



<sup>1</sup>Try to make your context imaginative, so that it suggests the kind of **active engagement and enjoyment** that you think will take place. For instance, "500 years of bass lines" is better than "Music with Ground Bass" which in turn is still better than "Baroque Music".

In designing teaching programs, teachers should provide a program that balances work in each of the learning experiences. *Learning in music occurs best when these experiences are integrated with each other.*

fold along dotted line

**IMPORTANT: MAKE SURE THAT THIS SECOND PAGE IS FOLDED BEHIND THE ABOVE (ALONG THE DOTTED LINE) PRIOR TO FILLING IN. IT IS ONLY TO BE USED AFTERWARDS AS A CHECKLIST.**

The "what did we learn?" checklist

| Objectives<br>Students will:   | Stage 4 Outcomes<br>A student:  | ✓  | Notes                                   |
|--|---|----|---|
| develop knowledge, understanding and skills in the musical concepts through <b>performing</b> as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques             | 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts  | ✓  | 2 kinds / styles                        |
|  | 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles                                     | ✓  | 1 form                                  |
|  | 4.3 performs music demonstrating solo and/or ensemble awareness   | ✓  | Def. ensemble                           |
| develop knowledge, understanding and skills in the musical concepts through <b>composing</b> as a means of self-expression, musical creation and problem-solving   | 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing                          | ✓✓ | Loads of this!                          |
|  | 4.5 notates compositions using traditional and/or non-traditional notation  | ✓  | Notation is code!                       |
|  | 4.6 experiments with different forms of technology in the composition process   | ✓  | Garageband                              |
| develop knowledge, understanding and skills in the musical concepts through <b>listening</b> as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts | 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas | ✓✓ | Sophisticated understanding many styles |
|  | 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire                        | ✓  | Some concepts →                         |
|  | 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study       | ✓  | Non-trad ++                             |
|  | 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context   |    |   |
| <b>value and appreciate</b> the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening  | 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform   | ✓  | Possible, cross style / genre           |
|  | 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences  | ✓  |   |

| Concepts                         |                           | ✓  |
|----------------------------------|---------------------------|----|
| Duration                         | Beat                      | ✓  |
|                                  | Metre                     |    |
|                                  | Tempo                     |    |
|                                  | Rhythm                    | ✓  |
| Pitch                            | Melody                    | ✓  |
|                                  | Harmony                   | ✓  |
|                                  | Tonality                  |    |
|                                  | High/low                  | ✓  |
|                                  | Indefinite                |    |
|                                  | Definite                  | ✓  |
| Dynamics & expressive techniques | Direction/contour         | ✓✓ |
|                                  | Range of dynamics         |    |
|                                  | Articulations             |    |
|                                  | Gradations of tempo       |    |
| Tone colour                      | Stylistic indications     |    |
|                                  | Sound source material     | ✓  |
|                                  | Combination of sounds     | ✓  |
| Texture                          | Method of production      | ✓  |
|                                  | Layers of sound           | ✓  |
|                                  | Roles of instruments      | ✓  |
| Structure                        | Phrases                   | ✓  |
|                                  | Motifs                    | ✓  |
|                                  | Repetitive patterns       | ✓  |
|                                  | Call & response           | ✓  |
|                                  | Patterns of structure     | ✓  |
|                                  | Single piece structures   | ✓  |
|                                  | Multi-movement structures |    |