

**Liverpool Girls’ High School**

*Innovation Excellence Learning*

**Music ~** Stage 5 Course Outlines

INTRODUCTION TO MUSIC

COURSE OBJECTIVES AND OUTCOMES

*Students will develop knowledge, understanding and skills in the musical concepts through* ***performing*** *as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques;*

5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts;

5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology;

5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.

*Students will develop knowledge, understanding and skills in the musical concepts through* ***composing*** *as a means of self-expression, musical creation and problem-solving;*

5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study;

5.5 notates own compositions, applying forms of notation appropriate to the music selected for study;

5.6 uses different forms of technology in the composition process.

*Students will develop knowledge, understanding and skills in the musical concepts through* ***listening*** *as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts;*

5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts;

5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study;

5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study;

5.10 demonstrates an understanding of the influence and impact of technology on music.

*Students will value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening;*

5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform;

5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

**Stage 5 Music – Year 9**

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| **Learning Context/ Units of Work:**  Australian Music  Rock Music |

**Types of Tasks:**

**Formal Tasks for Evidence of Learning:** Ongoing throughout the term…

**Stage 5 Music – Year 10**

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| **Learning Context/ Units of Work:**  Program Music  Cultural Music |

**Types of Tasks:**

**Formal Tasks for Evidence of Learning:** Ongoing throughout the term…

## Music ~ Performance Descriptor

### Areas for Assessment

**Performing  
Composing  
Listening**

### Grade A

*A student at this grade typically:*

* clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire.
* confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire.
* confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
* explores, improvises, and constructs coherent and stylistic musical works.
* explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects.
* confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
* analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.

### Grade B

*A student at this grade typically:*

* clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire.
* confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.
* performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
* explores, improvises, and constructs coherent musical works.
* explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects.
* notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
* critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied.

### Grade C

*A student at this grade typically:*

* communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music.
* engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.
* performs a range of repertoire in solo and group situations.
* explores, improvises, and constructs musical compositions.
* explores the capabilities of some instruments and how musical concepts can be manipulated for various effects.
* notates their own work, demonstrating understanding of notational conventions.
* discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied.

### Grade D

*A student at this grade typically:*

* demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music.
* engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.
* engages in group music-making and may perform some solo repertoire.
* with support, explores, improvises, and constructs basic musical compositions.
* with guidance, explores the capabilities of some instruments to create effects.
* with support, notates their own work demonstrating some understanding of notational conventions.
* describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied.

### Grade E

*A student at this grade typically:*

* demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres.
* with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music.
* with assistance, is able to perform a limited range of repertoire and engage in group music-making.
* with support, constructs limited musical compositions.
* with support, explores the capabilities of some instruments.
* with support, uses limited notational forms in their own work.
* describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied.