

## Music Overview

### AIMS

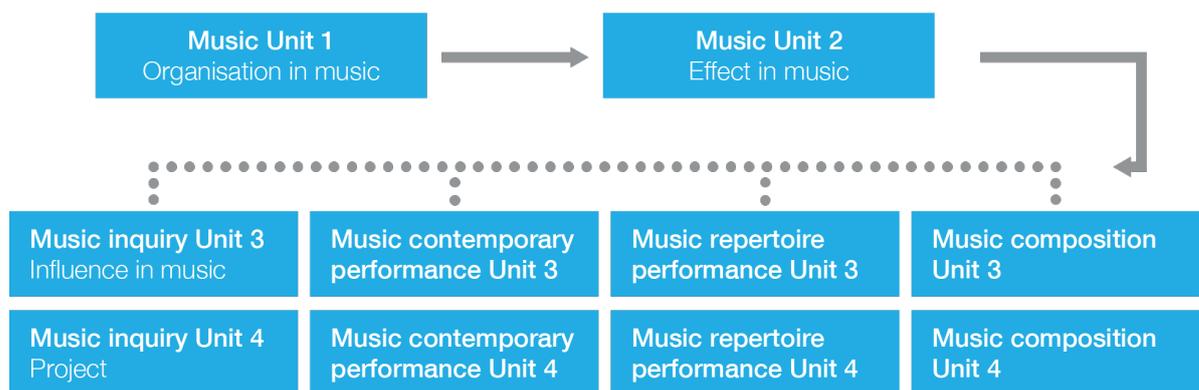
This study enables students to:

- develop and practise musicianship
- perform, create, arrange, improvise, analyse, recreate, reimagine and respond to music from diverse times, places, cultures and contexts including recently created music
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and strengthen personal music interests, knowledge and experiences
- use imagination and creativity, and personal and social skills in music making
- access pathways to further education, training and employment in music
- participate and present in life-long music learning and the musical life of their community.

### STRUCTURE

The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

The study structure is:



### ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

# Music

## Units 1-2

### UNIT 1

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

### LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of a variety of musical compositions, written analysis assignments, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

### KEY SKILLS REQUIRED

High level ability in reading music, advanced ensemble skills and a minimum of four years instrumental tuition.

### ASSESSED TASKS

Performance assessment of ensemble and solo pieces, scales, exercises and unprepared performance, performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets.

### UNIT 2

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

### LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of selected works, written analysis assignment, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

### KEY SKILLS REQUIRED

High level ability in reading music, advanced ensemble and solo performance skills, a minimum of four years instrumental tuition.

### ASSESSED TASKS

Performance assessment of solo pieces, scales, exercises and unprepared performance. Performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets.