



¹Try 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 Students will:	Stage 4 Outcomes A student:	✓	Notes
develop knowledge, understanding and skills in the musical concepts through performing 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		
	4.2 performs music using different <u>forms of notation</u> and different types of <u>technology</u> across a broad range of musical styles	✓	Specifically tech + piano + roll
	4.3 performs music demonstrating solo and/or ensemble awareness		
develop knowledge, understanding and skills in the musical concepts through composing 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	✓	Own sample-based comp
	4.5 notates compositions using traditional and/or non-traditional notation		
	4.6 experiments with different forms of technology in the composition process	✓✓	Sampling!
develop knowledge, understanding and skills in the musical concepts through listening 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	✓	Reflecting on repertoire
	4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire	✓	As above
	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		
	4.10 identifies the use of technology in the music selected for study, appropriate to the musical context	✓	Flip sampler
value and appreciate 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	✓✓	} Reflections
	4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences	✓✓	

Concepts		✓
Duration	Beat	✓
	Metre	✓
	Tempo	✓
	Rhythm	✓
Pitch	Melody	Possible
	Harmony	
	Tonality	
	High/low	
	Indefinite	
	Definite	
Dynamics & expressive techniques	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		