

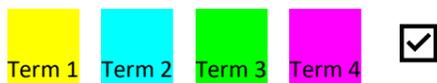
# Australian Curriculum: The Arts

## Year 10 Music Band Plan 2025

CURRICULUM	YEAR 10	
	SEMESTER 1	SEMESTER 2
	Unit 1	Unit 2
<b>Unit name</b>	<b>YESTERDAY</b>	<b>YOUR SONG</b>
<b>Unit description</b>	Investigation of artists of influence from the last century. Learning to play songs of influential artists. Remixing and recording a song for a new audience and creating a mash up / cover version. Examining Music elements and how they are used in a variety of music styles. Analyse different scores and performances aurally and visually to evaluate the use of the elements of music and defining characteristics of different musical styles.	Investigation of composers and songwriters of influence from the last century. Learning to play significant songs or pieces of music that influenced or innovated. Using technology to create and record a contemporary song or other music creation task. Examining Music elements and how they are used in a variety of music styles.

ASSESSMENT	YEAR 10						
	SEMESTER 1			SEMESTER 2			
	Task name: AT 1 Classics and cover versions	Task name: AT 2 Mash ups and Remixes	Task name: AT 3 Repertoire Study	Task name: AT 4 Songwriters	Task name: AT 5 Pop songs	Task name: AT 6 It's MMADDness night!	
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Performance / Practical	Performance / Practical	Extended Response	Examination	Performance / Practical	Performance / Practical
	<b>Type of text</b>	Demonstration	Demonstration	Short response	Extended Response Essay	Demonstration	Demonstration
	<b>Mode</b>	Live performance	Composition	Written	Written	Composition	Live Performance
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>1- 2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>12–16 bars or 1–1½ minutes as parts of a folio or continuous work</li> <li>accompanied by statement of compositional intent               <ul style="list-style-type: none"> <li>written responses 50-100 words</li> <li>OR</li> <li>spoken/signed responses 45 seconds -1 min.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Own choice stimulus.</li> <li>Informative Essay</li> <li>OR</li> <li>Multimodal</li> <li>written responses 400–500 words</li> <li>spoken/signed response 1–2 min</li> <li>multimodal response 2–3 min.</li> </ul>	<ul style="list-style-type: none"> <li>90 minutes with 10 minutes perusal</li> <li>200- 400 words</li> </ul>	<ul style="list-style-type: none"> <li>12–16 bars or 1–1½ minutes as parts of a folio or continuous work</li> <li>accompanied by statement of compositional intent               <ul style="list-style-type: none"> <li>written responses 50-100 words</li> <li>OR</li> <li>spoken/signed responses 45 seconds -1 min.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1 - 2 minutes</li> </ul>

Aspects of the achievement standard						
analyse different scores and performances aurally and visually			☑	☑		
evaluate the use of elements of music and defining characteristics from different musical styles			☑	☑		
use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions		☑			☑	
interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles	☑					☑
interpret and perform music with technical control, expression and stylistic understanding	☑					☑
use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences	☑		☑	☑		☑
use knowledge of the elements of music, style and notation to compose, document and share their music		☑			☑	



Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard