Music (2023-2027)

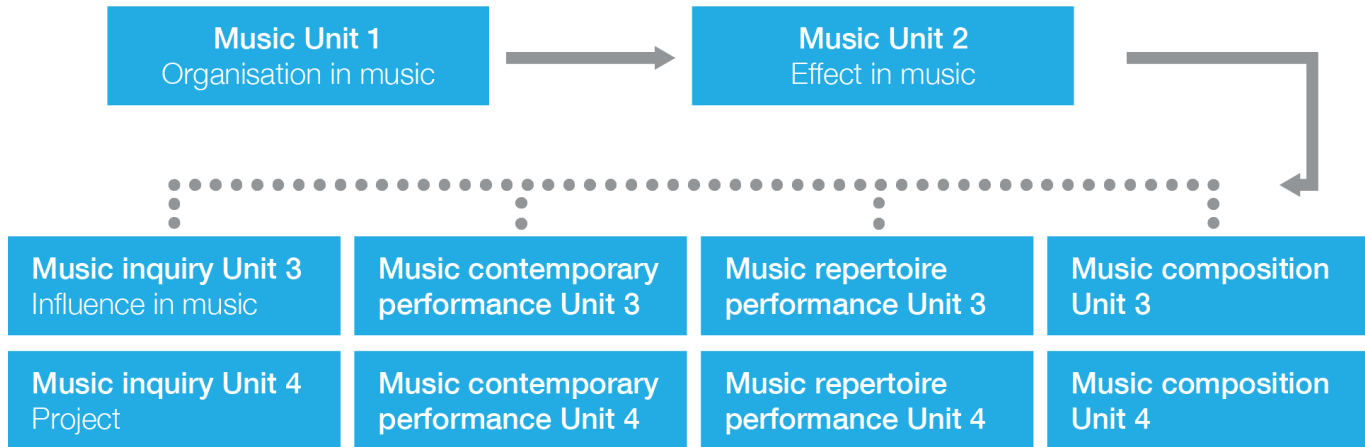Units 3 and 4 – Music Inquiry
Supporting Digital Music-Makers

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.
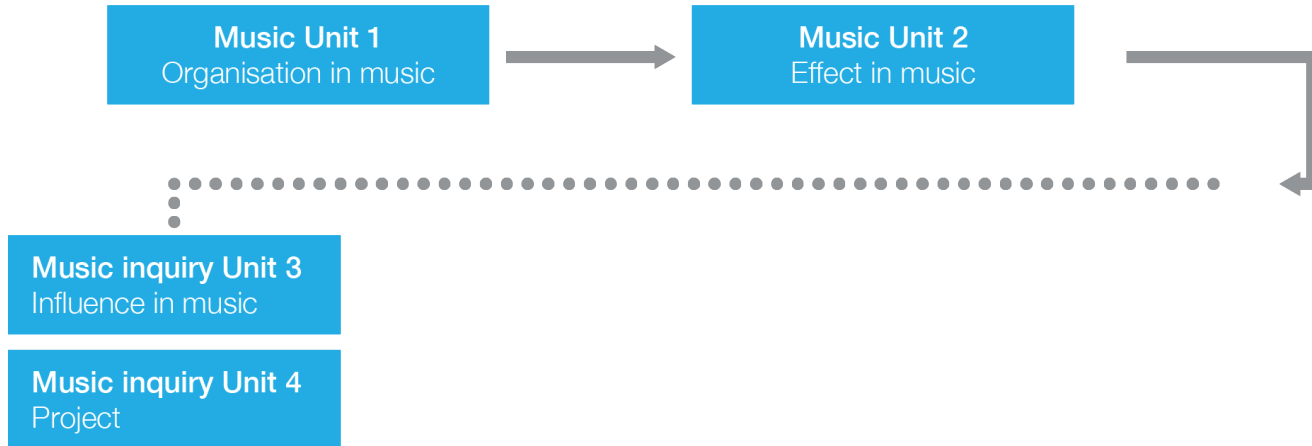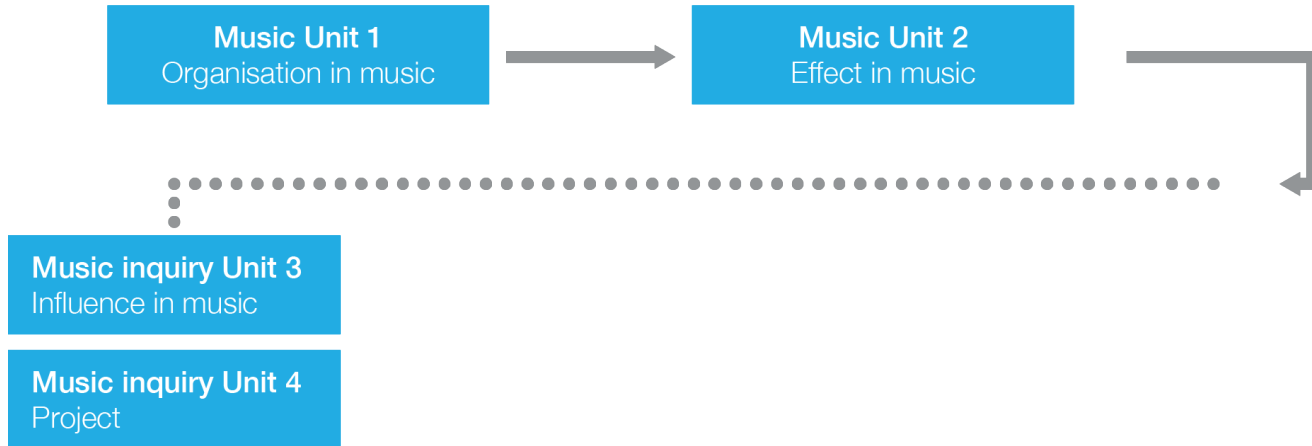
VCE Music Pathways

Music Unit 1 Organisation in music	→	Music Unit 2 Effect in music

Music inquiry Unit 3 Influence in music	Music contemporary performance Unit 3	Music repertoire performance Unit 3	Music composition Unit 3
Music inquiry Unit 4 Project	Music contemporary performance Unit 4	Music repertoire performance Unit 4	Music composition Unit 4

- Common Unit 1 and 2

- Leading to four seperate Unit 3 and 4 Studies

- Students can engage in any or all of these studies

VCE Music Pathways

Music Unit 1
Organisation in music

→

Music Unit 2
Effect in music

This presentation is focused on Music inquiry at Unit 3 and 4

Music inquiry Unit 3
Influence in music

Music inquiry Unit 4
Project

VCE Music Pathways

Music Unit 1	Music Unit 2
Organisation in music	Effect in music

This presentation is focused on Music inquiry at Unit 3 and 4

Music inquiry Unit 3
Influence in music

Music inquiry Unit 4
Project

Unit 3 and 4 - Music inquiry for digital musicians

Music inquiry Unit 3
Influence in music

Music inquiry Unit 4
Project

- Provides a further pathway for students with a broad interest in music-making and contemporary music making practices

- Students can focus their inquiry in topics that are of interest to them

- Students perform, compose and respond to the music within their area of investigation

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AND ASSESSMENT AUTHORITY

VICTORIA
State Government

Coursework / Task weighting

Music inquiry Unit 3
Influence in music

Music inquiry Unit 4
Project

- Unit 3 School-assessed Coursework: 30%

- Unit 4 Externally-assessed Task (Portfolio) : 50%

- Unit 4 School-assessed Coursework (Structured Questions) : 5%

- End-of-year examination: 15%

Unit 3 - Music inquiry overview

Music inquiry Unit 3
Influence in music

Areas of Study 1. Music making	Area of Study 2. Analysing for music making	Area of Study 3. Responding
Outcome 1 - School based Assessment • Students undertake a performance - Live / Video recording of a work in the area of investigation • Students create an Oral/Written/Multimedia - Explanation of influences • Students make an Audio/Video recording of a Composition or Arrangement - (with appropriate record of the composition)	Outcome 2 - School based Assessment • Students create an Oral/Written/Multimedia describing one works influence on another • Students create a written/Multimedia *investigation proposal* which discusses how one work influences another that will then be developed in Unit 4	Outcome 3 - School based assessment tasks • Students answer Structured Questions - providing written responses to three previously unheard of experts of music

Unit 3 - Example course outline

Example Music Inquiry Unit 3:

Sampling, Plunderphonics and Mashups	Outcome 1	Outcome 2	Outcome 3
	Music Making	Analysing for music-making	Responding
• Investigate the history, techniques and process used in Sampling, Plunderphonics and Mashup culture.	x	x	
• Listen to early tape loops experiments works from the 1940s - 1960s		x	x
• Listen to and contrast sample-based works from the 1980s - 1990s		x	x
• Compose/Arrange a loop/sample-based work which references a chosen influence. Include completed DAW project file and .mp3 audio of final track **	x		
• Create a multimedia presentation which documents the music-making processes and musical influences used when creating the sample-based work. Includes annotated screenshots of DAW session that explain and reference specific techniques used**	x		
• Investigate processes involved in developing a Mash-up performance in the style of Girl Talk or Madeon	x	x	
• Develop, rehearse and perform a Mashup work using a MIDI Controller (Launchpad/Push) creating a live video capture of the performance. Include DAW project file and .mp4 Video file**	x		
• Create a multimedia investigation that focuses on the influences of one artists work on another. eg - Daft Punk and Madeon, or The Beastie Boys and The Avalanches**		x	
• Written Answers to examples of 3 tape-loop and sample-based works from Pierre Schaeffer, The Beatles and Girl Talk**			x
• Create an *investigation proposal* that discusses how one work influences another work**		x	

**Assessment opportunity

Unit 4 - Music inquiry overview

Music inquiry Unit 4
Project

Areas of Study 1. Music making	Area of Study 2. Analysing for music making	Area of Study 3. Responding

Outcome 1 & 2 - Externally Assessed Task

Students submit a folio that contains documentation, video recording of a performance and an audio and/or video recording of a composition/arrangement as described in the examination specifications published annually by the VCAA.

The folio will contain:

● an Area of Investigation description with a reflection on personal musical context in relation to this Area of Investigation
● an analysis of two works selected from the Area of Investigation
● the presentation of three works where:
  – *at least one* is a visually recorded live performance of a work associated with the Area of Investigation, and
  – *at least one* is a recorded audio (and/or video) and appropriate documentation of a short composition/arrangement influenced by the Area of Investigation.

Outcome 3 - School-Based Assessment

Students Identify, describe and discuss musical characteristics of selected music excerpts and compare similarities and differences between them.

Written responses to structured questions of three previously unheard excerpts of music.

Unit 4 Folio for digital music-makers

Unit 4's Externally assessed Folio task allows for a deep dive into creative processes and techniques, with students having to create, perform and analyse within an area of investigation

- Area of Investigation description with a reflection on personal musical context in relation to this Area of Investigation

- An analysis of two works selected from the Area of Investigation

- The presentation of **three** works where:
- *at least one* is a visually recorded live performance of a work associated with the Area of Investigation

and

- *at least one* is a recorded audio (and/or video) and appropriate documentation of a short composition/arrangement influenced by the Area of Investigation.

Example ideas for Unit 4 Folio task

Folio *Example* 1:

The sampling techniques, influences and processes and used in lofi and underground Hip Hop

- Investigation outline that describes the specific sampling techniques that are of influence on my works
- Analysis of techniques and processes used in two works by J.Dilla and MF Doom
- 1 x Live Finger drumming lofi hip hop performance using chopped up breaks.
- 1 x Reflection document outline what techniques were used in the performance
- 2 x recordings of original lofi hip hop works that demonstrate
- 2 x annotated multi-media presentation that has screenshots of DAW project files, audio examples and explanations of specific processes used.

Folio *Example* 2:

The use of distortion and audio FX in contemporary film and game music

- Investigation outline that describes the specific techniques and DAW workflows used to create my own cinema and game soundtrack style music.
- Analysis of techniques and processes used in two works by Mick Gordon and Tom Holkenborg
- 1 x Live Performance of an original musical work using Ableton Live and Push
- 1 x Reflection document outline what techniques were used in the performance
- 2 x recordings of original music in the style of Mick Gordon
- 2 x annotated multi-media presentation that has screenshots of DAW project files, audio examples and explanations of specific processes used.

Folio *Example* 3:

Examining the way Live Looping techniques are used by contemporary electronic pop artists

- Investigation outline that describes the processes involved in contemporary live looping performances, and how I am able to use them in my own performances
- Analysis of techniques and processes used by Rachel K Collier and Kawehi
- 2 x Live Finger drumming lofi hip hop performance using chopped up breaks.
- 2 x multimedia documents that outline which live looping techniques were used in the performances.
- 1 x audio recording of a Live-Looping composition
- 1 x annotated multi-media presentation that has screenshots of DAW project files, examples and explanations of how they were used to create a live looping recording

Further support and guidance

Electronic Music Performance - [Youtube Playlist](https://youtube.com/playlist?list=PLEgXo6N73D1FuOG3WFurBqvXXkrsLVP_5)

https://youtube.com/playlist?list=PLEgXo6N73D1FuOG3WFurBqvXXkrsLVP_5

- Examples of artists using digital tools for electronic music performance.

Contemporary Music Analysis - [Youtube Playlist](https://youtube.com/playlist?list=PLEgXo6N73D1GiqbSIZ-T0N6f2Kna4TabV)

https://youtube.com/playlist?list=PLEgXo6N73D1GiqbSIZ-T0N6f2Kna4TabV

- Examples of contemporary electronic musical works that could be used for analysis.