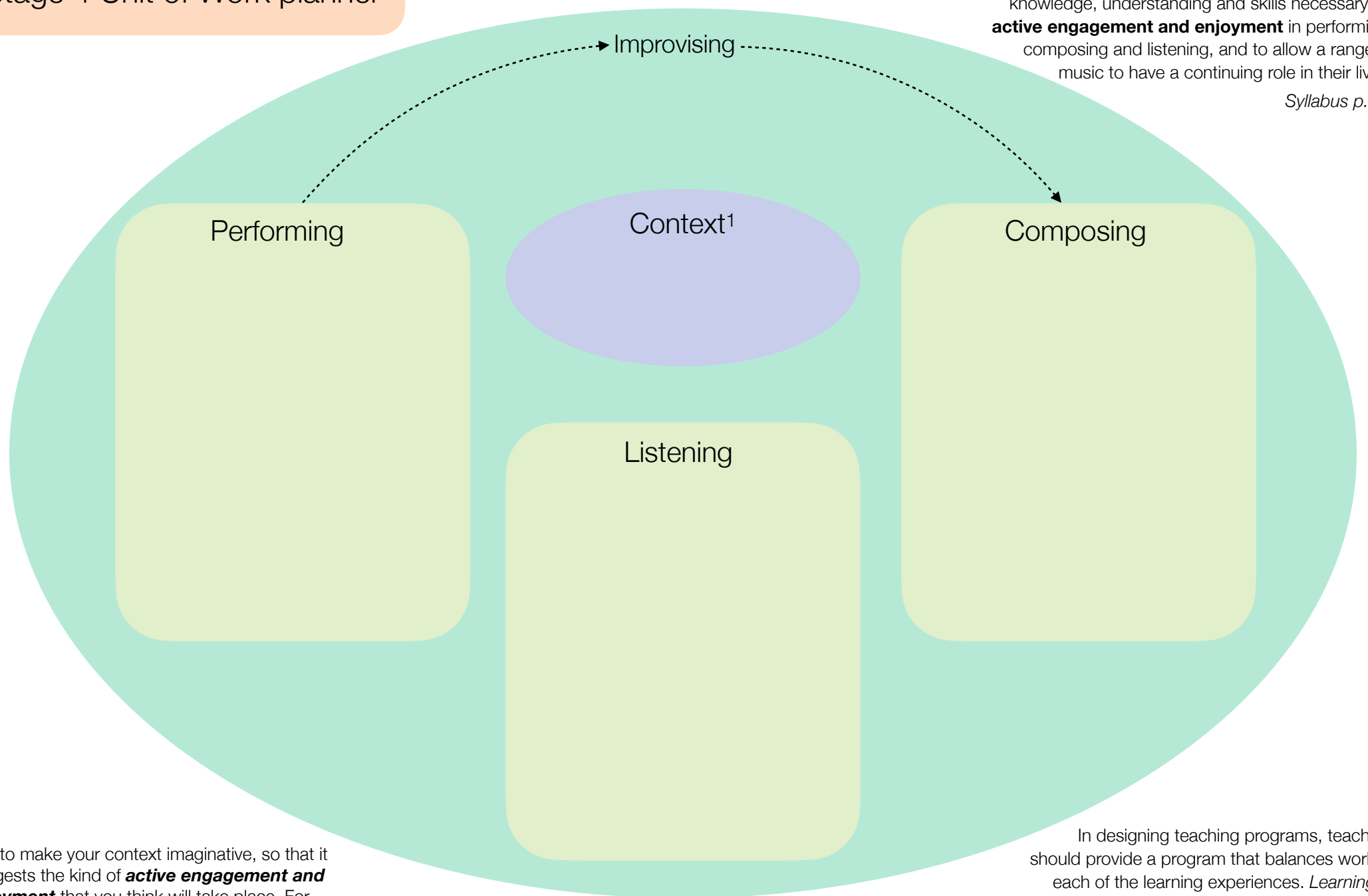


Stage 4 Unit of Work planner

The aim of the Music Years 7–10 Syllabus is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for **active engagement and enjoyment** in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.

Syllabus p. 10



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.*

Syllabus p. 18

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 forms of notation and different types of technology across a broad range of musical styles		
	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		
	4.5 notates compositions using traditional and/or non-traditional notation		
	4.6 experiments with different forms of technology in the composition process		
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		
	4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire		
	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		
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		
	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	Range of dynamics	
	Articulations	
	Gradations of tempo	
	Stylistic indications	
Tone colour	Sound source material	
	Combination of sounds	
	Method of production	
Texture	Layers of sound	
	Roles of instruments	
Structure	Phrases	
	Motifs	
	Repetitive patterns	
	Call & response	
	Patterns of structure	
	Single piece structures	
	Multi-movement structures	