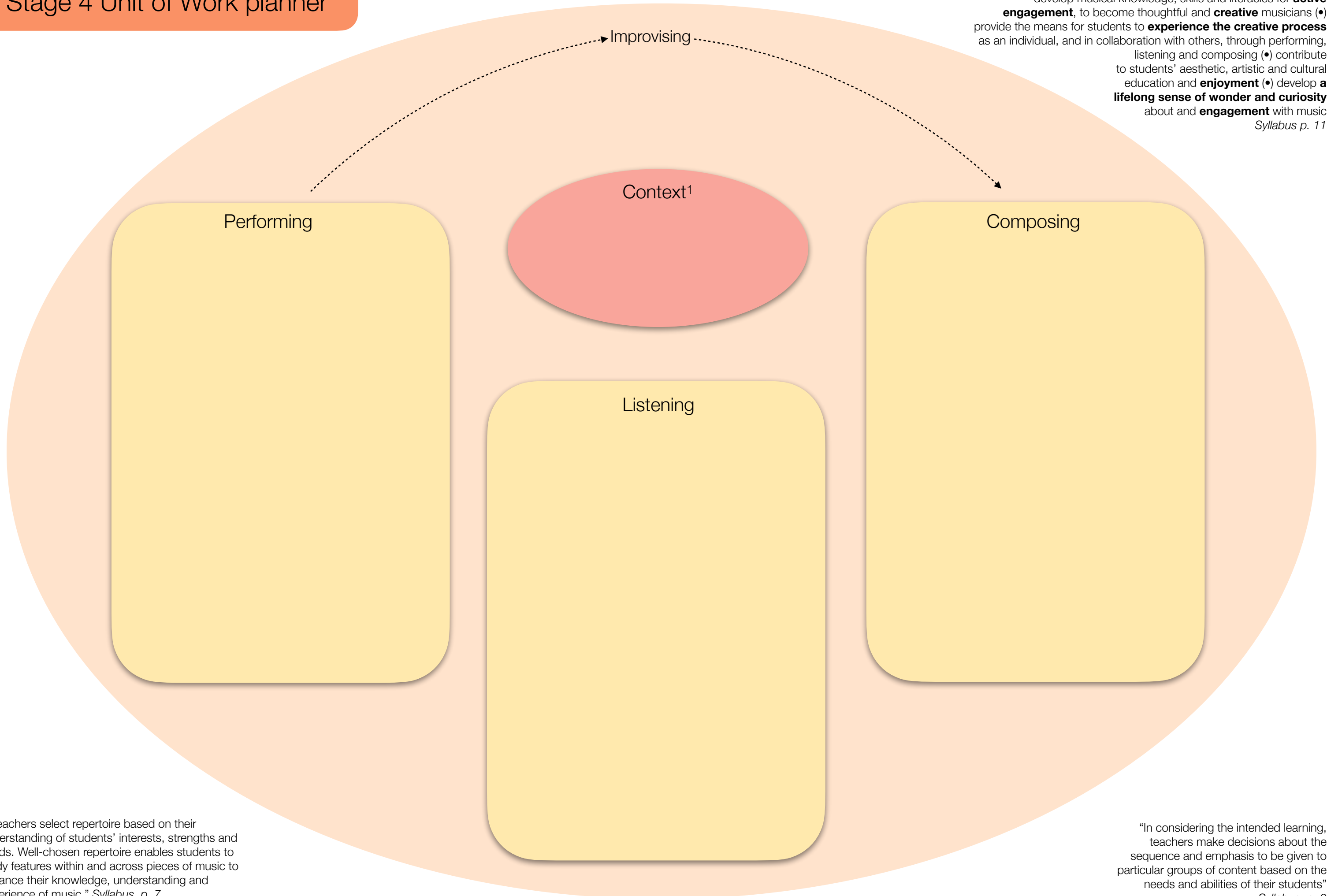


Stage 4 Unit of Work planner

The aim of the Music Years 7–10 Syllabus is to (•) enable students to develop musical knowledge, skills and literacies for **active engagement**, to become thoughtful and **creative** musicians (•) provide the means for students to **experience the creative process** as an individual, and in collaboration with others, through performing, listening and composing (•) contribute to students' aesthetic, artistic and cultural education and **enjoyment** (•) develop a **lifelong sense of wonder and curiosity** about and **engagement** with music
Syllabus p. 11



¹ "Teachers select repertoire based on their understanding of students' interests, strengths and needs. Well-chosen repertoire enables students to study features within and across pieces of music to enhance their knowledge, understanding and experience of music." *Syllabus, p. 7*

"In considering the intended learning, teachers make decisions about the sequence and emphasis to be given to particular groups of content based on the needs and abilities of their students"
Syllabus, p. 9

The “what did we learn?” checklist

Note! You don't start using this side of the sheet until you've finished planning on the other! The aim here, consistent with the syllabus, is to plan units of work that are enjoyable, engaging, and creative; that integrate performing, composing, and listening without segregating “prac and theory”; and that directly engage with the needs and abilities of the students you're teaching.

| Repertoire requirements | ✓ | Sample repertoire (a single unit can meet many requirements) |
|--|---|--|
| Music of Australia, including music of Aboriginal and Torres Strait Islander Peoples | | |
| Art music | | |
| Jazz | | |
| Popular music | | |
| Global music culture. | | |

| Focus area | Stage 4 Outcomes | ✓ | Notes |
|-------------------|--|---|-------|
| Performing | MU4-PER-01 uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas | | |
| Listening | MU4-LIS-01 uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music | | |
| Composing | MU4-COM-01 improvises, arranges or composes using the elements of music to create musical ideas | | |

Performing

| | Music in practice | ✓ | Music in context | ✓ |
|----|--|---|---|---|
| 1 | Sing demonstrating melodic and/or harmonic awareness | | 12 Apply stylistic characteristics in performance | |
| 2 | Develop vocal and/or instrumental skills individually and in groups | | 13 Understand the purpose of a performance | |
| 3 | Perform music in a range of musical styles to communicate musical ideas | | 14 Communicate musical ideas with expression | |
| 4 | Perform in an ensemble recognising own role and those of others | | 15 Perform with consideration of composer and audience perspectives | |
| 5 | Perform own compositions and those of others | | 16 Perform to audiences in different settings | |
| 6 | Improvise on a given musical stimulus to develop musical ideas | | 17 Apply the protocols and responsibilities of working safely and respectfully with others | |
| 7 | Perform from musical scores | | 18 Make ethical choices about how music is used in performance, including use of Indigenous Cultural and Intellectual Property (ICIP) protocols | |
| 8 | Apply knowledge of musical terminology to rehearse and perform | | 19 Demonstrate understanding of risks and protocols related to information and identity | |
| 9 | Experiment with technologies to explore creative possibilities | | | |
| 10 | Demonstrate safe vocal and instrumental practices including correct posture, warm-up and technique | | | |
| 11 | Reflect on own experience of performing to develop performance skills | | | |

Listening

| | Music in practice | ✓ | Music in context | ✓ |
|----|--|---|--|---|
| 20 | Listen to live and recorded music and identify musical features and ideas | | 29 Describe music in relation to a particular time period, culture, genre or style | |
| 21 | Listen to and explore a range of repertoire to compare pieces of music | | 30 Make connections between pieces of music | |
| 22 | Identify and describe the use of technologies in repertoire | | 31 Describe the stylistic, historical or geographical origins of pieces of music | |
| 23 | Interpret a range of musical symbols and follow scores that include notations relevant to the repertoire | | 32 Recognise the purpose of a piece of music | |
| 24 | Use appropriate musical terminology to describe and discuss music | | 33 Describe how music of Aboriginal and Torres Strait Islander Peoples can communicate Cultural understanding of Place, Country or Languages | |
| 25 | Use written, verbal and multimodal forms to describe how musical ideas are communicated | | 34 Discuss music from the perspectives of composer, performer and audience | |
| 26 | Use listening skills and memory to clap, sing or play musical patterns | | 35 Reflect on aesthetic qualities of music in personal responses to repertoire | |
| 27 | Transcribe musical patterns using notations relevant to the repertoire | | 36 Discuss how identity can be reflected in music | |
| 28 | Use listening skills to reflect on own live or recorded performances and compositions | | 37 Describe how music is adapted or arranged | |
| | | | 38 Compare versions of a piece of music to explore different responses and interpretations over time | |
| | | | 39 Identify cultural and social protocols in relation to repertoire | |
| | | | 40 Identify processes to support ethical choices when engaging with Aboriginal and Torres Strait Islander music | |
| | | | 41 Describe the influences on a piece of music, using written form and appropriate music terminology | |

Composing

| | Music in practice | ✓ | Music in context | ✓ |
|----|--|---|---|---|
| 42 | Improvise and creatively explore musical ideas in response to a stimulus | | 48 Explore how conventions of different styles and media can be used to create meaning | |
| 43 | Improvise and experiment to communicate musical ideas | | 49 Create musical ideas reflective of a genre or style | |
| 44 | Experiment with different ways of combining musical ideas | | 50 Compose music inspired and influenced by Australian works, including Aboriginal music within appropriate local contexts, while working with local Community Knowledge Holders where possible | |
| 45 | Use a range of sound sources, sound production methods, timbres and digital technologies to improvise, generate, compose, manipulate, arrange, notate and record musical ideas | | 51 Research cultural, historical and social influences to inform own compositions | |
| 46 | Document musical ideas using notations appropriate to the style | | 52 Compose with a consideration of performer and audience perspectives | |
| 47 | Reflect on and document in writing compositional choices and processes | | 53 Adapt pieces of music or their features for new purposes | |
| | | | 54 Apply protocols with respect for Aboriginal and Torres Strait Islander musicians, Communities and Cultural Knowledges, as well as Indigenous Cultural and Intellectual Property (ICIP) | |
| | | | 55 Apply the protocols and responsibilities of working safely and respectfully with others | |
| | | | 56 Demonstrate understanding of risks and protocols related to information, identity and intellectual property when sharing compositions or other material on public or private forums | |