

Music



Course Description

Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community's cultural life.

The course of study allows you to become a creative and adaptable thinker and problem solver, making informed decisions and developing your abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music-making may support you in maintaining a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression.

Through **performance**, students sing and play music, demonstrating their knowledge and practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

Through **creating**, students explore the manipulation of sound, producing new music works and arrangements. Using the music elements and concepts, students apply their knowledge and understanding of compositional devices to their own creations and the works of others.

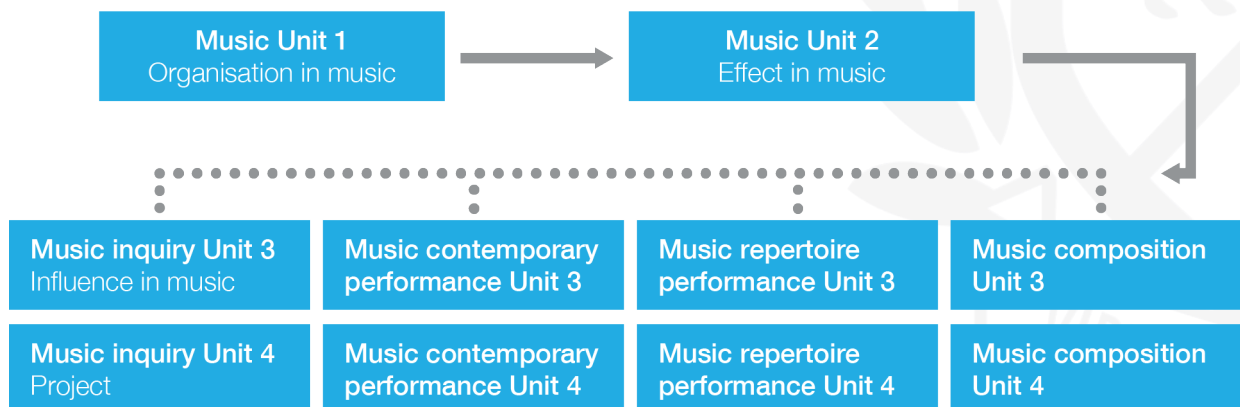
Through **responding and analysing**, students investigate and explain the use of music elements, concepts and compositional devices, and respond to music from a variety of contexts, styles and genres. They develop knowledge and skills in identifying and understanding how music is organised, how effect is created and how influences and cultural contexts are manifested in works.

Course 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.

All students study units 1&2 in year 11 covering performance, creating, analysing and responding. In year 12 students select the course which best suits personal learning and success

The study structure is:



Unit 1 – Organisation of Music

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.

Area of Study

1. Performing
2. Creating
3. Analysing and responding

Unit 2 – Effect in Music

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.

Area of Study

1. Performing
2. Creating
3. Analysing and responding

Units 3 and 4 – Students select the course which best suits personal learning and success

Option 1: Music inquiry

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

Unit 3 – Influence in Music

Area of Study

1. Music making (Performance/composing)
2. Analysing for music making
3. Responding

Unit 4 – Project

Area of Study

1. Music making (Performance/composing)
2. Analysing for music making (Students choose their own Area of Investigation.)
3. Responding

Option 2: Contemporary music performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Areas of Study

1. Performing
2. Analysing for performance
3. Responding

Option 3: Music repertoire performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Areas of Study

1. Performing
2. Analysing for performance
3. Responding

Option 4: Music composition

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Areas of Study

1. Creating
2. Analysing for composing
3. Responding

Entry and Recommendations

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.

Assessment

Units 1 & 2

School assessed

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Units 3 & 4

Music inquiry

- Unit 3 School-assessed Coursework: 30 %
- Unit 4 School-assessed Coursework: 5 %
- Unit 4 Externally-assessed Task: 50 %
- end-of-year examination: 15 %

Music contemporary performance

- Unit 3 School-assessed Coursework: 20 %

- Unit 4 School-assessed Coursework: 10 %
- Unit 4 Performance examination: 50 %
- end-of-year aural and written examination: 20 %

Music repertoire performance

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 10 %
- Unit 4 Performance examination: 50 %
- end-of-year aural and written examination: 20 %

Music composition

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 10 %
- Unit 4 Externally-assessed Task: 50 %
- end-of-year aural and written examination: 20 %

