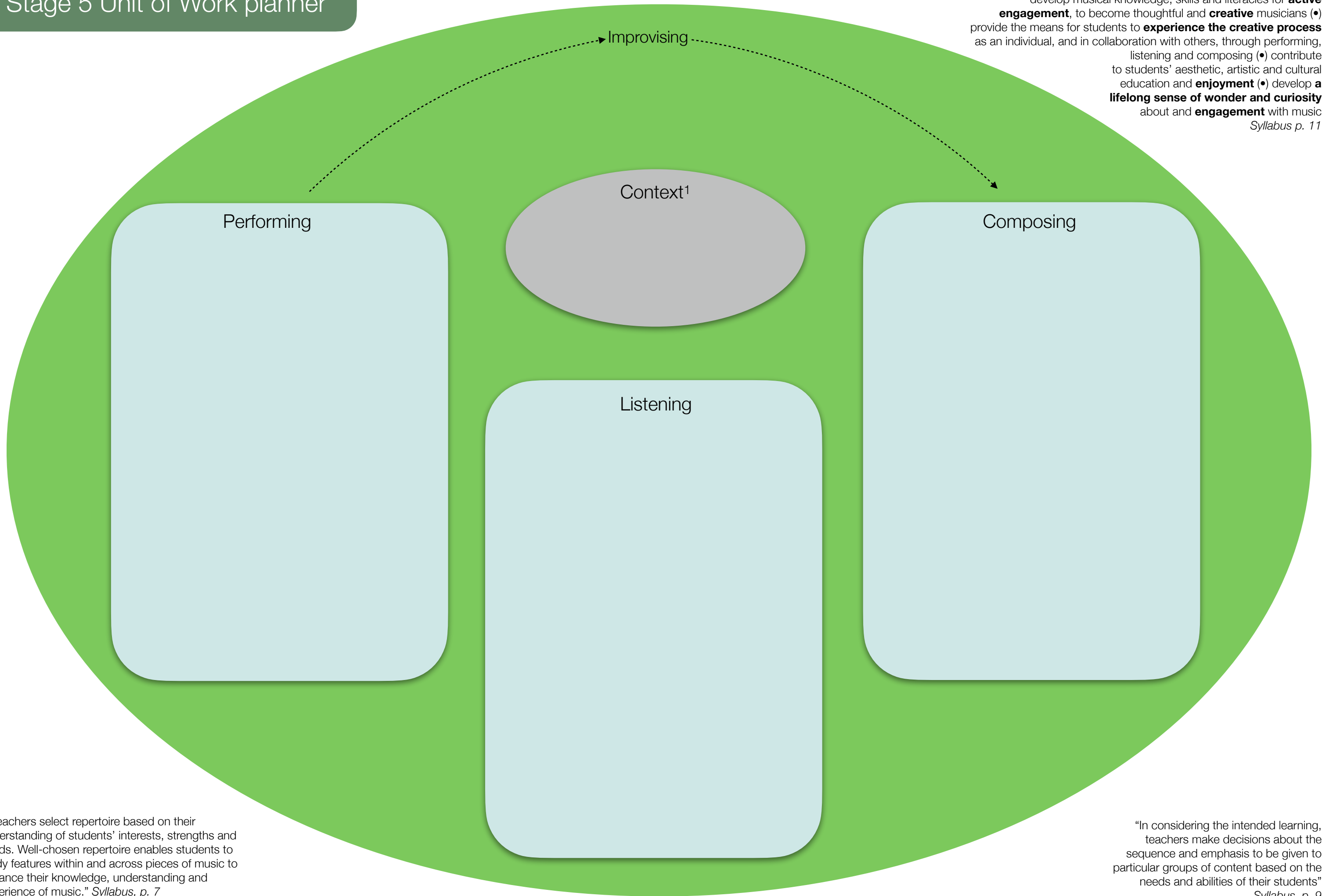


Stage 5 Unit of Work planner

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

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	MU5-PER-01 performs repertoire with stylistic awareness and musical expression		
	MU5-PER-02 manipulates and combines the elements of music in performance to communicate musical ideas		
Listening	MU5-LIS-01 uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts		
	MU5-LIS-02 uses listening skills to evaluate how the elements of music are manipulated and combined		
Composing	MU5-COM-01 improvises, arranges or composes with stylistic understanding and musical expression		
	MU5-COM-02 manipulates and combines the elements of music to create musical ideas		

<i>Performing</i>	Music in practice	✓	Music in context	✓
	1	Sing demonstrating melodic and harmonic awareness		14 Interpret music representing a range of genres and styles
2	Rehearse solo and ensemble repertoire to develop vocal and/or instrumental technical and expressive skill		15 Apply knowledge of conventions and practices of a period, genre or style	
3	Perform music in a range of styles to communicate musical ideas, including own compositions		16 Apply performance skills and take creative risks to strengthen musical intent and influence audience response	
4	Perform from a range of musical scores		17 Evaluate own performances and reflect on the success of communicating musical ideas and intent	
5	Apply knowledge of musical terminology to rehearse, refine and perform		18 Perform with understanding of composer and audience perspectives and the purpose of a performance	
6	Demonstrate technical and expressive control to enhance the communication of musical ideas		19 Apply the protocols and responsibilities of working safely and respectfully with others	
7	Explore different ways of communicating with ensemble members and demonstrate awareness of role, function and balance		20 Apply knowledge of Cultural significance and respectful protocols in performing music created or inspired by Aboriginal and Torres Strait Islander Peoples	
8	Improvise to develop and extend musical ideas		21 Apply protocols related to information, identity and copyright when performing, commenting on performances or sharing recordings on public or private forums	
9	Experiment with and use technology to develop, manipulate, record and mix performances			
10	Develop a sense of personal style through experimentation			
11	Experiment with performance spaces, set-ups and production elements to demonstrate understanding of how staging affects the communication of musical ideas			
12	Demonstrate safe vocal and instrumental practices including correct warm-up, posture and technique			
13	Evaluate own performances to target and develop vocal and/or instrumental technique			

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.

<i>Listening</i>	Music in practice	✓	Music in context	✓
	22	Listen to live and recorded music and evaluate musical features and the communication of ideas		31 Explain how genre and style are characterised and represented through musical features and conventions
23	Listen to and explore a range of repertoire to analyse and compare pieces of music		32 Examine the relationship between musical contexts of a piece of music and its purpose	
24	Evaluate and explain the use of technologies in a range of repertoire		33 Evaluate how music can influence and challenge ideas and contribute to developing cultural understandings at local, national and international levels	
25	Interpret and analyse musical scores relevant to the genre and style		34 Evaluate how a work reflects personal or shared understandings, identities, values and experiences	
26	Transcribe music using notations relevant to the repertoire such as staff, regional, stylistic or instrument-specific systems		35 Examine music from the perspectives of composer, performer and audience	
27	Use listening skills and memory to identify, sing or play rhythmic and melodic patterns		36 Compare and discuss different interpretations of a work	
28	Use written, verbal and multimodal forms to analyse how musical ideas are communicated		37 Explore aesthetic qualities of music across a range of styles and approaches to interpretation	
29	Use appropriate musical terminology and text structures to analyse, evaluate and compare music		38 Identify and describe how Place, Country and/or Languages are reflected in the music of Aboriginal and Torres Strait Islander Peoples and apply understanding of respectful protocols to inform how music is studied and interpreted	
30	Use listening skills to reflect on and evaluate own performances or compositions live or through recordings		39 Show understanding of stylistic, cultural, historical or social contexts in written form using appropriate musical terminology	

<i>Composing</i>	Music in practice	✓	Music in context	✓
	40	Apply knowledge of compositional devices to generate musical material		47 Explore how conventions of different styles and media can be used and combined to create meaning
41	Experiment with different compositional techniques and structures to develop and refine musical material		48 Compose in different styles and for different purposes and/or audiences	
42	Develop musical material within macrostructures		49 Combine styles to create new ideas	
43	Control a range of sound sources, sound production methods and digital technologies to improvise, generate, compose, manipulate, arrange, notate and record compositions		50 Evaluate own and others' success in communicating ideas and intent and use feedback to refine and improve	
44	Critically reflect on and document compositional choices and process		51 Communicate personal, social or ethical views through composition	
45	Annotate draft compositions using a range of notations incorporating dynamics, articulation and expressive markings to indicate the intent of the performance, as appropriate to the style		52 Adapt or arrange own or others' compositions for different purposes or audiences	
46	Apply the protocols and responsibilities of working safely and respectfully with others		53 Consider the capabilities of performing media and the needs and perspectives of performers when composing	
			54 Examine how interpretation is affected by changes in instrumentation and orchestration	
			55 Understand the ways in which music can be adapted, arranged or appropriated for different audiences or contexts, or to achieve different purposes	
			56 Apply knowledge of cultural significance and respectful protocols when composing music inspired by Indigenous cultures such as those of Aboriginal and/or Torres Strait Islander Peoples	
			57 Apply protocols related to information, identity and intellectual property when composing, commenting on or sharing compositions or related material on public or private forums	