# Concepts of music program

**Course:** Stage 5 (Elective Course) Year 9

**Topic:** Popular Music: the concepts of music

**Unit duration:** 1 semester - 20 weeks

**Date commenced:**

**Date completed:**

## Unit outline

This unit of work provides students with a detailed and thorough introduction to the concepts of music and allows them to broaden and further develop their understanding of each of these concepts. Through the learning experiences of composition, listening and performing activities, students will learn about the concepts of music including duration, pitch, structure, texture, tone colour and dynamics and expressive techniques. Elements within each concept are explored, and students will learn how these elements are combined in music across a range of different genres. Students will learn how to analyse music through a range of scaffolded activities. Students will develop their literacy skills in learning how to write extended responses discussing the use of the concepts of music in musical examples from a range of genres, styles and historical time periods. Students will perform music by learning pieces both aurally and through the reading of musical notation. Furthermore, students will also develop their composition and musical literacy skills through a group arrangement and composition assessment.

## Focus outcomes

### Performance

Students will develop knowledge, understanding and skills in the musical concepts through **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

* 5.1 - performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
* 5.2 - performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
* 5.3 - performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

[Music 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

### Listening

Students will develop knowledge, understanding and skills in the musical concepts through **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

* 5.7 - demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
* 5.8 - demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
* 5.9 - demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
* 5.10 - demonstrates an understanding of the influence and impact of technology on music

[Music 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

### Composition

Students will develop knowledge, understanding and skills in the musical concepts through **composing** as a means of self-expression, musical creation and problem-solving.

* 5.4 - demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
* 5.5 - notates own compositions, applying forms of notation appropriate to the music selected for study
* 5.6 - uses different forms of technology in the composition process

[Music 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

### Values and Attitudes

Students will value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening

* 5.11 - demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
* 5.12 - demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

[Music 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

### Learning Intentions

Through studying this unit students will:

* identify and discriminate between sounds and make judgements about the concepts of music and their use in a wide range of musical styles, periods and genres
* develop skills in order to recognise, analyse and comment on the concepts of music and music of various styles, genres, periods, times and places.
* analyse music and discuss the use of the concepts of music in known and unknown examples in a range of styles and genres
* write concisely about the concepts of music in extended aural responses
* apply their knowledge of the concepts of music in performance, composition and listening activities
* perform musical compositions and arrangements both individually and in groups through the use of listening skills and interpreting different types of notation
* demonstrate an understanding of musical literacy through reading and notating music and applying them to composition, listening and performance contexts
* manipulate the concepts of music in compositions and arrangements through improvisation and experimentation
* notate compositions using both traditional and graphic notation
* develop skills in using technology specific to music, including notation programs and applying them to composition and performance activities
* develop a composition portfolio demonstrating the composition process

## Cross curriculum content

Within this unit, cross curriculum content is addressed in the following ways:

### Information and communication technologies (ICT)

Throughout the study of this unit, students incorporate technological perspectives into their work through the use of music notation programs such as musescore, sibelius or similar, as well as engaging with recording equipment to record compositions and performances. Students will also use freely available apps or software such as virtual keyboards, chrome music lab and auto chord generators.

### Literacy

Elective music requires a competent level of both linguistic and musical literacy. Musical literacy is acquired and developed through performance, listening and composition skills. Detailed composition portfolios which include research and evidence of composition skills are used to develop both linguistic and musical literacy skills. Literacy skills are also developed through the scaffolding of written responses, with differentiation applied in order for students to be able to write an extended aural response.

### Numeracy

Patterning, sequencing and the mathematical principle of repetition are essential components of listening skills and musical composition and align carefully with the key competency of using mathematical ideas and techniques. These are thoroughly explored within the unit through the concepts of duration, pitch and structure.

### Multicultural

Students develop skills identifying, observing, describing and analysing characteristics of music of different cultures and apply this understanding to their performances, compositions and written analysis’. Through this they develop a deep understanding of the diversity of cultures and contexts of composers, performers and audiences.

## Key competencies

Key competencies are embedded in the music curriculum to enhance student learning. The key competencies of collecting, analysing and organising information, communicating ideas and information, and planning and organising activities are integral to the nature of music education and are inherent in the group activities provided within this unit. Students work as individuals and in ensembles in classroom activities, and through this, the key competency of working with others and in teams is addressed. Music provides a powerful medium for the development of general competencies considered effective for the acquisition of effective, higher-order thinking skills. These skills are necessary for further education, work and everyday life. The composition, listening and performance activities provided in this unit requires students to consistently engage in problem-solving, thus addressing the key competency of problem solving.

### Aboriginal and Indigenous

In this unit, Aboriginal and Indigenous music is studied through listening activities within its cultural context. It recognises the coexistence of both traditional and contemporary Aboriginal and Indigenous music through the use of the concepts of music within both genres.

### Gender

Students in the elective course will focus on the musical achievements of female and male composers and performers. The contribution and musical output of women in the male-dominated fields of composition and performing are explored within this unit.

## Assessment

This unit includes two assessment tasks which assess the key learning areas of composition, listening and performance.

Assessment task one requires students to arrange a song of their choice in small groups and to also submit a composition portfolio outlining the composition process. Assessment task two comprises of an in-class listening assessment.

In performance students will:

* demonstrate technical skills including technical ability and fluency
* demonstrate stylistic understanding through expressive techniques
* demonstrate personal expression and communication
* demonstrate ensemble awareness.

In composition students will:

* demonstrate background listening skills through a concept analysis of their chosen piece
* detail the compositional process providing an account of the experimentation, development and resolution of ideas
* reflect on the success of the composition/arrangement
* complete all composition portfolio requirements.

In listening students will:

* demonstrate an ability to identify and describe the concepts of pitch and duration in unprepared listening examples.
* demonstrate knowledge and understanding of music in a range of styles, periods, genres and social, cultural and historical contexts.
* demonstrates musical literacy skills through the understanding and application of notation and musicianship terminology.

## Evaluation

After you have taught the unit of learning, record your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit:

Evaluation may include consideration of the following:

* student understanding of the content and engagement with the content
* time allocated for the unit
* student acquisition of skills and whether the learning intentions and outcomes were met
* opportunities for student reflection on learning
* opportunities for peer feedback and implementation of teacher feedback to further improve their results
* appropriate sequencing of activities
* suitability of resources and variety of teaching strategies and assessment
* differentiation strategies implemented
* literacy and numeracy strategies used and their overall success in achieving outcomes

## Learning sequence

Key

* P – performance
* L – listening
* C – composition

### Term 1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Outcomes | Syllabus content | P | L | C | Teaching Strategies | Resources | Registration |
| 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.12 | All concepts of music  | X | X | X | Week 1 and 2* Distribute assessment schedule, course overview, the ‘concepts of music’ worksheet, and assessment task one.
* Listen to the original recording of ‘Ocean Eyes’ by Billie Eilish and then arrange and perform it as a class or in small groups using the lyrics and chords link provided.
* Analyse and discuss the musical concepts found within ‘Ocean Eyes’ using dot points. For example, **verse chorus form, instruments used, time signature, tempo, long or short notes, layers of sound, syncopation, major tonality.**
* Perform an individual own choice piece for informal assessment and peer feedback.
 | Assessment outline and assessment task one notificationThe concepts of music sheet[‘Ocean Eyes’ by Billie Eilish lyrics and chords](https://www.e-chords.com/chords/billie-eilish/ocean-eyes) (date accessed 16/11/2020)[‘Ocean Eyes’ by Billie Eilish (00:03:20)](https://www.youtube.com/watch?v=viimfQi_pUw) audio (date accessed 26/10/2020)classroom instruments |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.11, 5.12 | All concepts of music | X | X | X | Week 3* Continue performing an individual own choice piece for informal and peer feedback.
* Begin assessment task one in small groups.
 | Individual instrumentsAssessment task one notification |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | Duration | X | X | X | Week 4* The concepts of music – revise, discuss and define using ‘the concepts of music’ worksheet
* Perform [‘Basic Rhythms'](http://www.freedrumlinemusic.com/sheetmusic/warmups/level1warmups.html) in small groups using percussion instruments.
* Identify/brainstorm **duration** elements found within the piece. Define each element and get students to write it in their books using the ‘duration definitions’ worksheet. For example: **beat, rhythm, time signature, tempo, note values, syncopation, ostinato, anacrusis and multimetre.**
* Note values – students will learn about the different **note values and rests** using the ‘notes values’ worksheet through classroom discussion.
* Homework revision – students are to complete the ‘duration match up’ worksheet to consolidate their understanding of duration elements.

Work on group performance/composition assessment task one. | The concepts of music worksheet[‘Basic Rhythms’](http://www.freedrumlinemusic.com/sheetmusic/warmups/level1warmups.html) score and audioClassroom percussion instrumentsDuration definitions worksheetDuration match up worksheetNote values worksheetIndividual instruments for task one |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12 | Duration | X | X | X | Week 5 * Note value revision – musical literacy. Students are to perform the ‘rhythm sheet’ on percussion instruments or bucket drums in pairs or small groups.
* Composition – individually, students are to create and notate a short percussion composition using some of the rhythms learnt so far. They must include:
* **crotchets, quavers, crotchet rests and minims.**
* the piece must be at least four bars long
* **4/4 time signature**
* Students are to notate their composition in their books on manuscript, or using computer notation software such as musescore, noteflight or sibelius.
* Extension – students are to extend the length of their composition to eight to twelve bars and include at least one duration element that they learnt last lesson. For example, **syncopation, multimetre, ostinato**.
* Work on group performance/composition assessment task one
 | Rhythm sheetClassroom percussion instrumentsManuscriptdigital notation software: [Musecore](https://musescore.org/en) [Sibelius](http://www.sibelius.com/download/index.html) [Noteflight](https://www.noteflight.com/)Individual student instruments and scores for task one |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | Duration | X | X | X | Week 6* Perform a verse and chorus of ‘Hallelujah’ by Leonard Cohen and ‘Memories’ by Maroon 5 as a class. Identify the **time signature as 4/4 or 6/8**.
* Listening game – Place four signs around the room labelled **4/4, ¾, 6/8, and for extension,12/8**. Students are to listen up to one minute of the different excerpts of music below and identify the time signature of each by standing next to the sign that corresponds with the excerpt. Excerpts may include:
	+ [‘My Shot’ by Miranda (00:05:33)](https://www.youtube.com/watch?v=Ic7NqP_YGlg&list=OLAK5uy_nRAj82ywkJ_YHiRh-sXKAbpiCiUfSx0-k) from Hamilton (date accessed 27/10/2020) (4/4)
	+ [‘I Don’t Care’ by Ed Sheeran (00:03:42)](https://www.youtube.com/watch?v=y83x7MgzWOA) (date accessed 27/10/2020) (4/4)
	+ [‘Treaty’ by Yothu Yindi (00:03:38)](https://www.youtube.com/watch?v=QagDKE_29p8) (date accessed 27/10/2020) (4/4)
	+ [‘When the Party’s Over’ by Billie Eilish (00:03:13)](https://www.youtube.com/watch?v=pbMwTqkKSps) (date accessed 27/10/2020) (¾)
	+ [‘My Favorite Things’ by Hammerstein and Rodgers (00:02:25)](https://www.youtube.com/watch?v=DGABqdbtQnA) (date accessed 27/10/2020) (¾)
	+ [‘Storm’ from The Four Seasons by Vivaldi (00:02:27)](https://www.youtube.com/watch?v=NqAOGduIFbg) (date accessed 27/10/2020) (¾)
	+ [‘Piano Man’ by Billy Joel (00:05:39)](https://www.youtube.com/watch?v=QwVjTlTdIDQ) (date accessed 27/10/2020) (¾)
	+ [‘Breakaway’ by Kelly Clarkson (00:03:55)](https://www.youtube.com/watch?v=c-3vPxKdj6o) (date accessed 27/10/2020) (6/8)
	+ [‘We Are the Champions’ by Queen (00:03:01)](https://www.youtube.com/watch?v=Jmd4OLzhQw0) (date accessed 27/10/2020) (6/8)
	+ [‘House of the Rising Sun’ by The Animals (00:04:16)](https://www.youtube.com/watch?v=0Fy7opKu46c) (date accessed 27/10/2020) (6/8)
	+ [‘Before You Go’ by Lewis Capaldi (00:04:06)](https://www.youtube.com/watch?v=Jtauh8GcxBY) (date accessed 27/10/2020) (12/8)
	+ [‘Grace’ by Jeff Buckley (00:05:00)](https://www.youtube.com/watch?v=A3adFWKE9JE&list=PLKMjgSegmea3hqo9PmWvxMChPJ5nJXlvz&index=16) (date accessed 27/10/2020) (12/8)
	+ [‘Perfect’ by Ed Sheeran (00:04:39)](https://www.youtube.com/watch?v=2Vv-BfVoq4g) (date accessed 27/10/2020) (12/8)
* ‘Time signatures worksheet’ - students discuss and complete musical literacy activities on **simple and compound time, multimetre, note values and time signatures.**
* Extension – students to complete additional more complex activities in relation to **simple and compound time** using the simple and compound time exercises worksheet.
* Homework – students are to complete the ‘rhythm homework sheet’ which includes revision of duration elements.

Work on group performance/composition assessment task one | ['Hallelujah’ by Leonard Cohen](https://tabs.ultimate-guitar.com/tab/jeff-buckley/hallelujah-chords-198052) score (date accessed 11/11/2020)[‘Hallelujah’ by Leonard Cohen (00:04:09)](https://www.youtube.com/watch?v=7iDfvoqOhD8) (date accessed 11/11/2020) audio[‘Memories’ by Maroon 5 (00:03:15)](https://www.youtube.com/watch?v=SlPhMPnQ58k) audio (date accessed 27/10/2020)[‘Memories’ by Maroon 5](https://tabs.ultimate-guitar.com/tab/maroon-5/memories-chords-2831503) lyrics and chords (date accessed 27/10/2020)Listening excerpt links providedTime signatures worksheetSimple and compound time exercises worksheetRhythm homework sheetIndividual student instruments and composition portfolio |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 5.12 | Duration | X | X | X | Week 7* Starter activity – ‘rhythmic dictations’ worksheet. The teacher is to clap the **rhythms** provided and the students are to write the rhythm down in their books or on manuscript. This is to be done weekly for the rest of the unit using the sheet provided.
* ‘Tempo’ worksheet – students are to write down the Italian terms for the different **tempos** used in music in their books. These include ***largo, adagio, andante, moderato, allegro, vivace and presto****.*
* Listening – students are to identify the tempos of the following pieces:
	+ [‘Can’t Stop The Feeling’ by Justin Timberlake (00:03:59)](https://www.youtube.com/watch?v=VUdeIFQtDYU) (date accessed 27/10/2020) (*moderato/allegro*)
	+ [‘Sleeping on My Dreams’ by Jacob Collier (00:04:18)](https://www.youtube.com/watch?v=dR4IwtiEbyo) (date accessed 27/10/2020) (*moderato*)
	+ [‘Symphony No. 9’ by Dvorak (00:03:04)](https://www.youtube.com/watch?v=P_1N6_O254g) (date accessed 28/10/2020) (*allegro*)
	+ [‘Requiem’ by Mozart (00:08:53)](https://www.youtube.com/watch?v=Zi8vJ_lMxQI) (date accessed 28/10/2020) (*largo*)
	+ [‘Hey Jude’ by The Beatles (00:07:05)](https://www.youtube.com/watch?v=mQER0A0ej0M) (date accessed 28/10/2020) (*andante*)
	+ [‘Back in Black’ by AC/DC (00:04:14)](https://www.youtube.com/watch?v=pAgnJDJN4VA) (date accessed 28/10/2020) (*andante*)
	+ [‘Summertime’ by Gershwin (00:05:06)](https://www.youtube.com/watch?v=lnXLVTi_m_M) (date accessed 28/10/2020) (*adagio*)
	+ [‘The Incredibles’ by Giacchino (00:08:00)](https://www.youtube.com/watch?v=87PbvQRz064) (date accessed 28/10/2020) (*presto)*
* ‘Syncopation’ worksheet – listening. Students learn how to define **syncopation** and identify how it is used in music through:
* **rests** - [‘Billie Jean’ by Michael Jackson (00:00:00 – 00:00:46)](https://www.youtube.com/watch?v=Zi_XLOBDo_Y) (bass and synthesizer part) (date accessed 30/10/2020)
* **ties** - [‘The Simpsons’ theme song  by Danny Elfman (00:00:08 – 00:00:23)](https://www.youtube.com/watch?v=aPzS3QYb868) (date accessed 30/10/2020)
* **accents** - [‘Dance of the Young Maidens’ from ‘The Rite of Spring’ by Stravinsky (00:00:00 – 00:00:11)](https://www.youtube.com/watch?v=BKoO_3-I1dw) (date accessed 30/10/2020)
* Listening - students are to identify the types of syncopation (through ties, accents or rests) found in the first minute of the following excerpts using the ‘syncopation’ worksheet:
* [‘Flight of the Bumblebee’ by Rimsky-Korsakov (00:03:25)](https://www.youtube.com/watch?v=aYAJopwEYv8) (date accessed 30/10/2020)
* [‘Skyfall’ by Adele  (00:04:49)](https://www.youtube.com/watch?v=DeumyOzKqgI) (date accessed 30/10/2020)
* [‘Demons’ by Imagine Dragons (00:03:56)](https://www.youtube.com/watch?v=mWRsgZuwf_8) (date accessed 30/10/2020)
* [‘Superstition’ by Stevie Wonder (00:04:27)](https://www.youtube.com/watch?v=0CFuCYNx-1g) (date accessed 30/10/2020)
* [‘Crazy in Love’ by Beyonce (00:04:35)](https://www.youtube.com/watch?v=5bnxJnYiMwk) (date accessed 30/10/2020)
* [‘To The Pirates Cave’ from Pirates of the Caribbean by Klaus Bedelt (00:03:30)](https://www.youtube.com/watch?v=juwyOu0klEI&list=PL263677A4D1B673E4&index=10) (date accessed 30/10/2020)
* [‘Count Bubba’ by Gordon Goodwin’s Big Phat Band (00:07:33)](https://www.youtube.com/watch?v=UOjXWKNWQDw) (date accessed 30/10/2020)
* [‘Ode to Joy’ by Beethoven (00:12:57)](https://www.youtube.com/watch?v=vlSR8Wlmpac) (date accessed 10/11/2020)
* ‘Duration - what am I listening for?’ Worksheet. Students are to define and identify duration elements in the first minute a variety of listening excerpts such as **beat, time signature, note values, syncopation, bar lengths** and **tempo**.
* [‘Under the Sea’ from ‘The Little Mermaid’ by Alan Menken (00:03:15)](https://www.youtube.com/watch?v=ChNJ_FMtSnk) (date accessed 30/10/2020)
* [‘Watermelon Sugar’ by Harry Styles (00:02:53)](https://www.youtube.com/watch?v=7-x3uD5z1bQ) (date accessed 30/10/2020)
* [‘Russian Rag’ by Elena Kats-Chernin (00:04:29)](https://www.youtube.com/watch?v=nvINMNBBsYM) (date accessed 30/10/2020)
* [‘Mission Impossible Theme’ by Lalo Schifrin (00:03:27)](https://www.youtube.com/watch?v=XAYhNHhxN0A) (date accessed 30/10/2020)
* Homework – students are to complete two duration examples of their own choice.

Work on group performance/composition assessment task one | rhythmic dictations worksheettempo worksheetlistening excerpt links providedsyncopationworksheetduration – what am I listening for? worksheetindividual instruments and composition portfolio |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | Duration | X | X | X | Week 8* Duration - what am I listening for? Students learn how to write a paragraph aural response using the ‘duration - paragraph response’ sheet.
* Analyse the duration elements in verse one and the prechorus of ‘Watermelon Sugar’ by Harry Styles as a class in a paragraph response through a teacher led discussion. This will include elements such as **time signature, tempo, bar lengths, beat, note values and syncopation.**
* Homework - students are to complete their own choice duration response for homework.

Work on group performance/composition assessment task one | [‘Watermelon Sugar’ by Harry Styles (00:00 - 00:00:40)](https://www.youtube.com/watch?v=7-x3uD5z1bQ) audio (date accessed 30/10/20)Duration paragraph response sheetIndividual instruments and composition portfolio |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.12 | Pitch | X | X | X | Week 9 * Pitch – students are to perform the verse from Frozen 2’s [‘All is Found’](https://www.youtube.com/watch?v=a1HL26K1nL0) as a class using vocals and harmonic accompaniment in three parts, using the audio, lyrics and chords provided. Students are then to record the performance on their phones or device.
* An extension student or the teacher is to play the chords as harmonic accompaniment on the piano.
* The two vocal harmony parts are to sing guidetones as semibreves using the word ‘ooo’ on the first verse and ‘ahhh’ on the second verse.
* The solo singer is then to sing the lead vocal line over the top of the backing vocalists.
* Students are to identify and define the pitch elements used in ‘All is Found’ using the pitch definitions worksheet. For example, **tonality, melody, harmony, shape, direction, range, register.** Students are to write these words and their definitions in their books.
* ‘Pitch - what am I listening for?’ worksheet. Students are to define and identify the pitch elements above in the first minute of a variety of listening excerpts.
* ‘All is Found’ own class performance recording
* [‘Zebra’ by The John Butler Trio (00:03:59)](https://www.youtube.com/watch?v=PO2b3cggqs0) (date accessed 2/11/2020)
* [‘Eine Kleine Nachtmusik’ by Mozart (00:07:50)](https://www.youtube.com/watch?v=6FlKtTbpb-Q) (date accessed 2/11/2020)
* [‘Dead Silence’ by Nathan Sharp (00:02:59)](https://www.youtube.com/watch?v=UI2WuKFX7u0) (date accessed 2/11/2020)
* ‘Pitch - what am I listening for?’ Students learn how to write a paragraph aural response using the ‘pitch - paragraph response’ worksheet. As a class, analyse the pitch elements as above, of ‘All is Found’ (own class performance) in a paragraph response through a teacher led discussion.
* Homework – students are to complete two pitch examples of the students own choice as well as one own choice paragraph response.
* Work on group performance/composition assessment task one
 | [‘All is Found’ by Lopez (00:00:00 – 00:00:56)](https://www.youtube.com/watch?v=a1HL26K1nL0) audio (date accessed 2/11/2020)[‘All is Found’ lyrics and chords](https://tabs.ultimate-guitar.com/tab/misc-cartoons/frozen-2-all-is-found-chords-2900771) (date accessed 17/11/2020)Phones or devicesPitch definitions worksheetPitch what am I listening for? worksheetListening excerpt links providedPitch paragraph response worksheetYoutube own choice listeningIndividual instruments and composition portfolio |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.12 | PitchDurationDynamicsExpressive techniques | X | X | X | Week 10 * Pitch revision - [Kahoot Quiz](https://create.kahoot.it/details/year-9-pitch-quiz/c7aaf645-342b-4314-b5e0-b1f05083feb0) This quiz is designed to assess the students understanding and application of pitch elements such as **tonality, melody, harmony, shape, contour, range, register and rate of harmonic change.**
* Note naming revision – students are to complete the ‘note naming worksheet’ of how to read notes in **treble clef and bass clef.**
* Listening - **major or minor chords**? The teacher will play ten chords on the piano. Students are to identify if the chord played is major or minor and write the answer in their books.
* Listening – major or minor scales? Students are to listen to the youtube clip [Scales (00:06:06)](https://www.youtube.com/watch?v=GpuEFO8WgrE) (date accessed 4/11/2020) and identify if the scales played are major or minor.
* Scales - using a real or virtual keyboard or their own instruments, students are to play through the **major, harmonic minor and chromatic scales** on the keyboard and identify the **tones and semitones** using the ‘scales’ worksheet.
* Extension – students are to perform the **melodic minor scales** on their own instruments or keyboard using the scales worksheet.
* Scale composition - students are to improvise and experiment with sound through writing a four, eight, or twelve bar composition using either a major or minor scale. Students must write it on manuscript or using digital notation software and include either **crotchets, quavers and minims**. Students are to perform and record their compositions on their phone for submission to the teacher. Refer to the ‘scales’ composition worksheet for additional instructions.
* Extension – students can add **dynamics** and **articulation** to their composition.
* Work on group performance/composition assessment task one
 | Pitch [Kahoot Quiz](https://create.kahoot.it/details/year-9-pitch-quiz/c7aaf645-342b-4314-b5e0-b1f05083feb0) date accessed 20/11/2020Note naming worksheet[Scales (00:06:06)](https://www.youtube.com/watch?v=GpuEFO8WgrE) audio (date accessed 4/11/2020)Scales worksheetVirtual keyboard:[musicca virtual keyboard](https://www.musicca.com/piano) [apronus virtual keyboard](https://www.apronus.com/music/flashpiano.htm) (date accessed 4/11/2020)Digital notation software:[Musecore](https://musescore.org/en) [Sibelius](http://www.sibelius.com/download/index.html) [Noteflight](https://www.noteflight.com/) (date accessed 4/11/2020)Scale composition worksheetIndividual instruments and composition portfolio |  |

### Term 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Outcomes | Syllabus content | P | L | C | Teaching Strategies | Resources | Registration |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | Pitch | X | X | X | Week 1* **Tones and semitones** revision – random object activity. Each student is to collect seven objects and divide them into two categories. One category must contain four objects that are the same. For example, four textas. The other category must consist of two objects that are the same. For example, two pencils. Students are to organise the objects to create both the **major and minor** **scale patterns** and draw them in their books.
* Composition – using the above random objects, students are to create their own **tone/semitone** pattern to create their own scale, and then write a short composition using that scale. Students are then to perform their composition to the class. Refer to the tone and semitone composition worksheet for further instructions.
* Extension - students are to **transpose** their composition from last lesson using their own scale and write it out on manuscript using digital notation software.
* Performance and listening - ‘Let it Go’ solfege activity - students are to sing the missing notes in the melody using solfege.
* Work on group performance/composition assessment task one
 | Student resourced random objects.Tone and semitone composition worksheet Digital notation software:[Musecore](https://musescore.org/en) [Sibelius](http://www.sibelius.com/download/index.html) [Noteflight](https://www.noteflight.com/) (date accessed 4/11/2020)[‘Let It Go’ Solfege Activity (00:01:45)](https://www.youtube.com/watch?v=5-9Ork--IX0) (date accessed 3/11/2020)Individual instruments and composition portfolio |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | Pitch | X | X | X | Week 2* Key signatures – Distribute the ‘**key signatures’** worksheet and discuss as a class. Students are to play through a variety of scales using these key signatures on their instruments or a keyboard.
* [Key signatures explained (00:07:56)](https://www.youtube.com/watch?v=G20foMzvczc&feature=emb_logo) (date accessed - 4/11/2020) - additional video provided if the students need additional resources.
* Listening - ‘**major or minor melodies?**’ worksheet. The teacher will play ten melodies and students are to identify if they are major or minor.
* Key Signatures – using the major and minor key signatures worksheet, students are to identify the key signatures of both major and minor melodies using a score.
* Composition - students are to compose a **melody and chords** using an [Auto chords generator](https://autochords.com/). (date accessed 4/11/2020) Step by step instructions are found in the ‘composing a melody and chords’ worksheet. They are to perform their compositions to the class and submit a written score to the teacher.
* Work on group performance/composition assessment task one
 | Key signature worksheet[Key signatures explained (00:07:56)](https://www.youtube.com/watch?v=G20foMzvczc&feature=emb_logo) (date accessed - 4/11/2020) additional video Major or minor melodies worksheetMajor and minor key signature worksheetComposing a melody and chords worksheet[Auto chords generator](https://autochords.com/) (date accessed 4/11/2020)Digital notation software: [Musecore](https://musescore.org/en) [Sibelius](http://www.sibelius.com/download/index.html) [Noteflight](https://www.noteflight.com/) (date accessed 4/11/2020)Individual student instruments and scores for task one |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.12 | PitchStructureTone colour | X | X | X | Week 3* **Major and minor** revision - students to complete the [major or minor Kahoot quiz.](https://create.kahoot.it/details/major-or-minor/8271bdd6-74b2-4dac-ac7a-6a0436616cb4) (date accessed 4/11/2020)
* Scale degrees – Students are to learn about **scale degrees** by watching this video: [scale degree video (00:00:00 – 00:01:12)](https://www.youtube.com/watch?v=9iaVqi014pg&t=74s) (date accessed 4/11/2020) and referring to the ‘scale degrees and triads’ worksheet.
* Triads - students learn about **triads** and complete the following worksheet activities on the ‘scale degrees and triads’ worksheet.
* Intervals - Students will learn about **intervals** by watching the [Intervals (00:06:26)](https://www.youtube.com/watch?v=GgbiO6c72ww&feature=emb_logo) (date accessed 4/11/2020) video and referring to the ‘intervals’ worksheet. In their books under the heading ‘Intervals’ students are to write down the four rules for identifying intervals.
1. Work out the key by checking the key signature. Remember that the bottom note will be the tonic note of the scale.
2. Work out the scale.
3. Count up to the higher note, remembering to include the tonic note in the count.
4. Intervals are called unison, 2nd, 3rd, 4th, 5th, 6th, 7th or 8ve.
* Students are to complete the listening exercises found on the intervals worksheet
* Extension - students can test their knowledge of **scales, intervals and triads** through this interactive website: [Extension Intervals](https://www.musictheory.net/exercises) (date accessed 4/11/2020)
* **Major and minor** revision: [Bill Bailey youtube clip (00:02:43)](https://www.youtube.com/watch?v=_dVFknALySA&feature=emb_logo) (date accessed 4/11/2020) what does major and minor sound like?
* Homework – listening - students are to select five songs of their choice and identify the first **interval** used by the main **melody** (this may be the vocals or another instrument). For each song, write down the following in your books:
* name of the song and artist
* youtube link
* name of the interval used by the main melody
* identify the section of the song you identified the interval in. For example: the first two notes of the vocals in verse one, or the first two notes of the synthesizer in the intro etc.
* Finalise task one composition assessment
 | [Major or minor Kahoot quiz](https://create.kahoot.it/details/major-or-minor/8271bdd6-74b2-4dac-ac7a-6a0436616cb4) (date accessed 4/11/2020)[Scale degree video (00:00:00 – 00:01:12)](https://www.youtube.com/watch?v=9iaVqi014pg&t=74s) (date accessed 4/11/2020)Scale degrees and triad worksheet[Intervals (00:06:26)](https://www.youtube.com/watch?v=GgbiO6c72ww&feature=emb_logo) date accessed 4/11/2020)Intervals worksheet[Extension Intervals](https://www.musictheory.net/exercises) website (date accessed 4/11/2020)[Bill Bailey youtube clip (00:02:43)](https://www.youtube.com/watch?v=_dVFknALySA&feature=emb_logo) (date accessed 4/11/2020)Youtube own choice listeningIndividual student instruments and scores for task one |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 | PitchDurationTexture | X | X | X | Week 4* Assessment task one due - perform to the class.
* Hand out assessment task two (listening)
* The ‘**pentatonic scale’** worksheet –
* Students are to perform [‘Shake It Off’ by Taylor Swift (00:04:01)](https://www.youtube.com/watch?v=nfWlot6h_JM) (date accessed 6/11/2020) on vocals or instruments using the score and audio provided and discuss the pitch of the notes used. [‘Shake it Off’](https://www.sheetmusicplus.com/title/shake-it-off-lead-sheet-in-c-key-with-chords-digital-sheet-music/20195700) (date accessed 6/11/2020) score.
* Play through the pentatonic scale on instruments.
* Bobby McFerrin youtube clip - watch the video of Bobby McFerrin demonstrating [The Pentatonic Scale (00:03:03)](https://www.youtube.com/watch?v=ne6tB2KiZuk) (date accessed 6/11/2020)
* Listening - students are to analyse either [‘The Cup Song’](https://www.youtube.com/watch?v=cmSbXsFE3l8) by Carter (00:04:21) (date accessed 6/11/2020) or [‘Sing’ by Pentatonix (00:04:19)](https://www.youtube.com/watch?v=Yc7-krRX8uA) (date accessed 6/11/2020) according to **pitch and duration.** (2.15)
* Composition - Chrome Music Lab - students are to create their own **pentatonic composition** using [chrome music lab](https://musiclab.chromeexperiments.com/) (date accessed 6/11/2020) online digital software and the ‘pentatonic scale’ worksheet.
1. Visit the [Chrome Music Lab](https://musiclab.chromeexperiments.com/) (date accessed 6/11/2020) website.
2. Click on ‘song maker’. (top left of screen)
3. This will take you to a composition grid. Experiment by clicking the boxes and choosing different instruments which are located at the bottom of the screen. Remember for a pentatonic composition you can only use **five pitches**. The five pitches (colours) which you should be using are red, yellow, orange, dark green and blue.
4. Once you have finished your composition, save it and send the link to your teacher.
 | Individual instruments and scores for task oneAssessment task twoPentatonic scale worksheet[‘Shake It Off’ by Taylor Swift (00:04:01)](https://www.youtube.com/watch?v=nfWlot6h_JM) (date accessed 6/11/2020)[‘Shake it Off’](https://www.sheetmusicplus.com/title/shake-it-off-lead-sheet-in-c-key-with-chords-digital-sheet-music/20195700) score (date accessed 6/11/2020)[The Pentatonic Scale (00:03:03)](https://www.youtube.com/watch?v=ne6tB2KiZuk) by Bobby McFerrin (date accessed 6/11/2020)[‘The Cup Song’](https://www.youtube.com/watch?v=cmSbXsFE3l8) by Carter (00:04:21) (date accessed 6/11/2020) audio[‘Sing’ by Pentatonix (00:04:19)](https://www.youtube.com/watch?v=Yc7-krRX8uA) (date accessed 6/11/2020)[Chrome music lab](https://musiclab.chromeexperiments.com/) (date accessed 6/11/2020) online digital softwareChrome lab composition examples:[Example one](https://musiclab.chromeexperiments.com/Song-Maker/song/5221822288101376) (date accessed 6/11/2020)[Example two](https://musiclab.chromeexperiments.com/Song-Maker/song/5936122392739840) (date accessed 6/11/2020) |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 | StructurePitchDuration | X | X | X | Week 5* Exam revision for assessment task two.
* Structure – what is structure in music? Discuss as a class. Students are to then write out the definitions of each structure discussed in the structure worksheet in their books. This includes, **binary, ternary, rondo, through form, theme and variations, strophic and verse/chorus form.** (3.0)
* Composition activity – Using the structure composition worksheet, in small groups, students are to compose eight bars of musical material using the following musical elements:
* pentatonic scale
* 4/4, 3/4 or 6/8 time signature
* a melody
* harmonic and or rhythmic accompaniment
* Students are to perform their group compositions to the class and record the performance on phones or other digital devices.This composition represents **‘through form**’ or an ‘A’ section which will be continued next lesson.
 | Structure worksheetStructure composition worksheetClassroom instruments |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12 | StructureTexturePitchDuration | X | X | X | Week 6* Assessment task two due.
* Composition activity continued - working on from the last activity in week 4, students compose another two sections in small groups, so they have three sections A, B and C. Students then arrange these sections into **through form, binary, ternary and rondo form** and perform one of the pieces to the class. Additional instructions are found in the structure composition worksheet provided. Students are to record their compositions on phones or devices.
* Students must then notate each section of their composition using the graphic notation grid worksheet. Students may choose to notate their composition using either **graphic notation, traditional notation** or a mixture of both by writing the part that they played on the score. Examples are provided.
* Students are then to copy the whole composition score onto their own individual graphic notation grid worksheet in portrait and paste it into their books.

Homework - students are to analyse one of their compositions according to pitch and duration using the audio and score they have created. | Assessment task 2 worksheet resourceClassroom instrumentsStructure composition worksheetGraphic notation grid worksheetDevices to record |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | StructureTone colourPitchTextureDynamics and expressive Techniques | X | X | X | Week 7* Listening or performance - students are to perform or listen to and follow the scores of the following pieces in the ‘structure examples’ worksheet and identify them as either **through form, binary form, ternary form, rondo form or strophic form**. They are then to write out the definitions of each structure and paste the scores into their books with the sections labelled and highlighted on the score.
* Through form – own composition from last lesson
* Binary form – ‘Minuet’
* Ternary form – ‘Jazz on Up’
* Rondo form - ‘Threes and Two’s’
* Strophic form - [Amazing Grace](https://commons.wikimedia.org/wiki/File%3AAmazingGrace.svg) score (date accessed 11/11/2020)
* Theme and variations – students are to listen to [‘The Trout Quintet’ by Schubert (00:00:00 - 00:05:02)](https://www.youtube.com/watch?v=HwbWvGtaZGo) (date accessed 11/11/2020) and identify the **theme and four variations** through musical observations of **performing media, tonality, texture, dynamic, note lengths and extras.** Refer to the ‘theme and variations form’ worksheet for further instructions.
* Extension – students are to create their own variation of the theme from ‘The Trout Quintet’ by manipulating the concepts of music and performing it on their instrument/s. They are then to write a two to three paragraph reflection on how they manipulated the concepts of music to create their arrangement.
* Verse/chorus form – students are to brainstorm and define the sections used in **verse chorus form** using the verse chorus form worksheet and write these in their books.
* Listening – as a class, listen to [‘Everybody Rise’ by Amy Shark (00:03:10)](https://www.youtube.com/watch?v=86YragxaatU) (date accessed 11/11/2020) and identify the sections and number of bars in each section using the verse chorus form worksheet.
* Homework - students are to choose their own pop piece and identify the structure and bars in each section in their books.
 | structure examples worksheet[Amazing Grace](https://commons.wikimedia.org/wiki/File%3AAmazingGrace.svg) score (date accessed 11/11/2020)[‘The Trout Quintet’ by Schubert (00:00:00 - 00:05:02)](https://www.youtube.com/watch?v=HwbWvGtaZGo) (date accessed 11/11/2020)theme and variations form worksheetverse chorus form worksheet[‘Everybody Rise’ by Amy Shark (00:03:10)](https://www.youtube.com/watch?v=86YragxaatU) (date accessed 11/11/2020) |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 | Tone colour | X | X | X | Week 8* [Tone Colour Bingo](https://tonecolourbingo.com/) - this is an online listening game which assists students in identifying the sounds of different instruments.
* ‘Tone colour – what am I listening for?’ worksheet. Define and discuss what tone colour means in music including **performing media, timbre and role**.
* Listening – students are to analyse [‘Everyone’s Waiting’ by Missy Higgins (00:00:00-00:00:56)](https://www.youtube.com/watch?v=j1SDbBzPzt0) (date accessed 11/11/2020) according to tone colour. A model response is provided.
* ‘Instrument match up’ worksheet - students are to classify instruments as either **woodwind, brass, percussion or strings.**
* Composition – students are to bring in their own instrument and experiment with it by playing it in non- traditional ways to create atypical sounds. For example, tap the lid of the piano, scrape the cymbal, flutter tongue on a flute. For each sound created, students are to create a type of **graphic notation** that could represent the sound. Perform some of these ideas to the class.
* Homework
* ‘Who Am I?’ Worksheet - Students are to identify a range of instruments using a visual picture of each instrument.
* ‘Tone colour research task’ worksheet. Students are to research the background of their own instrument and also include a listening reflection of a piece played on their instrument.
 | [Tone Colour Bingo](https://tonecolourbingo.com/) online game (date accessed 11/11/2020)‘Tone colour – what am I listening for?’ worksheet.‘Instrument match up’ worksheet[‘Everyone’s Waiting’ by Missy Higgins (00:00:00-00:00:56)](https://www.youtube.com/watch?v=j1SDbBzPzt0) (date accessed 11/11/2020) audio‘Who am I?’ worksheet‘Tone colour research task’ worksheet |  |
| 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | Texture |  | X | X | Week 9* ‘Texture - what am I listening for?’ worksheet - As a class, brainstorm and define what **texture** is in music and write down the elements that you would listen for when analysing a piece of music. This includes **thick/thin** and the ‘phonic’ such as **monophonic, homophonic and polyphonic.**
* Listening – students are to listen to [‘That Green Gentleman’ by Panic at the Disco (00:00:00 – 00:03:12)](https://www.youtube.com/watch?v=3f3K2sEHuIM) (date accessed 7/11/2020), and complete the close reading passage based on identifying texture elements using the ‘texture what am I listening for?’ worksheet.
* Composition - students are to create a short texture composition demonstrating thick and thin textures and utilising two types of texture (mono, homo, poly) using digital software [Incredibox](https://www.incredibox.com/demo/) (date accessed 11/11/2020)
* ‘Texture listening example worksheet’ - As a class, analyse [‘Baru’ by Saltwater Band (00:00:00 – 00:01:18)](https://www.youtube.com/watch?v=kvmw82hweFk&list=PLpHSUjPjBd9MATzl7E_UPJS7wYKspdyfo&index=4) audio (date accessed 8/11/2020) according to the concept of texture.

Homework - students are to write their own texture response on a piece of their choice. | ‘Texture - what am I listening for?’ worksheet[‘That Green Gentleman’ by Panic at the Disco (00:00:00 – 00:03:12)](https://www.youtube.com/watch?v=3f3K2sEHuIM) audio (date accessed 7/11/2020)[Incredibox](https://www.incredibox.com/demo/) online software (date accessed 11/11/2020)Texture listening example worksheet[‘Baru’ by Saltwater Band (00:00:00 – 00:01:18)](https://www.youtube.com/watch?v=kvmw82hweFk&list=PLpHSUjPjBd9MATzl7E_UPJS7wYKspdyfo&index=4) audio (date accessed 8/11/2020)Youtube own choice listening |  |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | Dynamics and expressive TechniquesStructure | X | X | C | Week 10* ‘Dynamics and expressive techniques worksheet’ – students are to define and discuss as a class using worksheet.
* Students are to identify the different **dynamics and expressive techniques** used in several listening examples using the dynamics and expressive techniques listening sheet.
* [‘Where?’ by Kate Miller-Heidke audio (00:00:00 – 00:02:32)](https://www.youtube.com/watch?v=ZL7v4YFowSE) (date accessed 8/11/2020)
* [‘Eliza Aria’ by Elena Kats-Chernin audio (00:00:00 – 00:01:31)](https://www.youtube.com/watch?v=pEX2S9pm80M) (date accessed 8/11/2020)
* [‘Ocean’ by John Butler (00:00:00 – 00:03:01)](https://www.youtube.com/watch?v=jdYJf_ybyVo) audio (date accessed 8/11/2020)
* Performance and composition activity - students are to create a short group composition, demonstrating the use of both gradual and sudden dynamics and at least two expressive techniques. Perform to the class and have peers identify the dynamics and techniques used in discussion.
* Extension – notate the composition using **graphic or traditional notation.**
* Revision - match up activity - students are to match up the definitions of various dynamics and expressive techniques using the match up activity cards provided. The teacher needs to photocopy and cut up the cards for enough for a set between three students.
 | Dynamics and expressive techniques worksheetDynamics and expressive techniques listening sheet[‘Where?’ by Kate Miller-Heidke audio (00:00:00 – 00:02:32)](https://www.youtube.com/watch?v=ZL7v4YFowSE) (date accessed 8/11/2020)'[Eliza Aria’ by Elena Kats-Chernin audio (00:00:00 – 00:01:31)](https://www.youtube.com/watch?v=pEX2S9pm80M) (date accessed 8/11/2020)[‘Ocean’ by John Butler (00:00:00 – 00:03:01)](https://www.youtube.com/watch?v=jdYJf_ybyVo) audio (date accessed 8/11/2020)Classroom instrumentsmatch up activity cards |  |

#### Resources

* [Music 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.
* [‘Ocean Eyes’ by Billie Eilish (00:03:20)](https://www.youtube.com/watch?v=viimfQi_pUw) audio (date accessed 26/10/2020)
* [‘Ocean Eyes’ by Billie Eilish lyrics and chords](https://www.e-chords.com/chords/billie-eilish/ocean-eyes) (date accessed 16/11/2020)
* [‘Basic Rhythms](http://www.freedrumlinemusic.com/sheetmusic/warmups/level1warmups.html) percussion score and audio (date accessed 23/10/2020)
* [Musecore](https://musescore.org/en) computer notation software (date accessed 27/10/2020)
* [Sibelius](http://www.sibelius.com/download/index.html) computer notation software (date accessed 27/10/2020)
* [Noteflight](https://www.noteflight.com/) computer notation software (date accessed 27/10/2020)
* ['Hallelujah’ by Leonard Cohen](https://tabs.ultimate-guitar.com/tab/jeff-buckley/hallelujah-chords-198052) score (date accessed 11/11/2020)
* [‘Hallelujah’ by Leonard Cohen (00:04:09)](https://www.youtube.com/watch?v=7iDfvoqOhD8) (date accessed 11/11/2020) audio
* [‘Memories’ by Maroon 5 (00:03:15)](https://www.youtube.com/watch?v=SlPhMPnQ58k) audio (date accessed 27/10/2020)
* [‘Memories’ by Maroon 5](https://tabs.ultimate-guitar.com/tab/maroon-5/memories-chords-2831503) lyrics and chords (date accessed 27/10/2020)
* [‘My Shot’ by Miranda (00:05:33)](https://www.youtube.com/watch?v=Ic7NqP_YGlg&list=OLAK5uy_nRAj82ywkJ_YHiRh-sXKAbpiCiUfSx0-k) from Hamilton audio (date accessed 27/10/2020)
* [‘I Don’t Care’ by Ed Sheeran (00:03:42)](https://www.youtube.com/watch?v=y83x7MgzWOA) audio (date accessed 27/10/2020)
* [‘Treaty’ by Yothu Yindi (00:03:38)](https://www.youtube.com/watch?v=QagDKE_29p8) audio (date accessed 27/10/2020)
* [‘When the Party’s Over’ by Billie Eilish (00:03:13)](https://www.youtube.com/watch?v=pbMwTqkKSps) audio (date accessed 27/10/2020)
* [‘My Favorite Things’ by Hammerstein and Rodgers (00:02:25)](https://www.youtube.com/watch?v=DGABqdbtQnA) audio (date accessed 27/10/2020
* [‘Storm’ from The Four Seasons by Vivaldi (00:02:27)](https://www.youtube.com/watch?v=NqAOGduIFbg) audio (date accessed 27/10/2020)
* [‘Piano Man’ by Billy Joel (00:05:39)](https://www.youtube.com/watch?v=QwVjTlTdIDQ) audio (date accessed 27/10/2020)
* [‘Breakaway’ by Kelly Clarkson (00:03:55)](https://www.youtube.com/watch?v=c-3vPxKdj6o) audio (date accessed 27/10/2020)
* [‘We Are the Champions’ by Queen (00:03:01)](https://www.youtube.com/watch?v=Jmd4OLzhQw0) audio (date accessed 27/10/2020)
* [‘House of the Rising Sun’ by The Animals (00:04:16)](https://www.youtube.com/watch?v=0Fy7opKu46c) audio (date accessed 27/10/2020)
* [‘Before You Go’ by Lewis Capaldi (00:04:06)](https://www.youtube.com/watch?v=Jtauh8GcxBY) audio (date accessed 27/10/2020)
* [‘Grace’ by Jeff Buckley (00:05:00)](https://www.youtube.com/watch?v=A3adFWKE9JE&list=PLKMjgSegmea3hqo9PmWvxMChPJ5nJXlvz&index=16) audio (date accessed 27/10/2020)
* [‘Perfect’ by Ed Sheeran (00:04:39)](https://www.youtube.com/watch?v=2Vv-BfVoq4g) audio (date accessed 27/10/2020)
* [‘Can’t Stop The Feeling’ by Justin Timberlake (00:03:59)](https://www.youtube.com/watch?v=VUdeIFQtDYU) audio (date accessed 27/10/2020)
* [‘Sleeping on My Dreams’ by Jacob Collier (00:04:18)](https://www.youtube.com/watch?v=dR4IwtiEbyo) audio (date accessed 27/10/2020)
* [‘Symphony No. 9’ by Dvorak (00:03:04)](https://www.youtube.com/watch?v=P_1N6_O254g) audio (date accessed 28/10/2020)
* [‘Requiem’ by Mozart (00:08:53)](https://www.youtube.com/watch?v=Zi8vJ_lMxQI) audio (date accessed 28/10/2020)
* [‘Hey Jude’ by The Beatles (00:07:05)](https://www.youtube.com/watch?v=mQER0A0ej0M) audio (date accessed 28/10/2020)
* [‘Back in Black’ by AC/DC (00:04:14)](https://www.youtube.com/watch?v=pAgnJDJN4VA) audio (date accessed 28/10/2020)
* [‘Summertime’ by Gershwin (00:05:06)](https://www.youtube.com/watch?v=lnXLVTi_m_M) audio (date accessed 28/10/2020)
* [‘The Incredibles’ by Giacchino (00:08:00)](https://www.youtube.com/watch?v=87PbvQRz064) audio (date accessed 28/10/2020)
* [‘Billie Jean’ by Michael Jackson (00:00:00 – 00:00:46)](https://www.youtube.com/watch?v=Zi_XLOBDo_Y) audio (bass and synthesizer part) (date accessed 30/10/2020)
* [‘The Simpsons’ theme song  by Danny Elfman (00:00:08 – 00:00:23)](https://www.youtube.com/watch?v=aPzS3QYb868) (date accessed 30/10/2020)
* [‘Dance of the Young Maidens’ from ‘The Rite of Spring’ by Stravinsky (00:00:00 – 00:00:11)](https://www.youtube.com/watch?v=BKoO_3-I1dw) audio (date accessed 30/10/2020)
* [‘Flight of the Bumblebee’ by Rimsky-Korsakov (00:03:25)](https://www.youtube.com/watch?v=aYAJopwEYv8) audio (date accessed 30/10/2020)
* [‘Skyfall’ by Adele  (00:04:49)](https://www.youtube.com/watch?v=DeumyOzKqgI) audio (date accessed 30/10/2020)
* [‘Demons’ by Imagine Dragons (00:03:56)](https://www.youtube.com/watch?v=mWRsgZuwf_8) audio (date accessed 30/10/2020)
* [‘Superstition’ by Stevie Wonder (00:04:27)](https://www.youtube.com/watch?v=0CFuCYNx-1g) audio (date accessed 30/10/2020)
* [‘Crazy in Love’ by Beyonce (00:04:35)](https://www.youtube.com/watch?v=5bnxJnYiMwk) audio (date accessed 30/10/2020)
* [‘To The Pirates Cave’ from Pirates of the Caribbean by Klaus Bedelt (00:03:30)](https://www.youtube.com/watch?v=juwyOu0klEI&list=PL263677A4D1B673E4&index=10) audio (date accessed 30/10/2020)
* [‘Count Bubba’ by Gordon Goodwin’s Big Phat Band (00:07:33)](https://www.youtube.com/watch?v=UOjXWKNWQDw) audio (date accessed 30/10/2020)
* [‘Ode to Joy’ by Beethoven (00:12:57)](https://www.youtube.com/watch?v=vlSR8Wlmpac) audio (date accessed 10/11/2020)
* [‘Under the Sea’ from ‘The Little Mermaid’ by Alan Menken (00:03:15)](https://www.youtube.com/watch?v=ChNJ_FMtSnk) audio (date accessed 30/10/2020)
* [‘Watermelon Sugar’ by Harry Styles (00:02:53)](https://www.youtube.com/watch?v=7-x3uD5z1bQ) audio (date accessed 30/10/2020)
* [‘Russian Rag’ by Elena Kats-Chernin (00:04:29)](https://www.youtube.com/watch?v=nvINMNBBsYM) audio (date accessed 30/10/2020)
* [‘Mission Impossible Theme’ by Lalo Schifrin (00:03:27)](https://www.youtube.com/watch?v=XAYhNHhxN0A) audio (date accessed 30/10/2020)
* [‘All is Found’ by Lopez (00:00:00 – 00:00:56)](https://www.youtube.com/watch?v=a1HL26K1nL0) audio (date accessed 2/11/2020)
* [‘All is Found’ lyrics and chords](https://tabs.ultimate-guitar.com/tab/misc-cartoons/frozen-2-all-is-found-chords-2900771) (date accessed 17/11/2020)
* [‘Zebra’ by The John Butler Trio (00:03:59)](https://www.youtube.com/watch?v=PO2b3cggqs0) audio (date accessed 2/11/2020)
* [‘Eine Kleine Nachtmusik’ by Mozart (00:07:50)](https://www.youtube.com/watch?v=6FlKtTbpb-Q) audio (date accessed 2/11/2020)
* [‘Dead Silence’ by Nathan Sharp (00:02:59)](https://www.youtube.com/watch?v=UI2WuKFX7u0) audio (date accessed 2/11/2020)
* [musicca virtual keyboard](https://www.musicca.com/piano) (date accessed 3/11/2020)
* [apronus virtual keyboard](https://www.apronus.com/music/flashpiano.htm) (date accessed 3/11/2020)
* [‘Let It Go’ Solfege Activity (00:01:45)](https://www.youtube.com/watch?v=5-9Ork--IX0) (date accessed 3/11/2020)
* [Kahoot Quiz](https://create.kahoot.it/details/year-9-pitch-quiz/c7aaf645-342b-4314-b5e0-b1f05083feb0) pitch revision (date accessed 4/11/2020)
* [Scales (00:06:06)](https://www.youtube.com/watch?v=GpuEFO8WgrE) for identifying major or minor scales (date accessed 4/11/2020)
* [Key signatures explained (00:07:56)](https://www.youtube.com/watch?v=G20foMzvczc&feature=emb_logo) (date accessed - 4/11/2020)
* [Auto chords generator](https://autochords.com/) (date accessed 4/11/2020)
* [Major or minor Kahoot quiz](https://create.kahoot.it/details/major-or-minor/8271bdd6-74b2-4dac-ac7a-6a0436616cb4) (date accessed 4/11/2020)
* [scale degree video (00:00:00 – 00:01:12)](https://www.youtube.com/watch?v=9iaVqi014pg&t=74s) (date accessed 4/11/2020)
* [Intervals (00:06:26)](https://www.youtube.com/watch?v=GgbiO6c72ww&feature=emb_logo) date accessed 4/11/2020)
* [Extension Intervals](https://www.musictheory.net/exercises) website (date accessed 4/11/2020)
* [Bill Bailey youtube clip (00:02:43)](https://www.youtube.com/watch?v=_dVFknALySA&feature=emb_logo) (date accessed 4/11/2020)
* [‘Shake It Off’ by Taylor Swift (00:04:01)](https://www.youtube.com/watch?v=nfWlot6h_JM) (date accessed 6/11/2020)
* [‘Shake it Off’](https://www.sheetmusicplus.com/title/shake-it-off-lead-sheet-in-c-key-with-chords-digital-sheet-music/20195700) score (date accessed 6/11/2020)
* [The Pentatonic Scale (00:03:03)](https://www.youtube.com/watch?v=ne6tB2KiZuk) by Bobby McFerrin (date accessed 6/11/2020)
* [‘The Cup Song’ by Carter (00:04:21)](https://www.youtube.com/watch?v=cmSbXsFE3l8) (date accessed 6/11/2020) audio
* [‘Sing’ by Pentatonix (00:04:19)](https://www.youtube.com/watch?v=Yc7-krRX8uA) (date accessed 6/11/2020)
* [chrome music lab](https://musiclab.chromeexperiments.com/) (date accessed 6/11/2020) online digital software
* [Example one](https://musiclab.chromeexperiments.com/Song-Maker/song/5221822288101376) (date accessed 6/11/2020) chrome music lab example
* [Example two](https://musiclab.chromeexperiments.com/Song-Maker/song/5936122392739840) (date accessed 6/11/2020) chrome music lab example
* [Excerpt 1 by Ariana Grande (00:04:17)](https://www.youtube.com/watch?v=pE49WK-oNjU) audio (date accessed 11/11/20)
* [Excerpt 2 by Grieg (00:02:41)](https://www.youtube.com/watch?v=kLp_Hh6DKWc) audio (date accessed 11/11/2020)
* [Excerpt 3 by Shostakovich (00:03:48)](https://www.youtube.com/watch?v=phBThlPTBEg) audio (date accessed 11/11/2020)
* [Excerpt 4 by BlackPink (00:03:36)](https://www.youtube.com/watch?v=Amq-qlqbjYA) audio (date accessed 11/11/2020)
* [Excerpt 5 by The Beatles (00:02:45)](https://www.youtube.com/watch?v=T54Azv0-Ktc&list=PLj4b31QiCheBLLVmOO4NtWV10YHFRCz5z) audio (date accessed 11/11/2020)
* [‘Don’t Start Now’ by Dua Lipa (00:00:11 – 00:00:36)](https://www.youtube.com/watch?v=oygrmJFKYZY) audio (date accessed 11/11/2020)
* [‘The Red’ by Chevelle (00:00:16 – 00:01:00)](https://www.youtube.com/watch?v=trinU3VD1Zo&list=PLKMjgSegmea3hqo9PmWvxMChPJ5nJXlvz&index=2) audio (date accessed 11/11/2020)
* [‘Be Prepared’ by Tim Rice and Elton John from the Lion King (0:00 - 0:45)](https://www.youtube.com/watch?v=wDG6uItd6FA) audio (date accessed 11/11/2020)
* [‘Canon in D’ by Pachelbel (00:00:00 – 00:00:41)](https://www.youtube.com/watch?v=Ptk_1Dc2iPY) audio (date accessed 11/11/2020)
* [‘Dance Monkey’ by Tones and I (00:00:00 - 00:01:22)](https://www.youtube.com/watch?v=q0hyYWKXF0Q) audio (date accessed 11/11/2020).
* [‘Exist for Love’ by Aurora (00:00:00 – 00:01:15)](https://www.youtube.com/watch?v=7YDkrJaiCrw) audio (date accessed 11/11/2020).
* [Amazing Grace](https://commons.wikimedia.org/wiki/File%3AAmazingGrace.svg) score (date accessed 11/11/2020)
* [‘The Trout Quintet’ by Schubert (00:00:00 - 00:05:02)](https://www.youtube.com/watch?v=HwbWvGtaZGo) audio (date accessed 11/11/2020)
* [‘Everybody Rise’ by Amy Shark (00:03:10)](https://www.youtube.com/watch?v=86YragxaatU) audio (date accessed 11/11/2020)
* [‘The Trout Quintet’](https://imslp.org/wiki/Piano_Quintet_in_A_major%2C_D.667_%28Schubert%2C_Franz%29) by Schubert score (date accessed 6/11/2020)
* [Tone Colour Bingo](https://tonecolourbingo.com/) online game (date accessed 6/11/2020)
* [‘Everyone’s Waiting’ by Missy Higgins (00:00:00-00:00:56)](https://www.youtube.com/watch?v=j1SDbBzPzt0) audio (date accessed 11/11/2020)
* [‘That Green Gentleman’ by Panic at the Disco (00:00:00 – 00:03:12)](https://www.youtube.com/watch?v=3f3K2sEHuIM) audio (date accessed 7/11/2020)
* [‘Baru’ by Saltwater Band (00:00:00 – 00:01:18)](https://www.youtube.com/watch?v=kvmw82hweFk&list=PLpHSUjPjBd9MATzl7E_UPJS7wYKspdyfo&index=4) audio (date accessed 8/11/2020)
* [‘Where?’ by Kate Miller-Heidke audio (00:00:00 – 00:02:32)](https://www.youtube.com/watch?v=ZL7v4YFowSE) audio (date accessed 8/11/2020)
* [‘Eliza Aria’ by Elena Kats-Chernin audio (00:00:00 – 00:01:31)](https://www.youtube.com/watch?v=pEX2S9pm80M) audio (date accessed 8/11/2020)
* [‘Ocean’ by John Butler (00:00:00 – 00:03:01)](https://www.youtube.com/watch?v=jdYJf_ybyVo) audio (date accessed 8/11/2020)