

Australian Curriculum: The Arts Years 7 to 8 Music Band Plan 2023

| CURRICULUM | YEAR 7 | | YEAR 8 | |
|-------------------------|---|--|---|--|
| | TERM 1-4 | | SEMESTER 1 / 2 | |
| | Unit 1 | | Unit 1 | Unit 2 |
| Unit name | GET INTO THE GROOVE | | MUSIC IN ME - 1 | MUSIC IN ME - 2 |
| Unit description | Year 7 Music is designed as an introduction to music studies. Students are introduced to basic music elements and concepts such as pitch and rhythm through their completion of a theory booklet and participation in a range of classroom activities. All students are involved in active music making, ensemble playing, rehearsal and performing skills, working toward a ukulele performance before a live audience of their peers. | | Students continue building on their knowledge of the Elements of Music, explored through theory booklet work and practical / aural activities. They learn how to interpret music and justify musical choices of composers. Students learn how to play basic chords and melodies on the keyboard and guitar, completing their Keyboard Certificate 1 and Guitar Certificate 1. Student learning is assessed through a Repertoire exam with seen and unseen stimulus. | Students continue to explore the elements of music in greater depth. Students are introduced to composition software to arrange loops to create music for a purpose. Students also have the choice to specialise in either guitar or keyboard (or other teacher-selected instrument) to develop a performance within an ensemble (half-class or whole class). Students continue their rehearsal process, setting appropriate goals for each rehearsal and polishing their repertoire. |

| ASSESSMENT | YEAR 7 | | YEAR 8 | | | | |
|--|--|---|--|--|---|---|---|
| | TERM 1-4 | | TERM 1 / 3 | | TERM 2 / 4 | | |
| | Task Name: AT 1 - Ukulele Performance | Task Name: AT 2 - Elements Exam | Task Name: AT 1 - Elements Exam | | Task Name: AT 2 - Group Performance | Task Name: AT 3 - Ringtones and Games Project | |
| Range and balance of summative assessment conventions | Technique | Performance / Practical | Examination | Examination | | Performance / Practical | Performance / Practical |
| | Type of text | Demonstration | Short response | Short response | | Demonstration | Composition |
| | Mode | Live performance | Written | Written | | Live Performance | Audio Recording |
| | Conditions | <ul style="list-style-type: none"> 45 – 90 seconds Performance reflection statement (50-75 words or 30-45 seconds spoken) | <ul style="list-style-type: none"> 70 minutes 100- 300 words | <ul style="list-style-type: none"> 70 minutes 100- 300 words | | <ul style="list-style-type: none"> 45 – 90 seconds Performance reflection statement (50-75 words or 30 – 45 seconds spoken) | <ul style="list-style-type: none"> 8-10 bars or 10-15 seconds Statement of compositional intent (50-75 words or 30-45 seconds spoken) |

| Aspects of the achievement standard | | | | | | |
|--|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|
| identify and analyse how the elements of music are used in different styles | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| apply this knowledge in their performances | | | | | <input checked="" type="checkbox"/> | |
| evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| manipulate the elements of music and stylistic conventions to compose music | | | | | | <input checked="" type="checkbox"/> |
| interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | |
| use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Term 1
Term 2
Term 3
Term 4



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