

# Australian Curriculum: The Arts

## Year 9 Music Band Plan 2022

CURRICULUM	YEAR 9			
	TERM 1	TERM 2	TERM 3	TERM 4
	Unit 1	Unit 2	Unit 1	Unit 2
<b>Unit name</b>	<b>I WANNA ROCK – 1</b>	<b>I WANNA ROCK – 1</b>	<b>TRUE BLUE - 1</b>	<b>TRUE BLUE - 2</b>
<b>Unit description</b>	Engage with concepts around contemporary music history from the 1940 and 50s through to 1960. Students will learn about key artists, styles and where this music has led to and influenced others. Practically they will be involved in small ensembles and whole class ensemble experiences. They will also do creative work in writing short music works following parameters that explore music language and composition technique.	As per Term 1, plus: Students will also be involved in the creation of original music using Garageband – It may be modelled on an existing song, a remix project or concepts of beats, fills, bass, chords and melody writing using chords I, ii, IV, V, vi in a given key. Performance task will embed skills learnt in term 1 to produce their own small ensemble of a chosen song.	True Blue investigates Australian music, musicians and history – where have we come from, who are some iconic artists, songs and identity – all examining the music elements and characteristics in the styles and selected songs. Students will learn to play some iconic songs – novelty, rock anthems and contemporary songs.	The initial focus of the unit is the preparation of a performance item/s at MMADDness night – students select repertoire to produce a public performance. Covered in the unit is individual work, group collaboration, problem solving and psychology for performance anxiety.

ASSESSMENT	YEAR 9						
	SEMESTER 1			SEMESTER 2			
	Task name: AT 1 Performance	Task name: AT 2 Rock and 12 Bar Blues	Task name: AT 3 Exam	Task name: AT 4 Performance - Australian music	Task name: AT 5 Jingles and Advertising	Task name: AT 6 Podcast	
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Performance / Practical	Performance / Practical	Examination	Performance / Practical	Performance / Practical	Research Assignment
	<b>Type of text</b>	Demonstration	Demonstration	Short response	Demonstration	Demonstration	Podcast
	<b>Mode</b>	Live performance	Composition	Written	Live Performance	Composition	Spoken / Recording
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>1–2 minute</li> <li>accompanied by a performance statement               <ul style="list-style-type: none"> <li>written response 50-100 words</li> </ul> </li> <li>OR</li> <li>spoken/signed response 45 seconds -1 min.</li> <li>Solo with backing track or ensemble 4-8 members</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>Individual</li> <li>accompanied by statement of compositional intent               <ul style="list-style-type: none"> <li>written responses 50-100 words</li> </ul> </li> <li>OR</li> <li>spoken/signed responses 45 seconds -1 min.</li> </ul>	<ul style="list-style-type: none"> <li>90 minutes with 10 minutes perusal</li> <li>200- 400 words</li> <li>Individual</li> </ul>	<ul style="list-style-type: none"> <li>1–2 minutes</li> <li>accompanied by a performance statement               <ul style="list-style-type: none"> <li>written response 50-100 words</li> </ul> </li> <li>OR</li> <li>spoken/signed response 45 seconds -1 min.</li> <li>Solo with backing track or ensemble 4-8 members</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> </ul> </li> <li>OR</li> <li>spoken/signed responses 45 seconds -1 min.</li> </ul>	<ul style="list-style-type: none"> <li>spoken/signed response 1–2 min for each member of the podcast group</li> <li>Group</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		✓				✓	