

2022 Scope & Sequence

Faculty: CAPAL

Subject: MUSIC

Year: 9

T E R M 1	1	2	3	4	5	6	7	8	9	10
	<u>Professional Development Day:</u>	<u>Topic/Unit:</u> Bootcamp 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 <u>Timing:</u> 2 weeks; 3-4 lessons <u>Outcomes:</u> 5.5, 5.8, <u>Skills:</u> Aural, Notation, Performance <u>FoN:</u> Patterns (rhythmic ostinatos) and fractions (time signatures) <u>FoW:</u> Cohesion - Theme Position - Authority - SST <u>FoR:</u> Visualising; Predicting; Questioning <u>4C's:</u> Collaboration, Communication, Creativity, Critical Thinking. <u>LDW:</u> Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Teamwork <u>Assessment dates and weightings:</u> N/A	<u>Essential Question:</u> <i>What does it take for a song to be popular?</i> <u>Topic/Unit:</u> Popular Music - Music of Today In this unit, students will study Popular Music from the past 100 years through a variety of listening and performance learning experiences. In this unit, students will continue developing their performance skills through individual and ensemble opportunities leading to a solo or ensemble performance cover of a popular band. <u>Timing:</u> 10 weeks; 13-14 lessons <u>Outcomes:</u> 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10 <u>Skills:</u> Performance, Listening/Aural Skills, Reading, Writing <u>FoN:</u> Patterns (rhythmic ostinatos) and fractions (time signatures), subdividing the beat <u>FoW:</u> Cohesion - Theme Position - Authority - SST <u>FoR:</u> Visualising; Predicting; Questioning <u>4C's:</u> Collaboration, Communication, Creativity, Critical Thinking. <u>LDW:</u> Make and Express Meaning, Build New Ideas, Think Why and How, Focus, Grit, Teamwork, Empathy, Curiosity. <u>Assessment dates and weightings:</u> Assessment Task 1 - Term 2 - Week 3 - 30%							

T E R M 2	1	2	3	4	5	6	7	8	9	10
	Popular Music (Cont) Assessment dates and weightings: Assessment Task 1 - Term 2 - Week 3 - 30% Performance - (20%) Listening - (10%) 5.1, 5.3, 5.7, 5.8			Essential Question: <i>How does Music differ between cultures?</i> Topic/Unit: Music of Culture - Music of Other Places In this unit, students will study music of various cultures throughout the world through a variety of listening and research opportunities. In this unit, students will choose their own culture to research in depth to develop their understanding and present a viva voce on their selected culture and their music. Timing: 9 weeks; 12 lessons Outcomes: 5.1, 5.7, 5.8, 5.9, 5.10 Skills: Performance, Listening/Aural Skills (Viva Voce), Reading, Writing. FoN: Graphic notation; Patterns (rhythmic ostinatos) FoW: Cohesion - Theme Position/Connectives; Precision: Packed Noun Groups FoR: Predicting; Monitoring; Questioning 4C's: Collaboration, Communication, Creativity, Critical Thinking. LDW: Make and Express Meaning, Build New Ideas, Think Why and How, Focus, Grit, Teamwork, Empathy, Curiosity. Assessment dates and weightings: Assessment Task 2 - Term 3 - Week 2 - 20% Assessment Task 2 - Term 3 - Week 2 - 20%						

TERM 3	1	2	3	4	5	6	7	8	9	10
	Music of Culture (Cont)		<p>Essential Question: <i>Where does our Music come from?</i></p> <p>Topic/Unit: Australian Music - Music of our Place</p> <p>In this unit, students will study music of our place through a variety of performance and composition activities. They will create their own Australian Music focused song with their own set of lyrics. Students will then perform their composition or another piece of music representative of Australian Music.</p> <p>Timing: 10 weeks; 13-14 lessons</p> <p>Outcomes: 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10</p> <p>Skills: Performance, Listening/Aural Skills, Reading, Writing</p> <p>FoN: Using Tables for a texture analysis, graphically representing the contour of a melody.</p> <p>FoW: Authority - SS; Nominalisation - Precision: Packed Noun Groups</p> <p>For: Predicting; Monitoring; Summarizing; Visualising; Making Connections</p> <p>4C's: Collaboration, Communication, Creativity, Critical Thinking.</p> <p>LDW: Make and Express Meaning, Build New Ideas, Think Why and How, Focus, Grit, Teamwork, Empathy, Curiosity.</p> <p>Assessment dates and weightings: Assessment Task 2 - Term 3 - Week 2 - 20% Listening - (20%)</p> <p>5.7, 5.8, 5.9, 5.10</p> <p>Assessment dates and weightings: Assessment Task 3 - Term 3 - Week 8 - 30% Composition - (30%) 5.4, 5.5, 5.6</p>							

T E R M 4	1	2	3	4	5	6	7	8	9	10
	Australian Music (Cont) <u>Assessment dates and weightings:</u> Assessment Task 4 - Term 4 - Week 2 - 20% Performance 5.2, 5.3		<u>Essential Question:</u> <i>Why is grit and teamwork crucial in performance skills?</i> <u>Topic/Unit:</u> Let me be your star! In this unit, students will be creating a set for MADD Night as they apply all of their skills and knowledge learnt throughout the year to perform at their own Kurri Kurri High School gig. <u>Timing:</u> 8 weeks; 12 lessons <u>Outcomes:</u> 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10 <u>Skills:</u> Performance, Listening/Aural Skills, Reading, Writing <u>FoN:</u> Graphically representing dynamics <u>FoW:</u> Cohesion - Theme Position/Connectives <u>FoR:</u> Questioning; Monitoring; Summarizing; Making Connections <u>4C's:</u> Collaboration, Communication, Creativity, Critical Thinking. <u>LDW:</u> Make and Express Meaning, Build New Ideas, Think Why and How, Focus, Grit, Teamwork, Empathy, Curiosity. <u>Assessment dates and weightings:</u> N/A							

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