

Music (2023-2027)

Units 1 and 2



VICTORIAN CURRICULUM
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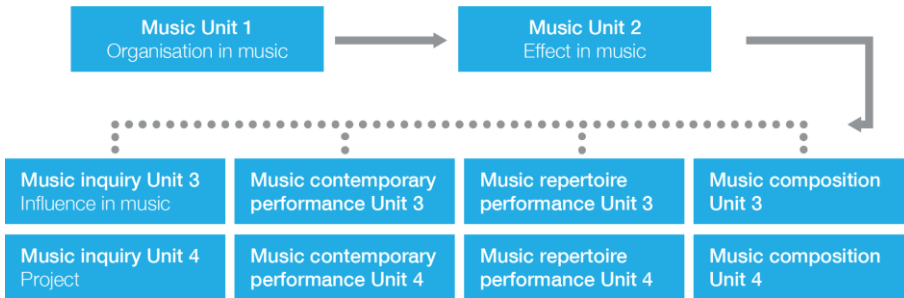


Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



MUSIC - 10 Units



- Common Unit 1 and 2
- Lead to 4 **separate** Unit 3 and 4 studies
- Students may do any or all of these separate studies

Music Units 1 and 2

A pathway from the Victorian Curriculum

- Performing
- Creating
- Analysing and responding

Breadth of study in Unit 1 and 2 provides a pathway to Units 3 and 4

Music Units 1 and 2 lead to four possible Units 3 and 4

Specialist performance or composition options

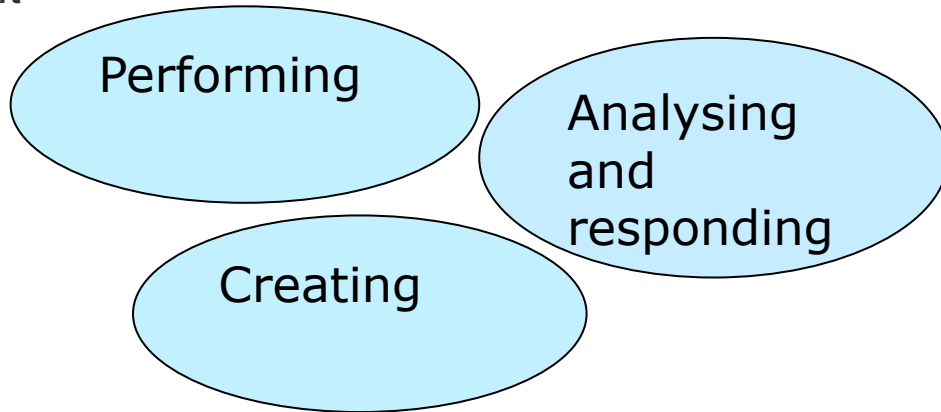
- Music contemporary performance
- Music repertoire performance
- Music composition

A more general music-making experience

- Music inquiry

Music Units 1 and 2

- Music-making is at the core
- Areas of Study are intended to be simultaneous, and continue through the whole Unit



Music Unit 1: Organisation of music

- All the music experiences – performing, creating, analysing and responding can be addressed in ‘a whole of music manner’, rather than isolated into separate experiences.
- Whatever the technical proficiency of the student, the key knowledge and key skills can be developed

- Area of Study 3 requires **at least 2 specific examples of music** to be studied with a view to developing an understanding of elements of music, concepts and compositional devices – this is used to assist in Area of Study 2 Creating too
- Also includes key knowledge of documenting music **graphically**
- Common music concepts identified, recreated and/or documented are listed among key skills
- Note the mention of music examples **‘in isolation and in context’**

Music Unit 2: Effect in music

- How effect is created through performing and creating music, and how others achieve this in their music-making and creating
- The Unit uses the same Areas of study, and the knowledge and skills already explored are growing in sophistication, along with some additional expectations

How to approach the Areas of Study

- Unit 1 and 2 Study has been developed to provide a basis for all four Unit 3 and 4 studies
- The Areas of Study specify key knowledge and key skills for each outcome, and these form the **minimum** expected for completion of the Outcome
- All the music experiences – performing, creating, analysing and responding can be addressed in ‘a whole of music manner’, rather than just isolated into separate experiences
- Within the bounds of acceptable workload, the key knowledge and key skills can be developed further, according to the student’s stage of development

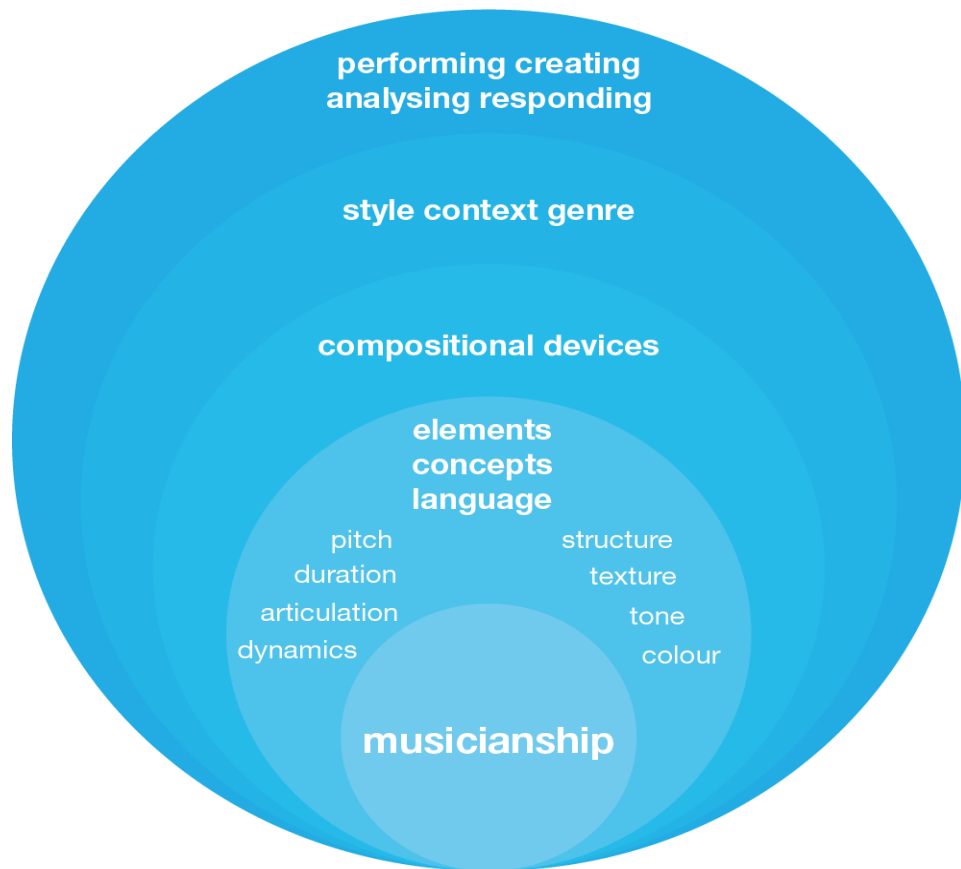
Musicianship at the core

Performing

Creating

Analysing

Responding



Device	Definition	Techniques and processes that could be used to explore the devices	
repetition	a musical pattern or idea is established and used again	<ul style="list-style-type: none"> dynamic changes augmentation 	<ul style="list-style-type: none"> diminution augmentation
transition	the shift from one musical idea or section to another	<ul style="list-style-type: none"> filters canon 	<ul style="list-style-type: none"> fragmentation choice of sample(s)
variation	changes/modifications to established musical ideas and patterns, while retaining significant recognisable features	<ul style="list-style-type: none"> countermelody imitation harmonic change metre and tempo changes repeating motifs 	<ul style="list-style-type: none"> changing mix elements such as width and frequency response extension key changes changing register
contrast	achieved where significant new musical material is introduced or where significant changes are made to established musical patterns	<ul style="list-style-type: none"> repeating accompaniment bridge coda repeating sections changing phrase structure 	<ul style="list-style-type: none"> repeating harmonic patterns

Compositional devices

Study design page 16

duration	organisation of sound and silence and their lengths in music	<ul style="list-style-type: none"> • rhythm • metre: simple/compound; asymmetric; multi/poly/mixed • beat and pulse • tempo 	<ul style="list-style-type: none"> • syncopation • subdivision • swing time • free time
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Elements

Study design pages 17-19

Examples of concepts that could be explored depending on the music works and styles selected for study

Music Units 1 and 2

- Students bring their interest in music and music-making
- Any instrument, including digital music-making equipment can be used
- Students may be heading for specialist streams in contemporary or repertoire performance, or composition
- They may be looking to continue the broader music-making in Music Inquiry in Unit 3 and 4
- Or they might not know yet – this is their opportunity to find the place

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