

| Year Level Plan  |  | Year 8   |  | The Arts - Signature Music Program   |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  | Semester 1   |  | Semester 2   |  |  |  |
| Unit 1<br>Signature Music  |  | Unit 2<br>Signature Music  |  | Unit 3<br>Signature Music  |  | Unit 4<br>Taster of the other Arts   |  |
| <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>experiment with texture and timbre in popular music using aural skills</li> <li>develop musical ideas by improvising, combining and manipulating the elements of music in popular music</li> <li>practise and rehearse a variety of popular music, including Australian music, to develop technical and expressive skills</li> <li>structure popular music compositions by combining and manipulating the elements of music using notation</li> <li>perform and present a range of popular music, using techniques and expression appropriate to style</li> <li>analyse composers' use of the elements of music and stylistic features when listening to and interpreting popular music</li> <li>identify and connect specific features and purposes of popular music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul> |  | <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>experiment with texture and timbre in popular music using aural skills</li> <li>develop musical ideas by improvising, combining and manipulating the elements of music in popular music</li> <li>practise and rehearse a variety of popular music, including Australian music, to develop technical and expressive skills</li> <li>structure popular music compositions by combining and manipulating the elements of music using notation</li> <li>perform and present a range of popular music, using techniques and expression appropriate to style</li> <li>analyse composers' use of the elements of music and stylistic features when listening to and interpreting popular music</li> <li>identify and connect specific features and purposes of popular music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul> |  | <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>experiment with texture and timbre in popular music using aural skills</li> <li>develop musical ideas by improvising, combining and manipulating the elements of music in popular music</li> <li>practise and rehearse a variety of popular music, including Australian music, to develop technical and expressive skills</li> <li>structure popular music compositions by combining and manipulating the elements of music using notation</li> <li>perform and present a range of popular music, using techniques and expression appropriate to style</li> <li>analyse composers' use of the elements of music and stylistic features when listening to and interpreting popular music</li> <li>identify and connect specific features and purposes of popular music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul> |  | <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>Students will experience dance, drama, visual art and media at the end of semester one, and the end of semester 2</li> </ul> |  |
| Assessment Tasks   |  |  |  |  |  |  |  |
| <p><b>Making - Performing</b></p> <p>Students will perform a trio or quartet</p> <p><b>Responding</b></p> <p>Students will respond to various classical pieces of music and identify the elements of music</p>   |  | <p><b>Making - Composing - Responding</b></p> <p>Students will compose and perform a piece in Theme and Variation, or popular form.</p> <p><b>Written Task Responding to Performance</b></p>   |  | <p><b>Making - Performing</b></p> <p>Students will arrange a song and make an audio recording. They will then use the dance, drama and music they have learned to create a music video.</p>  |  | <p><b>Written response to music video performance</b></p> <p>Students will respond to a music video performance (written response)</p>   |  |

