

Shirley Smith High School Vision and Values

Grow with us.

At Shirley Smith High School, teaching and learning is authentic, rigorous, and designed to maximise student agency. We align deep disciplinary knowledge and excellent pedagogical practice to ensure our learners are empowered to find their purpose, fulfil their potential, and shape their own futures.

Students at Shirley Smith High School are:

Curious

brave and open minded inquirers with a desire to know and understand

Connected

inclusive young people connected to each other, connected to their community and connected to Country

Learners

creative empowered learners with boundless potential for their futures and the future of our planet

Subject Details

Subject/s: Music	Learning Area: Creative and Performing Arts
Teacher/s: Claire Leske	Learning Period: Semester 1

Engagement in Learning

In order to facilitate active engagement in their learning, students are expected to:

- Arrive prepared for their lessons, equipped with a fully charged chromebook, headphones, a notebook, a pencil and eraser, and any other subject-specific materials that may be necessary.
- Independently make an effort to retrieve and complete any missed assignments or coursework due to absences or extracurricular activities during their own time.
- Embrace the principles of the school's Yindyamarra wellbeing framework by treading lightly. This involves taking moments to pause, authentically connecting with others, engaging in deep listening, thoughtful reflection, and considering the impact of their actions on others.

Learning and Assessment Policies

Please see the school website for policies regarding the submission of late work, extension requests for assessment tasks, and plagiarism and academic integrity.

Description of Learning

Unit overview:

In year 9 music students will extend their practical abilities on guitar, keyboard, bass guitar, drums or another instrument of their choice. They will perform both solo and as part of an ensemble, developing their listening and performance skills. Students will compose music for performance, and will analyse the performances of others. They will also learn music theory, including music notation, scale construction and harmonic analysis.

Unit learning outcomes:

By the end of this unit, students will demonstrate a level of achievement for the following standards:

- Analyses ways composers and/or performers use the elements of music and compositional devices to engage audiences
- Demonstrates listening and aural skills relevant to the styles and/or contexts in which they are working
- Notates, documents and/or records their music
- Demonstrates appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences

Assessment:

Task	Approximate Due Date
- Class work	Ongoing
- Theory of Music in-class test	Week 5
- Composition Task	Week 8
- Performance Piece/s	Weeks 10, 12 and 14
- Performance reflection	Week 15

Learning Experiences

Throughout the unit, students may have the opportunity to engage in the following learning experiences:

Performances - in groups or solo to peers

Students are encouraged to

- Attend live music performances where possible, for example: festivals and local venues
- Listen to a variety of music styles and pieces through their preferred playback options - online, CDs etc

Links to music performances, both live and studio recorded, will be uploaded to the Google Classroom for students to access.