

Approaches to Learning and Teaching – The Arts (Music) Level 3

The Arts Standard	
<p>Dimension: Creating and making</p> <p>Students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies. They show evidence of arts knowledge when planning arts works for different purposes and audiences and identify techniques and features of other people’s works that inform their own arts making.</p>	<p>When using Music to implement standards for the Arts, teachers could develop learning activities that allow students to:</p> <ul style="list-style-type: none"> • create and present music works in different music forms and styles using knowledge of the elements of music, compositional devices and performance conventions. They produce sounds with their voice, and instruments to communicate their ideas and feelings; for example, they might sequence MIDI sound effects to create storm music to accompany a video; portray the growing excitement of a crowd at the football as their team kicks a goal or juxtapose three given rhythm patterns into a piece about a machine which gradually gathers momentum and then breaks down. They investigate a range of perspectives of the world and use them as starting points for their own music works. In their compositions, they use imagination to explore ideas, understandings and feelings of relevance to them. For example, they may musically explore the world of ants using both sounds and conventional instruments to represent their living habitats, and select and combine appropriate dynamics, rhythm patterns, tempo and form for the piece. • plan performances of selected repertoire and their own compositions for different purposes and audiences, such as classroom concerts, to accompany a drama created by another class or community events. • discuss and use techniques and features of other people’s music they have heard or performed when creating their own works or developing interpretations of selected repertoire. <p>compose, improvise, arrange and interpret music by selecting and combining a range of elements of music such as:</p> <ul style="list-style-type: none"> • tone colour – identify diverse tone colours and use correct technique on a range of conventional and unconventional melodic and non-melodic percussion instruments, voice, electronic and MIDI instruments • texture – combine tone colours, harmonies and expressive devices to create textures appropriate to the task • melody – recognise, imitate and create melodic patterns in a range of songs and short instrumental pieces • expression – identify, select and combine tempo and dynamics appropriately • rhythm – combine and arrange rhythm patterns against an underlying beat or accent; improvise rhythm patterns in a variety of simple metres (for example, 3/4, 4/4); interpret conventionally notated rhythm patterns • harmony – identify, select and combine simple harmonic devices such as drones and triads • form – select and interpret simple structures such as ternary, binary and free form. <p>select and combine a range of skills, techniques and processes; for example:</p> <ul style="list-style-type: none"> • they create and interpret basic graphic and known conventional symbols through activities such as creating a graphic score representing aspects of the sea, or interpreting overlaid ostinatos on marimbas. They learn to recognise, imitate and create rhythmic and melodic patterns and to play known phrases by ear. They use simple harmonic devices; for example, a drone or basic chords to accompany a pentatonic Japanese melody or as an accompaniment to songs. Students learn to work cooperatively in groups, listening to each other and accepting and refining ideas from all group members in planning compositions and interpreting the works of others. • rehearse and perform songs either solo or as part of a group. They learn to use a natural voice with accuracy in pitch, rhythm, dynamics and breathing at appropriate places, such as at the end of a phrase. They perform music composed for a particular purpose and which demonstrates knowledge of appropriate conventions and skills in controlling the performance to express and reflect the purpose of the music. For example, they work as a member of a small class ensemble to prepare, rehearse and present a performance of short multi-instrumental pieces from Greece. They might sing a song and talk about the meaning of the words and how this can be reflected in the way the song is performed and presented, or assist in the preparation of an Australia Day concert of songs and a percussion fanfare for members of the school community.

Students refine their work in response to feedback and self-evaluation.

- **refine** their compositions and performances based on peer evaluation and with a focus on specific music technique and elements provided by teachers. **Feedback and self-evaluation** includes referring back to task criteria for a composition and checking that each criterion has been met. For example, students may attempt to develop musical tension in a piece about an animal stalking its prey. They may reconsider their ability to communicate with each other in performance, the instruments they have chosen, and the balance between them, their playing technique, application of form, tempo, dynamic changes or the use of sound clusters if tension is not perceived by the audience. With teacher guidance, they listen for these techniques and use of elements in different musical applications by other students. They are made aware of how tasks relate to their music learning and what they are listening for or responding to.

Ideas for assessment tasks

- use improvisation and other selected processes to develop and refine music ideas for works that communicate intended aims for a selected audience or purpose
- guided use and identification of the elements of music, including pitch – selected mode/scale forms; rhythm – familiar simple and compound metres, variations within phrases; harmony – tonic/dominant drones; dynamics, for example using dynamics to create effects; tempo, for example selecting an appropriate tempo to achieve performance aims; tone colour, for example varying tone colours within a performance; articulation, for example choosing between legato or staccato
- accurate pitch, rhythm and selected interval intonation when singing a variety of phrases, patterns, unison songs and/or parts with on-beat rhythms and some syncopation
- accurate pitch, pulse/beat and rhythm when playing rhythmic, melodic and harmonic/ostinati patterns, phrases and/or accompaniments
- appropriate techniques to create and communicate intended effects when using selected instruments
- accurate reading and writing of graphic and/or conventional music symbols, and making of interpretive choices to achieve intended aims when learning repertoire and creating own music works.

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The Arts Standard	
Dimension: Exploring and responding	When using Music to implement standards for the Arts, teachers could develop learning activities that allow students to:
Students comment on the exploration, development and presentation of their arts works, including the use of specific arts elements, principles and/or conventions, skills, techniques and processes. They identify and describe key features of arts works from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's arts works.	<ul style="list-style-type: none"> • focus on task criteria to discuss use of elements of music or compositional devices such as the use of patterns in music or identifying simple structures like repeated and contrasting sections. They describe differences in contrasting pieces of music, such as melodic shape, use of instruments, dynamics, tempo, rhythm and metre, and harmonic texture, for example the presence of chords in an accompaniment. They could, for example listen to and describe, aurally or in writing, the changes in the key features used in two contrasting pieces of Indonesian music about two characters in a shadow puppet play and answering questions focusing on these changes. They identify the ability of groups to play together and express a musical idea as a group. For example, they comment on the ability of a group to convey the feeling of a dance through the strong, accurate use of a 3/4 metre. Students identify the key features in particular pieces of music; for example, the ability of the composer to build a feeling of celebration in a score accompanying a film sequence. They describe, and comment on, particular works they have created, heard or performed, expressing preferences and providing reasons for their point of view. They identify characteristics of music works which locate them in a particular culture, time and place, for example the origins of percussion instruments such as the rainstick and cabasa and their application in South American music. • use music-specific language when describing key features of music and in their responses to the expression of ideas and feelings in music works. For example, they comment on the effect of the tempo and dynamic changes in a cappella piece about a train journey.
Ideas for assessment tasks	
<ul style="list-style-type: none"> • aural awareness of use of selected elements of music and compositional devices in guided listening activities involving music in a range of styles and genres • listening responses that describe how other composers use specific elements of music and compositional devices to create effects and discussion about different responses to the same performance • identification and discussion/documentation of possibilities when planning and developing own music works and performances of others' works for particular purposes and/or audiences • planning and refinement of ways to accurately and expressively interpret selected elements of music through movement • verbal and/or written description of features of music being listened to, sung and played, and developing and refining own music works to suit different purposes and/or audiences. 	

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Interweaving other domains with Music – Level 3

Strand	Domain
Physical, Personal and Social Learning	<p>At Level 3, links between The Arts – Music and domains in the Physical, Personal and Social Learning strand that can be used to enhance student learning include:</p> <p>Personal Learning (standard, The Individual learner) <i>With support, they identify their learning strengths and weaknesses ... that improve learning outcomes ...</i> Through engagement with a broad range of music tasks such as listening, instrumental skill development, development of ideas through improvising and composing and performing in a group, they become aware of their areas of strength. They accommodate the views of others, for example in responses to unfamiliar music, and share their expertise in areas of strength.</p> <p>Interpersonal Development (standard, Building social relationships) <i>... demonstrate respect for each other ... support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences.</i> For example, in music classes, students work cooperatively in groups generating, sharing and combining ideas to compose their own music and interpret the works of others. They listen to each other and to their own work within a group context in their performances. They learn to perform as a group, rather than as individuals within a group. They follow a group conductor, and provide and accept feedback on their work.</p>
Discipline-based Learning	<p>At Level 3, links between The Arts – Music and domains in the Discipline-based Learning strand that can be used to enhance student learning include:</p> <p>English (standard, Writing) <i>... students write texts of several logically ordered paragraphs that express opinions and include ideas and information about familiar topics ... express a point of view providing some information and supporting detail.</i> For example, students might write comparatively about the use of a music score in two contrasting sequences from an animated movie, following given criteria and using appropriate music terminology. They describe their personal response to the music score, giving reasons for their opinion.</p> <p>Science (standard, Science knowledge and understanding) <i>... identify forms of energy and energy transformations in the everyday world.</i> For example, students could learn about how sound is generated and transmitted using the metaphor of a human wave. They experiment with sound-making objects to find out why some objects make high sounds and other objects make low sounds, and how louder and softer sounds are created.</p> <p>The Humanities (standard, Knowledge and understanding) <i>... describe some key events in Australian history, ... including Anzac Day, and key aspects of the histories of cultural groups that make up their class, community and nation.</i> For example, in music class, students may learn songs commonly sung on Australia Day, including the national anthem, 'Waltzing Matilda' and newer songs such as 'I am Australian'. They talk about the use of anthems in different cultures and why some songs become part of a country's cultural heritage.</p>

Strand	Domain
Interdisciplinary Learning	<p>At Level 3, links between The Arts – Music and domains in the Interdisciplinary Learning strand that can be used to enhance student learning include:</p> <p>ICT (standard, ICT for communicating) <i>... locate information on an intranet and use a recommended search engine and limited key words to locate information from websites.</i> For example, in music class, students could locate information about the origins of the rainstick and how to make one. They learn how to record and communicate this information to others. They use their made rainsticks and a range of other instruments in their own compositions.</p> <p>Thinking Processes (standard, Creativity) <i>... use open-ended questioning and integrate available information to explore ideas.</i> For example, in a music class, students could apply questions such as ‘what if ... ?’ to explore options for extending a music idea or consider a range of information such as tempo indications or dynamics when making decisions about how to interpret a printed score.</p> <p>(standard, Reflection, evaluation, metacognition) <i>... identify strategies they use to organise their ideas, and use appropriate language to explain their thinking ... identify and provide reasons for their point of view, and justify changes in their thinking.</i> For example, in a music class, students could use given criteria to make decisions about how to use appropriate aspects of the elements of music to compose a piece of music about a given topic such as ‘The gentle monster’. They then list the elements of music and record their choices. They map the way in which these choices will be coordinated using appropriate music terminology, and then refer back to their original mapping when reflecting on and refining their work. They use their map to explain ideas in their music work to other class members, providing reasons for their choices and justifying changes in their thinking.</p>