

# BRACKEN RIDGE STATE HIGH SCHOOL Applied Subject

## 11 and 12 Music in Practice Overview

Over the 2 year course of study, students will study the following units; school conditions determine the sequence.

ALLOCATION / LENGTH	UNIT	SUB TOPICS	ASSESSMENT
<b>Module 1/5</b> 28 Hours	Playing Around	<b>Practical Music Skills</b> <ul style="list-style-type: none"> <li>Developing, extending and revising foundational music skills relative to student experience.</li> <li>Singing and playing, both solo and in ensembles</li> <li>Developing and applying listening skills including to identify the elements of music</li> <li>Understanding the basics of sound production, including microphones and amplifiers</li> </ul>	<b>Performance</b> Students perform a song of their choice to the class. They choose the option of either a music performance or production performance. <ul style="list-style-type: none"> <li>Music performance: Minimum 2 minutes</li> <li>Production performance: variable</li> </ul>
<b>Module 2/6</b> 27 hours	Call My Agent	<b>The Music Industry</b> <ul style="list-style-type: none"> <li>Investigating music industry practices and culture</li> <li>Exploring roles and pathways within the music industry</li> <li>Developing skills and strategies for operating within the industry.</li> </ul>	<b>Extended Response to Stimulus</b> Students respond to stimulus from a chosen aspect of the Australian music industry. <ul style="list-style-type: none"> <li>Written:               <ul style="list-style-type: none"> <li>Yr 11: 500 – 800 words</li> <li>Yr 12: 600 – 1000 words</li> </ul> </li> </ul>
<b>Module 3/7</b> 55 hours	My Song	<b>Live production and performance; songwriting</b> <ul style="list-style-type: none"> <li>Developing songwriting skills as well as concert performance and production.</li> <li>Composition techniques including:               <ul style="list-style-type: none"> <li>Creating simple riffs</li> <li>Improvising vocal/ instrumental melodies</li> <li>Lyric Writing</li> </ul> </li> <li>Rehearsing to refine and polish performances</li> <li>Evaluating the processes and procedures of concert production</li> <li>Engaging in stage management including WHS.</li> <li>Year 11 students explore some recording techniques and develop skills with sound/lighting desks while Year 12 students revise and extend their use of digital technologies.</li> </ul>	<b>Composition</b> Students either create an original song or create a song suitable to be performed at a lunchtime concert. <ul style="list-style-type: none"> <li>Manipulating existing sounds:               <ul style="list-style-type: none"> <li>Yr 11: Minimum 1 minute</li> <li>Yr 12: Minimum 2 minutes</li> </ul> </li> <li>Arranging and creating:               <ul style="list-style-type: none"> <li>Yr 11: Minimum 30 seconds</li> <li>Yr 12: Minimum 60 seconds</li> </ul> </li> </ul> <b>Project</b> Production of concert for the school community and an evaluation of processes involved. Component 1: evaluation <ul style="list-style-type: none"> <li>Written:               <ul style="list-style-type: none"> <li>Yr 11: 500 – 800 words</li> <li>Yr 12: 600 – 1000 words</li> </ul> </li> </ul> Component 2: performance <ul style="list-style-type: none"> <li>Music or production performance: variable</li> </ul>

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ALLOCATION / LENGTH	UNIT	SUB TOPICS	ASSESSMENT
<b>Module 4/1</b> 28 Hours	Reaching an Audience	<b>Performance craft</b> <ul style="list-style-type: none"> <li>Communicating music ideas through singing and playing, both solo and in ensembles.</li> <li>Creating stage presence and connecting with an audience.</li> <li>Accepting and giving critical feedback.</li> <li>Developing, extending and revising foundational music skills relative to student experience.</li> </ul>	<b>Performance</b> Students perform a song of their choice to the class or they manipulate sound devices and use technical sound production for the performance. <ul style="list-style-type: none"> <li>Music performance: minimum 2 minutes</li> <li>Production performance: variable</li> </ul>
<b>Module 5/2</b> 27 hours	The Top 100	<b>Contemporary music</b> <ul style="list-style-type: none"> <li>Investigating and responding to current music trends and their influences.</li> <li>Developing and extending listening skills and knowledge of the functions of music.</li> <li>Exploring the impact of contemporary trends on the music industry and evaluating modern production.</li> <li>Developing relevant workplace skills and strategies for operating within the industry.</li> </ul>	<b>Extended Response to Stimulus</b> Students review an album or concert performance and evaluate its use of contemporary music trends. <ul style="list-style-type: none"> <li>Written:               <ul style="list-style-type: none"> <li>Yr 11: 500 – 800 words</li> <li>Yr 12: 600 – 1000 words</li> </ul> </li> </ul>
<b>Module 6/3</b> 27 hours	The Top 100: Composing	<b>Contemporary music</b> <ul style="list-style-type: none"> <li>Developing composition and songwriting skills to create a personal style.</li> <li>Using current and emerging contemporary trends to inform their own music works</li> <li>Experimenting with compositional techniques and software.</li> </ul>	<b>Composition</b> Students chose to either create an original song or create a piece of music which uses pre-recorded samples and loops or similar. <ul style="list-style-type: none"> <li>Manipulating existing sounds:               <ul style="list-style-type: none"> <li>Yr 11: Minimum 1 minute</li> <li>Yr 12: Minimum 2 minutes</li> </ul> </li> <li>Arranging and creating:               <ul style="list-style-type: none"> <li>Yr 11: Minimum 30 seconds</li> <li>Yr 12: Minimum 60 seconds</li> </ul> </li> </ul>
<b>Module 6/3</b> 28 hours	Making a Demo	<b>Music technology and production</b> <ul style="list-style-type: none"> <li>Developing and refining skills in recording songs for the purpose of creating a demo sound track.</li> <li>Refining performance skills through rehearsal, reflection and evaluation.</li> <li>Experimenting with looping software.</li> <li>Consolidating knowledge of the music industry to create promotional material.</li> </ul>	<b>Project</b> Students create a performance suitable for a demo track or students manipulate sound technology, including mixing, for another student's demo. They develop a promotional package to support an application to perform at a community festival.  Component 1: product Promotional material which demonstrates reflection and evaluation. <ul style="list-style-type: none"> <li>Variable conditions</li> </ul> Component 2: performance Production or music performance. <ul style="list-style-type: none"> <li>Variable conditions</li> </ul>