

# Grade 10, Music 2020 and Term 1

## Unit Overview

### CONTENT DESCRIPTORS

Descriptor	General Capabilities
Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099).	<ul style="list-style-type: none"> <li>- Critical and creative thinking</li> <li>- Personal and social capability</li> <li>- Numeracy</li> <li>- Intercultural understanding</li> <li>- Information and communication technology capability</li> <li>- Literacy</li> </ul>
Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100)	
Practice and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (ACAMUM101)	

### Achievement Standard

By the end of this four-week unit, students will produce an original piece of music. Students will demonstrate the basic operations of a digital audio workstation. Students will analyse their own piece of music in terms of style, key, arrangement, and structure.

### Cross Curricular Priorities

Aboriginal and Torres Strait Islander Histories and Cultures: Students will have an opportunity to explore the music that is native to Aboriginal and Torres Strait Islander people.

### Formative Assessment

A diagram of a keyboard will be handed out to students, which will be notated as a class.

### Summative Assessment

Students will individually perform the piano part over their original piece of music, which will be recorded

into their digital audio workstation session file, and submitted for further assessment.

## Scope and Sequence (for lessons within the unit)

Week	Lesson 1 70 mins	Lesson 2 70 mins	Lesson 3 70 mins
1	<p><b><u>Learning Objective:</u></b> To recap on music scales.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>- Recap on basic music theory.</li> <li>- Notate the allocated piano diagram.</li> </ul> <p><b><u>Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>- Get to know you activity. Students will position desks in an arch shape around the white board and going around the room, will state their name, instrument of choice, and favorite song.</li> <li>- Musical hopscotch: an illustration of a piano will be drawn on the white board and students will have to complete a hopscotch course taped out on the group to have a chance at filling it in one note at a time.</li> <li>- Teacher will discuss the differences of whole and half step intervals using the piano diagram on the white board.</li> <li>- Students will be asked to choose a song to use as reference and, using the Internet at home, will find the beats per minute (bpm) and key of that song to bring to the next lesson.</li> </ul> <p><b><u>Resources:</u></b></p>	<p><b><u>Learning Objective:</u></b> To gain a basic understanding of a digital audio workstation and utilise it to create a basic chord progression in students chosen key.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>- Know the basics of a digital audio workstation (more specifically Logic Pro X).</li> <li>- Know what makes up a basic triad chord.</li> </ul> <p><b><u>Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>- Students will watch a projection of the teachers' computer screen as they use <i>Logic Pro X</i> to compose a basic chord progression.</li> <li>- As a class, students will assist the teacher in choosing the bpm and key of the chord progression.</li> <li>- There will be a teacher lead, class discussion about the chosen chords, how they relate, and how they fit into the chosen key.</li> <li>- Students will then create their own chord progression on Logic Pro X.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>- IMac loaded with <i>Logic Pro X</i> (x number of students and teacher)</li> <li>- Midi keyboard (x number of students and teacher)</li> </ul>	<p><b><u>Learning Objective:</u></b> To construct eight bars of an original percussive and bass groove using a provided sample collection that corresponds musically to the chord progression students created in the previous lesson.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>- Know where the bass, percussion, and piano lie on the frequency spectrum.</li> </ul> <p><b><u>Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>- Students will download a supplied collection of percussive samples from a shared drive.</li> <li>- There will be a teacher lead discussion about sourcing samples, the importance of sound collection, and the relationship between the kick and bass as the teacher creates a percussive and bass groove within <i>Logic Pro X</i>, which will be projected onto the white board.</li> <li>- Students will then create their own percussion and bass groove over the chord progression they created in the previous lesson.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>- IMac loaded with <i>Logic Pro X</i> (x number of students and teacher)</li> </ul>

- Whiteboard, markers and eraser
- Scotch tape

- Projector
- White board, markers, eraser

- Midi keyboard (x number of students and teacher)
- Projector
- White board, markers, eraser

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**Learning Objective:** Students will utilise the skills they have learnt thus far in developing another eight bar phrase that will be a variant of the chord progression used in the last few lessons. This eight bar phrase will also include percussion, bass, and piano elements that will make up the songs chorus.

**Success Criteria:**

- Students will show competency in creating an eight bar phrase using bass, percussion, and piano parts.

**Learning Experiences:**

- Students will watch the teacher begin to create an eight bar phrase, in order to demonstrate the mindset of the approach.
- Students will then work autonomously in creating an eight bar phrase in association to their original eight bar phrase.

**Resources:**

- IMac loaded with *Logic Pro X* (x number of students and teacher)
- Midi keyboard (x number of students and teacher)
- Projector
- White board, markers, eraser

**Learning Objective:** Students will utilise their two original eight-bar phrases to construct the framework of a complete song and will examine other musical works in terms of structure.

**Success Criteria:**

- Students will demonstrate the concept of structure within a music piece.

**Learning Experiences:**

- The teacher will call upon students individually to state their favourite song, which will then be played through speakers and deconstructed on the white board in terms of structure.
- The teacher will then open up their *Logic Pro X* session file and demonstrate how to utilise the two previously created eight bar phrases to form the framework of a complete song whilst answering questions.
- The class will then replicate the demonstration using their own eight bar phrases created in previous lessons.

**Resources:**

- IMac loaded with *Logic Pro X* (x number of students and teacher)
- Midi keyboard (x number of students and

**Learning Objective:** Students will explore music from other cultures, more specifically from Aboriginal and Torres Strait islander cultures, in terms of instrumentation, to engage with various cultural backgrounds.

**Success Criteria:**

- Students will identify the key attributes of indigenousness music.

**Learning Experiences:**

- Students will watch Youtube clips of various music videos derived from different cultures.
- There will then be a teacher lead discussion on various aspects of cultural music.
- The teacher will then open their song session file and incorporate these techniques and sounds into their song. This will be projected onto the whiteboard for students to watch.

**Resources:**

- Computer
- Projector

		teacher) - Projector - White board, markers, eraser	
3	<p><b><u>Learning Objective:</u></b> Students will demonstrate improvisation and composition skills by using their instrument of choice to overlay their song structure.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>- Students will be able to comfortably perform improvisation on their chosen instrument over their original song within key and tempo.</li> </ul> <p><b><u>Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>- Begin improvising with their chosen instrument over their original song.</li> <li>- The teacher can travel from individual to individual providing assistance.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>- IMac loaded with <i>Logic Pro X</i> (x number of students and teacher)</li> <li>- Midi keyboard (x number of students and</li> </ul>	<p><b><u>Learning Objective:</u></b> Students will demonstrate an aural understanding of key and tonality when improvising and composing.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>- Students will record an improvised part on their chosen instrument over their original song within the same key and bpm.</li> </ul> <p><b><u>Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>- Students will continue working on their original songs as the teacher calls upon students individually to assist in recording an improvisation of their chosen instrument over their prerecorded song. (The teacher will be able to easily assess each students individual process)</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>- IMac loaded with <i>Logic Pro X</i> (x number of students and teacher)</li> <li>- Midi keyboard (x number of students and</li> </ul>	<p><b><u>Learning Objective:</u></b> Students will analyse various musical productions and replicate a particular aspect of the productions in their own original song.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>- Students will be able to effectively analyse a piece of music in terms of musical creative choice and replicate that aspect into their own work.</li> </ul> <p><b><u>Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>- Various music videos will be projected onto the projector screen and the teacher will lead a class discussion about creative musical choices the artist has made and how it can be utilised into their own composition.</li> <li>- Students will then analyse music videos on their own, and incorporate a creative aspect of their chosen song into their own original song.</li> </ul>

	teacher)	teacher)	<b><u>Resources:</u></b> <ul style="list-style-type: none"> <li>- IMac loaded with <i>Logic Pro X</i> (x number of students and teacher)</li> <li>- Midi keyboard (x number of students and teacher)</li> <li>- Projector</li> </ul>
4	<p><b><u>Learning Objective:</u></b> Students will develop collaboration skills with peers in preparation for final assignment.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>- Students will successfully incorporate an improvised section from a fellow student using fellow students primary instrument into their original song.</li> </ul> <p><b><u>Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>- Teacher will have their original song projected onto the projector screen and will call upon volunteers who will perform a recorded improvisation with their primary instruments over the teachers original song.</li> <li>- Students will then form groups of two or three to take turns recording their primary instruments over a section of one of their group members' songs.</li> <li>- Students who finish this early can then continue working on their song and practice their primary instrument part for the final performance.</li> </ul>	<p><b><u>Learning Objective:</u></b> Students will rehearse their primary instrument parts over their original song in preparation for final performance.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>- Students will rehearse and pursuit to perfect their performance of their primary instrument over their original song.</li> </ul> <p><b><u>Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>- Students will individually practice and prepare their performance for the final assessments.</li> <li>- Students can pair off and perform/critique each other's original song and performance.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>- IMac loaded with <i>Logic Pro X</i> (x number of students and teacher)</li> <li>- Midi keyboard (x number of students and teacher)</li> </ul>	<p><b><u>Learning Objective:</u></b> Students will perform their primary instrument parts to their original song to the class and submit a copy of their <i>Logic Pro X</i> session files for analysis.</p> <p><b><u>Success Criteria:</u></b></p> <ul style="list-style-type: none"> <li>- Students have rehearsed and can confidently perform their primary instrument to the class in time with their original song.</li> </ul> <p><b><u>Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>- Students will individually perform their primary instrument accompanied by their original song to the class.</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>- IMac loaded with <i>Logic Pro X</i></li> <li>- Speakers</li> </ul>

**Resources:**

- IMac loaded with *Logic Pro X* (x number of students and teacher)
- Midi keyboard (x number of students and teacher)
- Projector

## REFERENCES

- Merrell, K.W. & Gimpel, G. (2014). Social skills of children and adolescents: conceptualization, assessment, treatment. New York: Psychology Press.
- Noble, T., Wyatt, T., McGrath, H., Roffey, S. & Rowling, L. (2008a). Scoping study into approaches to student wellbeing: final report. Canberra: ACU and Erebus International.
- George, P. S., & Alexander, W. M. (2003). *The exemplary middle school*. Australia: Wadsworth.