

E633 MUSIC IN SOCIETY (YEAR 12)

2008-2009

Introduction

This subject is based on a set of outcomes which students should achieve. A number of components associated with each outcome has been stipulated. Assessment of the outcomes will be achieved through a series of assessment tasks. The Performance Criteria for the assessment of these tasks are provided.

Rationale

Music is central to the lives of young people in our society. It brings them together in a natural form of expression; it is universal in its ability to communicate; it provides a means of expressing ideas and emotions, combining words, sounds and movement in a way which enhances the meaning of life.

Music is pervasive in our society, and has significant impact on the economy by providing employment through performance, production, administration and marketing.

This subject is designed to provide a flexible framework within which students may choose to study music from Western and non-Western traditions, in both art and popular forms. It has scope for working with recent developments in technology as they apply to music. It is based on performing and creative experience leading to the appreciation and development of appropriate literacy and cross-curricular skills. It is accessible to students with a varied background and experience in music and it extends the opportunity for upper secondary students to become involved in practical music making. It forms part of the total arts curriculum, having strong links with other approved upper secondary subjects.

Music in Society is designed around a problem-solving practical experience of music making from which develop an awareness and appreciation of the value of music, both in personal experience and as an integral part of society. It is designed to encourage musical activity as a vocational and/or recreational choice and could lead to post-school training for the music, education and arts professions and industries.

Subject Design

This subject stipulates a set of outcomes. These describe what the student can do as a result of studying the subject. A set of content and skill components is listed under each outcome. These components amplify the context and meaning of the outcome. They are specified for the development of each outcome and indicate how students will demonstrate achievement of the outcomes in this subject. The teaching/learning program will give coverage to all components in order to ensure each outcome is appropriately addressed.

If schools wish to vary the content and context in achieving the outcomes they may do so, provided it can be demonstrated that the outcomes are still able to be achieved and that the subject is still assessed through the common assessment framework described for the subject. Proposals for variations

must be submitted to the Curriculum Council for approval.

The assessment framework, based on a series of generally defined common assessment tasks, has been stipulated for the subject. Each task measures student performance of the subject outcomes. A set of Performance Criteria supports the assessment framework for the subject.

A procedure for rating student performance on each task and allocating a grade at the end of the subject, has been stipulated.

Suggested guidelines for the delivery and assessment of the subject are included in support materials for this subject.

A list of resources to assist teachers in subject delivery is included in the support materials.

Subject Outcomes

Within the context of the Music in Society subject, through observing, creating, making, presenting, sharing, reflecting on and appreciating music, the student is provided with the opportunity to meet each of the following outcomes:

Outcome 1:	Generates and communicates ideas through creating, presenting and responding to music.
Outcome 2:	Demonstrates planning and organisational skills in creating, presenting and responding to music.
Outcome 3:	Applies and responds to elements of music language.
Outcome 4:	Creates and presents original music as a result of collecting, analysing and organising information.
Outcome 5:	Selects appropriate and available technology/equipment in making music.
Outcome 6:	Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.
Outcome 7:	Works with others to create and present music.
Outcome 8:	Evaluates and responds critically to the process and product of own music and the music of others.

Components of Outcomes

Outcome 1: Generates and communicates ideas through creating, presenting and responding to music.
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The following components amplify the context and meaning of the outcome. The student:

- generates, selects and applies own ideas in creating, presenting and responding to music
- makes own decisions using a variety of styles of music

- justifies and validates own ideas about music.

Outcome 2: Demonstrates planning and organisational skills in creating, presenting and responding to music.

The following components amplify the context and meaning of the outcome. The student:

- develops a detailed and appropriate timeline for required tasks
- demonstrates self direction in meeting the requirements of a planned timeline
- prepares detailed and appropriate planning documentation
- organises and arranges available materials to support individual and/or group needs.

Outcome 3: Applies and responds to elements of music language.

The following components amplify the context and meaning of the outcome. The student:

- responds to the use of rhythm, melody, texture, harmony, structure, style and expression in music
- makes judgements on the use of elements of music language in music seen or heard
- selects appropriate elements of music language to create, present and respond to music
- reflects on the process and product of work undertaken.

Outcome 4: Creates and presents original music as a result of collecting, analysing and organising information.

The following components amplify the context and meaning of the outcome. The student:

- uses information gathered to create and present original music
- considers and selects appropriate elements of music language to create original music
- discusses, prepares and presents original music for an audience
- uses a variety of styles when creating original music
- makes appropriate decisions when creating and presenting original music
- reflects on the process and product of work undertaken.

Outcome 5: Selects appropriate and available technology/equipment in making music.

The following components amplify the context and meaning of the outcome. The student:

- uses appropriate technology/equipment available in music making
- experiments with and selects appropriate technology/equipment in music making
- evaluates the appropriateness of technology/equipment to achieve a desired outcome
- demonstrates safe work practice when using technology/equipment.

Outcome 6: Evaluates and utilises process and problem-solving skills in creating, presenting and responding to music.

The following components amplify the context and meaning of the outcome. The student:

- understands and recognises that music requires involvement in a series of activities which include listening, observing, reflecting, selecting, expressing and making
- demonstrates an understanding of presentation skills in music
- demonstrates an understanding of the elements of music language
- prepares and presents music using appropriate elements of music language
- makes appropriate decisions when appreciating, creating and performing music.

Outcome 7: Works with others to create and present music.

The following components amplify the context and meaning of the outcome. The student:

- responds to own role and the role of others in creating and presenting music
- responds to own role and the role of others in a performing ensemble
- works cooperatively with others in creating and presenting music.

Outcome 8: Evaluates and responds critically to the process and product of own music and the music of others.

The following components amplify the context and meaning of the outcome. The student:

- evaluates methods used by other composers and performers to create, present and respond to music
- reflects critically on own music and that of others
- demonstrates an interest in the work of other composers and performers.

Common Assessment Framework

A framework for the assessment of the subject has been developed. This framework is based on assessing aspects of each task, with the task providing the opportunity for the student to achieve specified outcomes.

Each task consists of three parts, with outcomes being assessed within each part.

Task		Specified Outcomes
One	Participation in an activity which demonstrates skills in the following: appreciation creativity performance.	} 1 - 8
Two	Participation in an activity which demonstrates skills in the following: appreciation creativity performance.	} 1 - 8
Three	Participation in an activity which demonstrates skills in the following: appreciation creativity performance.	} 1 - 8

Common Assessment Task Booklet

Details of the parameters of each task are provided in the *Common Assessment Task Booklet* which is available from the Curriculum Council.

Units of Study

Three units of study are to be completed by the student. Units should be selected to suit the interests of the students and the teaching strengths and resources of the school. Each unit of study provides the opportunity for the teacher to develop an integrated approach towards teaching and assessing through the appreciation, creativity and performance parts of the subject.

The three units of study are to be selected from the following list:

- Media Music
- Jazz
- Rock Music
- Folk Music
- Romanticism in Music
- Medieval Music
- Music in the Renaissance
- Baroque Music
- Music in the Classical Era
- Music for Small/Large Vocal/Instrument Ensembles
- Western Art Music in the 20th Century
- Music and Dance
- Music Theatre
- Music of a non-Western Culture (especially Australian Aboriginal Music)
- Music and Religion
- Music Technology
- Australian Music
- Music for Solo Instrument and/or Solo Voice

Schools wishing to offer a unit of study not included in the above list may apply to the Curriculum Council to have the unit included.

Performance Criteria

Ratings for student performance of each outcome will be based on the following criteria:

Outcome 1: Generates and communicates ideas through creating, presenting and responding to music.

Satisfactory	High	Very high
The student responds through verbal and non-verbal communication skills in creating, presenting and appreciating music to reflect musical ideas.	The student responds through a range of verbal and non-verbal communication skills in creating, presenting and appreciating music to reflect musical ideas.	The student responds through a wide range of verbal and non-verbal communication skills in creating, presenting and appreciating music to reflect musical ideas.

Outcome 2: Demonstrates planning and organisational skills in creating, presenting and responding to music.

Satisfactory	High	Very high
The student, with assistance, is able to follow a self generated set of guidelines for the collection and organisation of information, materials and time, and demonstrates the use of these to complete the required task.	The student, with minimal assistance, is able to follow a self generated set of guidelines for the collection and organisation of information, and demonstrates the planning and necessary adjustment of time and resources to complete the required task.	The student is able to independently follow a self generated set of guidelines for the collection and organisation of information, and demonstrates the planning and necessary adjustment of time and resources to effectively complete the required task.

Outcome 3: Applies and responds to elements of music language.

Satisfactory	High	Very high
The student applies elements of music language and interprets its use in creating, presenting and responding to music.	The student applies, with control, appropriate elements of music language and interprets its use in creating, presenting and responding to music.	The student applies, with sensitivity and control, appropriate elements of music language and interprets its use in creating, presenting and responding to music.

Outcome 4: Creates and presents original music as a result of collecting, analysing and organising information.

Satisfactory	High	Very high
The student, with assistance, uses relevant and appropriate information to create and present original music.	The student, with minimal assistance, creates and presents structured original music, interpreting effectively the range of information used.	The student independently creates and presents structured and logical original music, interpreting effectively the wide range of information used.

Outcome 5: Selects appropriate and available technology/equipment in making music.

Satisfactory	High	Very high
The student selects appropriate and available technology/equipment and uses it safely to achieve a desired outcome.	The student selects a range of appropriate and available technology/equipment and applies it effectively and safely to a range of tasks to achieve a desired outcome.	The student selects a wide range of available technology/equipment and applies it safely, extensively and effectively to a range of tasks to achieve a desired outcome.

Outcome 6: Evaluates and utilises process and problem solving skills in creating, presenting and responding to music.

Satisfactory	High	Very high
The student, with assistance, selects and evaluates the appropriate elements of music language to present musical thoughts and ideas.	The student, with minimal assistance, is able to select and evaluate the appropriate elements of music language to shape and present relevant musical thoughts and ideas.	The student is able to independently select and evaluate the appropriate elements of music language to shape and present well developed musical thoughts and ideas.

Outcome 7: Works with others to create and present music.

Satisfactory	High	Very high
The student works with others to achieve agreed outcomes in creating and presenting music.	The student identifies own role in working with others and responds to role to achieve agreed outcomes.	The student identifies own role in working with others and independently and effectively responds to role to achieve agreed outcomes.

Outcome 8: Evaluates and responds critically to the process and product of own music and the music of others.

Satisfactory	High	Very high
The student appraises and interprets own music and that of others, and responds to the qualities and characteristics of the music.	The student appraises and interprets own music and that of others, and critically articulates detailed responses, reflecting on qualities and characteristics of the music.	The student appraises and interprets own music and that of others, and critically articulates detailed and persuasive responses, reflecting on qualities and characteristics of the music.

Note: ND (Not Demonstrated) will be assigned if the student does not meet the requirements of the S (Satisfactory) rating in the assessment of the outcome.

Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better, with all ratings at S or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

- the student has completed all the CATs incorporating that outcome; and
- the student has demonstrated S for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgement should then be used to determine whether a final rating of ND or S is appropriate in each situation.

Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

A final rating of ND for any outcome will result in a grade of D being awarded.

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks* booklet.

Time Allocation

The subject has been designed to be completed through a structured education program of approximately 110 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

Resources

Support Material

Support material for this subject can be ordered through the Curriculum Council Publications Catalogue and is available on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).