Scope and sequence

# Stage 4 music

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| Stage 4 music | Aboriginal and Torres Strait music | Bucket drumming/  concepts of music | Film music | Rock music |
| Duration | 10 weeks | 10 weeks | 8 weeks | 12 weeks |
| Term | One | Two | Three | Three-four |
| Unit overview | In this unit, students will learn about the characteristics of Aboriginal music and the importance of language and the arts for maintaining culture. Students will then consider the role of music within their own cultural heritage and create a podcast celebrating their diversity for Harmony Day. | In this unit, students will learn drumming and ensemble performance techniques, terminology based on the concepts of music, and music theory. Students will participate in bucket drumming ensembles and learn to read music notation as they progress through bucket drumming levels individually and apply concept of music terminology to their listening. | Music is an essential part to films. Music can take the role of setting a scene, character music, sound effects and creating mood.  In this unit, students will learn to play movie theme songs on keyboard or guitar and explore the ways in which music is used in films. They will then create their own film soundtrack. | Throughout this unit, students will form band groups and learn to play their chosen instrument as a part of a band.  At the end of the unit, students will compete in a Battle of the Bands competition. |
| Outcomes | 4.11, 4.7, 4.8, 4.4, 4.6 | 4.1, 4.2, 4.3, 4.8, 4.9 | 4.4, 4.5, 4.6, 4.7, 4.10 | 4.1, 4.2, 4,3 |
| Assessment | Harmony Day podcast – viva voce and composition based on music of own cultural heritage | Progressive concepts of music listening quizzes and level up bucket drumming performance | Cartoon clip soundtrack composition and presentation | Individual performance assessment on band part and reflection on how the band is coming together. |
| Due | Term 1 Week 8 | Term 2 Week 10 | Term 3 Week 7 | Term 4 Week 5 |
| Total | 20% | 30% | 30% | 20% |