

2022 Scope & Sequence

Faculty: CAPAL Subject: MUSIC Year: 10

T E R M 1	1	2	3	4	5	6	7	8	9	10	
	<p>Professional Development Day:</p>	<p>Topic/Unit: Bootcamp</p> <p>In this unit, students learn music skills and the art of using practical time wisely. Students also develop capacity to discuss concepts of music through building awareness of music terminology</p> <p>Timing: 2 weeks; 3-4 lessons</p> <p>Outcomes: 5.1, 5.3, 5.7, 5.8</p> <p>Skills: Listening & Performance</p> <p>FoN: Patterns (rhythmic ostinatos) and fractions (time signatures)</p> <p>FoW: Cohesion - Theme Position - Authority - SST</p> <p>FoR: Visualising; Predicting; Questioning</p> <p>4C's: Collaboration, Communication, Creativity, Critical thinking.</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Empathy, Teamwork</p> <p>Assessment dates and weightings: N/A</p>		<p>Essential Question: <i>How are the elements of music used to maintain the listeners interest?</i></p> <p>Topic/Unit: Small Ensembles - Beats and Bands</p> <p>In this unit, students will complete a variety of learning activities based on a small ensemble of between two and eight performers. They will present a viva voce and performance demonstrating their knowledge and understanding through their in depth research and skills developed throughout the unit.</p> <p>Timing: 9 weeks; 6-7 lessons</p> <p>Outcomes: 5.1, 5.3, 5.7, 5.8, 5.9, 5.10</p> <p>Skills: Listening, Performance, Writing</p> <p>FoN: Patterns (rhythmic ostinatos) and fractions (time signatures), subdividing the beat</p> <p>FoW: Visualising; Predicting; Questioning</p> <p>4C's: Collaboration, Communication, Creativity, Critical thinking</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Empathy, Teamwork</p> <p>Assessment dates and weightings: Assessment Task 1 - Term 2 - Week 2 - 40%</p>							

T E R M 2	1	2	3	4	5	6	7	8	9	10	
	<p>Small Ensembles - Beats and Bands (Continued).</p> <p>Assessment dates and weightings: Assessment Task 1 - Term 2 - Week 2 Listening - 20% Performance - 20% 5.1, 5.3, 5.7, 5.8, 5.9, 5.10</p>		<p>Essential Question: <i>How does music create context in tv, film, radio and multimedia?</i></p> <p>Topic/Unit: Lights, Camera, Action!</p> <p>In this unit, students will complete a variety of listening and composition activities whilst learning about characteristics of music from tv, film, radio and different forms of multimedia. They will study and utilise the concepts of music to create their own film soundtrack.</p> <p>Timing: 8 weeks; 12 lessons</p> <p>Outcomes: 5.4, 5.5, 5.6</p> <p>Skills: Composition, Listening/Aural, Reading, Writing</p> <p>FoN: Graphic notation</p> <p>FoW: Cohesion - Theme Position/TEEEEC/Connectives; Precision: Packed Noun Groups</p> <p>FoR: <i>Predicting; Monitoring; Questioning</i></p> <p>4C's: Critical thinking, Creativity</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Build new ideas.</p> <p>Assessment dates and weightings: Assessment Task 2 - Term 2 - Week 10 - 30%. Composition - 30%. 5.4, 5.5, 5.6</p>								

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T E R M 3	Essential Question: How are the elements of Australian music used to create an ensemble?									
	Topic/Unit: Mullets & Meat Pies									
	In this unit, students will study Australian Music through a variety of listening and performance experiences. They will develop their own performance skills and knowledge and understanding of the concepts of music which will lead to them performing their own cover of an Australian song as an ensemble.									
	Timing: 10 weeks; 12 lessons									
	Outcomes: 5.2, 5.3, 5.7, 5.8									
	Skills: Listening, Composition, Reading, Writing									
	FoN: Using Tables for a texture analysis, graphically representing the contour of a melody.									
	FoW: Authority - SS; Nominalisation - Precision: Packed Noun Groups									
	For: Predicting; Monitoring; Summarizing; Visualising; Making Connections									
	4C's: Collaboration, Communication, Creativity, Critical thinking									
LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Empathy, Teamwork										
Assessment dates and weightings: Assessment Task 3 - Term 3 - Week 9 - 30%. Listening - 10%. Performance - 20%. 5.2, 5.3, 5.7, 5.8										

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T E R M 4	Essential Question: <i>How does ensemble awareness enhance a performance?</i>									
	Topic/Unit: Let me be your star!									
	In this unit, students will study art music through listening activities and a case study of modern art music composers. Students will be creating a set for MADD Night in Week 7 as they apply all of their skills and knowledge learnt throughout the year to perform at their own Kurri Kurri High School gig.									
	Timing: 10 weeks; 12 lessons									
	Outcomes: 5.1, 5.3, 5.7, 5.8, 5.9, 5.10									
	Skills: Listening, Performance									
	FoN: Graphically representing dynamics									
	FoW: Cohesion - Theme Position/Connectives									
	For: Questioning; Monitoring; Summarizing; Making Connections									
	4C's: Collaboration, Communication, Creativity									
LDW: Focus, Grit, Curiosity, Build new ideas, Influence, Empathy, Teamwork										
Assessment dates and weightings: N/A										