groups/ensembles by name and method of sound production, mutes, pedals and distortion

### ***Texture***

- polyphonic/multi-voice

## **COMPOSING AND ARRANGING**

Use and application of composition models to shape and refine arrangements and original works; combining and manipulating the elements of music; applying compositional devices, stylistic features and conventions to reflect a range of music styles.

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

## **PRACTICAL AND PERFORMANCE SKILLS**

Development of technical skill and control; musical expression; and consideration of relevant stylistic musical features when practicing, refining and performing a variety of repertoire.

Consideration of the music practices of others to inform and shape their own music making through regular self-directed practice.

Development of ensemble skills, working collaboratively to perform with expression, tonal control and awareness of ensemble.

## **Course Outline**

<b>Week</b>	<b>Content</b>
<b>1-10 : Blues Music</b>	Students will study a variety of Australian Music. Emphasis will be placed on influential groups/performers and forms from the history of Australian music.
<b>11-20 : Australian Music</b>	Students will study music from a variety of cultures around the world. Emphasis will be placed on the rhythmic and scalic characteristics of the music.

## Assessment Outline

Week	Resources	Assessment	Task Description	Due Date	Weighting
1 - 7	Rock book & Worksheets	Theory and Aural test	Students will be tested on their knowledge of musical elements and aural skills that focus on rhythm and pitch	Week 7	10
6 - 8	Manuscript	Composition Project	Students arrange their own versions of Blues songs to perform.	Week 8	10
4 - 9	Access to instruments	Performance	Students perform their music works	Week 9	15
7 - 10	Internet and collection of instruments for investigation	Investigation and analysis assignment	Student complete research and analysis questions on songs of their choice that are written by Blues artists	Week 9	15
11 - 15	Internet, u tube and listening devices	Investigation and analysis assignment	Student complete research and analysis questions on Australian music	Week 15	15
14 - 16	Theory booklet	Theory and Aural test	Students will be tested on their knowledge of musical elements and aural skills that focus on rhythm and pitch	Week 16	10
17 - 18	Manuscript	Composition Project	Using the elements from Australian music, write a 12 bar melody.	Week 18	10
17 - 20	Access to instruments	Performance	Students perform their world music works	Week 20	15
Total					100%

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.