Music Stage 5 (Years 9–10)

100-hour sample scope and sequence

# Groove expedition (25 hours)

Table 1 – Term 1

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Repertoire requirements | Jazz |
| Learning overview | Students explore the stylistic features of jazz and funk with a focus on developing improvisation skills. They investigate the unique features of jazz and funk through listening, reading and analysing how rhythm, melody, harmony, expression, performing media and timbre shape these genres. Students develop their listening skills through comparative analysis and notate and transcribe rhythmic and melodic material. They develop their performance skills and experiment with improvisation on an instrument of their choice. Exploration of chord progressions, chord extensions, blues scales and notes, modes, rhythm and expressive techniques will form the basis of composition and improvisation activities. Students reflect on their learning through documenting their process and progress. |
| Assessment outcomes | **MU5–PER–01, MU5–PER–02,** **MU5-COM-01, MU5-COM-02** |
| Assessment | Students are provided with regular formative assessment opportunities, and in a group, perform a jazz or funk piece and include improvisation as part of the performance. |

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# Music of our solar system (25 hours)

Table 2 – Term 2

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Repertoire requirements | Art music and music of Australia, including music of Aboriginal and Torres Strait Islander Peoples |
| Learning overview | Students will study a range of repertoire inspired by our solar system. They will explore art music through the work of Holst, Mozart and Macens, and engage in how Aboriginal and Torres Strait Islander Peoples holistic belief systems are spiritually and intellectually connected to the land, sea, sky and waterways. Students complete a comparative analysis of Holst’s ‘The Planets’ and how it influenced John Williams’ ‘Star Wars’ theme. They perform from a range of musical scores and apply terminology to rehearse, refine and perform. Through listening activities, students interpret and analyse musical scores relevant to the genre and style and explain how these are characterised and represented through musical features and conventions. Students experiment with different compositional techniques and structures to develop and refine musical material in their own compositions.  |
| Assessment outcomes | **MU5-LIS-01, MU5-LIS-02** |
| Assessment | Students are provided with regular formative assessment opportunities and complete a comparative listening analysis based on a piece studied in class and an own choice piece influenced by the solar system. |

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# Influence and innovation (25 hours)

Table 3 – Term 3

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Repertoire requirements | Global music culture, art music and popular music |
| Learning overview | Through culturally responsive pedagogy, students explore music by Japanese artists, musicians and composers. Students investigate the influences on and of Gagaku, Taiko, Anime and J-pop music and the subsequent musical innovations that stemmed from these styles/genres. Students listen to and explore a range of repertoire to analyse and compare pieces of music and evaluate how music can influence and challenge ideas and contribute to developing cultural understandings at local, national and international levels. Through composing, students manipulate and combine styles to create new musical ideas and explore how conventions of different styles and media can be used to create meaning. Students develop their performance skills by performing Taiko drum rhythms and exploring different ways of communicating with ensemble members demonstrating awareness of role, function and balance. |
| Assessment outcomes | **MU5-COM-01, MU5-COM-02** |
| Assessment | Students are provided with regular formative assessment opportunities and create a composition that combines styles influenced by the music studied within the unit. |

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# Australian perspectives (25 hours)

Table 4 – Term 4

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Repertoire requirements | Music of Australia, including music of Aboriginal and Torres Strait Islander Peoples, popular music, art music and jazz  |
| Learning overview | Students investigate the diverse range of musical styles that have been composed, arranged, adapted and/or performed by Australian artists, groups or communities, including the music of Aboriginal and Torres Strait Islander Peoples. Students explore stylistic, cultural, historical and social contexts of the repertoire and discuss how identity can be reflected in music. They develop an understanding of respectful protocols and community consultation when studying music of Aboriginal and Torres Strait Islander Peoples. Students interpret music from the range of genres and styles studied through performing and experiment with composing in different styles for different purposes and/or audiences. Students identify the music of an Australian artist or group guided by their interests to complete a depth study. Students may choose to specialise in one or more of the focus areas: Performing, Listening and Composing. |
| Assessment outcomes | **MU5–PER–01, MU5–PER–02, MU5–LIS–01** |
| Assessment | Students are provided with regular formative assessment opportunities and perform a work by an Australian composer or artist. Students introduce their piece providing an outline of how the performance reflects stylistic features and cultural, historical and/or social context. |

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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

**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, Strategic Delivery, Aboriginal Education and Communities 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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[[Music 7–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/overview)](https://curriculum.nsw.edu.au/learning-areas/creative-arts/music-7-10-2024/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024.

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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