Music Stage 4 (Years 7–8)

100-hour sample scope and sequence

# Beats and tunes (25 hours)

Table 1 – Term 1

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Repertoire requirements | Global music culture and art music |
| Learning overview | Students develop knowledge in music literacy through the development of skills in performing, composing and listening. They learn about the elements of duration and pitch through engaging with beat and rhythm notation, melody and basic score reading. They participate in class singing and performing activities on body and untuned percussion, and experiment with different ways of combining and documenting musical ideas using notation forms. Students use listening skills and memory to clap, sing or play and transcribe musical patterns using notation. They explore a range of repertoire including art music and global music culture. As class routines are established, students explore and apply safe vocal and instrumental practices and protocols for working safely and responsibly with others. |
| Assessment outcomes | **MU4-PER-01, MU4–LIS–01, MU4–COM–01** |
| Assessment | Classroom performance, composition and listening activities including rhythmic dictation. |

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# Sound lab (25 hours)

Table 2 – Term 2

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Repertoire requirements | Art music and popular music |
| Learning overview | Students explore how sound combinations are used in music through a variety of ensemble types. They investigate how composers use performing media and timbre, texture and expression to communicate musical ideas in art, popular and electronic music. Students develop instrumental skills on pitched instruments, performing in a range of music styles to communicate musical ideas and experiment with technologies to explore creative possibilities. They use a range of sound sources, sound production methods, timbres and digital technologies to improvise, generate, compose, manipulate, arrange, notate and record musical ideas. Students listen to music and use appropriate musical terminology to identify the performing media and musical features of the repertoire. They use their listening skills to reflect and improve on their own performances and compositions during creative and practical processes. |
| Assessment outcomes | **MU4–COM–01** |
| Assessment | Students are provided with regular formative assessment opportunities, and in small groups, compose a short composition by combining layers of sounds. |

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# You’re the voice (25 hours)

Table 3 – Term 3

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Repertoire requirements | Music of Australia, including music of Aboriginal and Torres Strait Islander Peoples, global music culture and popular music |
| Learning overview | Students explore global music cultures, including music of Aboriginal and Torres Strait Islander Peoples, to develop an understanding of how identity can be reflected in music. They learn how to make ethical choices about how music is used in performance, including the use of [Indigenous Cultural and Intellectual Property (ICIP) protocols](https://education.nsw.gov.au/teaching-and-learning/aec/universal-resources---aboriginal-education/getting-to-know-local-aboriginal-and-or-torres-strait-islander-h), and identify processes for engaging with local community and Aboriginal and Torres Strait Islander music. Students develop an understanding of the purpose of a performance and continue to develop singing and instrumental skills. Students draw on their own cultural heritage or identity for a listening and performance project and reflect on aesthetic qualities of music in personal responses to repertoire. |
| Assessment outcomes | **MU4-PER-01, MU4–LIS–01** |
| Assessment | Students are provided with regular formative assessment opportunities and perform a piece of music that reflects their own identity, as a soloist or ensemble member. Students create a piece of writing about the performance, recognising the purpose of the piece of music in relation to stylistic, cultural, historical or social contexts and the elements of music. |

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# Garage to Grammys (25 hours)

Table 4 – Term 4

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Repertoire requirements | Jazz and popular music |
| Learning overview | Students develop performance skills in small ensembles featuring guitar, keyboard, bass, vocals and drums through selected repertoire. They learn how the foundations of popular music evolved from blues and jazz through to rock and pop. Students create and notate compositions using various forms of notations and/or DAWs and/or digital graphic software. Compositions will be based on chord progressions used in jazz, rock and popular music genres. In small groups, students arrange a popular music song of their choice, making musical decisions that consider the elements of music. They listen to music from a variety of styles, periods and genres to identify, understand and describe how the elements of music have been used and manipulated. |
| Assessment outcomes | **MU4-PER-01, MU4–LIS–01, MU4–COM–01** |
| Assessment | Students are provided with regular formative assessment opportunities and arrange or compose a piece to perform in small groups. Students perform their arrangements or compositions for an audience and submit a reflection on their compositional choices and processes, describing how musical ideas are communicated in their composition. |

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# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the Creative Arts Curriculum team by emailing [creativearts7–12@det.nsw.edu.au](mailto:creativearts7–12@det.nsw.edu.au)

**Differentiation**: further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and high potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Consulted with**: Curriculum and Reform, Inclusive Education, Multicultural Education and Aboriginal Education and Communities, Rural Learning Exchange, Strategic Delivery and subject matter experts.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Standards for Teachers](https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors) 3.2.2, 3.3.2.

**Creation date: 13 June 2024**

# References

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NESA (NSW Education Standards Authority) (2021) ‘[Advice on scope and sequences](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 11 March 2024.

Wiliam D (2013) ‘[Assessment: The Bridge between Teaching and Learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning)’, Voices from the Middle, 21(2):15–20, accessed 11 March 2024.

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