**Matt –** After completion of Music Units 1 and 2, students can continue their music studies under four different areas. It's worth noting that students may do any or all of these separate studies. The pathway being looked at in this presentation is Music Inquiry at Unit 3 and 4.

Students interested in using music software and hardware to create, compose, and perform music can undertake any of the four music studies at Unit 3 and 4. But it's worth noting that the music inquiry units seem like a natural fit for digital music-makers.

Music inquiry provides an opportunity for students to focus in on a particular topic or area of inquiry at Unit 3, and then deepen that understanding through a project at Unit 4.

The weighting of each task in Unit 3 and 4 Music Inquiry is represented here, with further detail in the VCAA guide. It is geared towards practical music-making tasks, analysis of works, and the folio task, which adds up to 80% of the total potential grade across Unit 3 and 4.

Unit 3 has three areas of study that look at influence in music. Music-making, analysis, and responding. Each have a collection of school-based assessments as outlined above and in the study design. The focus is on developing skills to become more independent in their composition and analysis. Area of Study 1 has a strong practical component, focusing on performing and composing works, with the added layer of students being required to talk to their influences as related to their area of investigation.

This is an example of a Music Inquiry Unit 3 outline for students who are interested in digital music-making. They guide it through an investigation of techniques and processes relating to sampling and electronic music-making history and culture. The intention here is to provide a structure through which students can deepen their understandings and refine their own creative processes to inform and guide the more independent inquiry of the Unit 4 project folio task.

Unit 4's project extends the areas of interest that students develop in Unit 3. The externally assessed folio task is where students further refine their music-making and analysis through a collection of documentation, video, and audio recordings of performances and compositions. This essentially mirrors the work of Unit 3, but students are more independently driving their area of inquiry, focusing on specific works for investigation and are able to reflect on the various musical influences in their own creative work.

The externally assessed folio task is the heaviest weighted in terms of assessment, accounting for 50% of the total Unit 3 and 4 mark. The structure of the folio task encourages depth and rigour. Within the folio, students need to include an area of investigation description and reflection document, an analysis of two works that relate to the area of investigation, and they need to produce three works that respond to what they're learning within that area of investigation.

It's worth noting that within these three works, the students must include at least one live performance and at least one recorded work with documentation. This documentation may be a multimedia presentation with annotated digital, audio workstation screenshots.

The folio is designed to be flexible and interest-driven, which allows digital music-makers the opportunity to explore a wide range of processes and techniques used in electronic music production and performance. Here are three example topics for students who may be interested in electronic music-making. These are by no means prescriptive, but are provided here to demonstrate what would be required within the folio if a student were to focus their inquiry on one of these topics.

For further inspiration and examples of contemporary digital music-making, take a look at the linked video playlists.

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