

VCASS

MUSIC CURRICULUM HANDBOOK



Victoria's Premier School for the Training and Education of
Talented Young Dancers, Musicians, Theatre and Visual Artists
2017

COURSE CONTENT

MUSIC PROGRAM – YEARS 7, 8 & 9

MUSIC SOLO PERFORMANCE

Practical Studies – Solo
Junior Performance Seminar and Junior Concert Platform
Junior Solos Concerts: semester 1

MUSIC ENSEMBLE PERFORMANCE

Chamber Music
Large Ensembles: Junior Strings, Wind Symphony, Orchestra, Big Band

CHOIR & MUSICIANSHIP

Junior Choir
Junior Musicianship
Junior Theory

CLASSROOM MUSIC

Year 7 Music
Year 8 Music
Year 9 Music

MUSIC PROGRAM – YEARS 10, 11 & 12

MUSIC SOLO PERFORMANCE

Practical Studies – Solo
Senior Performance Seminar and External Performances
Year 10 Solos Concerts: semester 1
Year 11 Solos Concerts: semester 2
Year 12 VCE Recital Series: semester 2
Outstanding Soloists Concert

MUSIC ENSEMBLE PERFORMANCE

Chamber Music
Chamber Recital: Semester 1
Chamber Music Festival
Chamber Recital Series: Semester 2
Large Ensembles: Senior Strings, Wind Symphony, Orchestra, Big Band

CHOIR & MUSICIANSHIP

Senior Choir
Senior Musicianship

CLASSROOM MUSIC – YEAR 10

Year 10 Music Styles
VCE Music Performance Units 1 & Unit 2

CLASSROOM MUSIC – YEAR 11

VCE Music Performance Units 3 & 4 – Group Focus
VCE Music Style and Composition Units 1 & 2

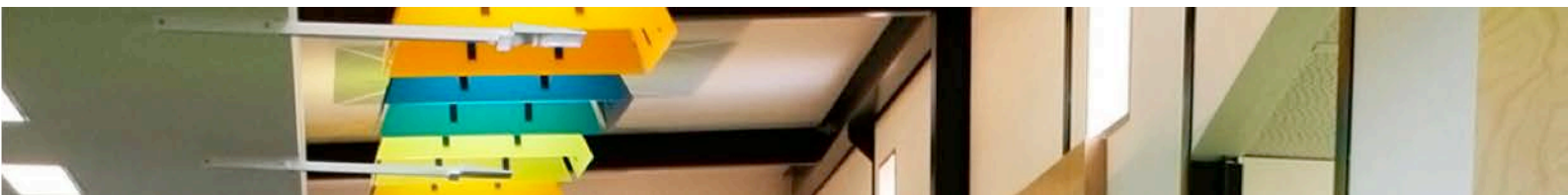
CLASSROOM MUSIC – YEAR 12

VCE Music Style and Composition Units 3 & 4
VCE Music Investigation Units 3 & 4



VCASS

MUSIC PROGRAM



In the music program, students receive **1/1 individual lessons** on their **principal instrument**. Additionally, after their first year at VCASS, students have an opportunity to apply to learn a **second instrument**.

All students participate in **Performance Seminar**.

To develop their aural and theoretical skills, all students participate in **choir** and attend **musicianship** classes

Music analysis and **composition** is studied at all levels, and **music technology** is incorporated in these studies.

Chamber Music is a vital area of music training. Both senior and junior students participate in dedicated, tutored ensemble sessions each week.

All students participate in rehearsals and performances with at least two ensembles.

In Years 7 - 10 **Personal Fitness** forms part of the program. For years 7 to 9 there is a special **Body Conditioning** program run by members of the Dance Staff. This covers aspects such as cores strength, posture and co-ordination through a varied set of tasks and activities. Year 10's undertake a personal fitness program overseen by the Assistant Principal.

At Year 10 students begin a **Music Industry Skills** course for which they receive a VCASS certificate. This certificate covers music industry studies, performance, composition, music business, music technology and music marketing.

In Year 10 students complete **VCE Music Performance** Units 1 & 2.

At Year 11 and 12 levels, **VCE Music Performance**, **VCE Music Investigation** and **VCE Music Style & Composition** are completed in conjunction with the studies listed above.

School Performances

VCASS students are provided with many performance opportunities both within the school and at outside concerts. Underpinning these opportunities is the weekly performance seminar. At certain times during the semester, instrument specific masterclasses are run alongside the performance classes. As part of their VCE performance studies, year 12 students (Music Investigation) and year 11 students (Music Performance) are given an opportunity to perform in concert series held in public venues. These include: **Lunch Time Classics** (Deakin Edge), **The Austral Salon** (East Melbourne), **Pre Concert Music** (Melbourne Recital Centre), and other venues.



VCASS

MUSIC TRAINING



In order to achieve a high standard in music education, VCASS music students experience a range of activities, which both enhance and extend their VCE Music studies. These studies aim to give students the opportunity to further extend their musical and performance skills.

Practical Studies

Practical Studies - Solo

All students receive 28 x 50 minute individual principal study lessons during the year. From their 2nd year at VCASS, they may also apply to undertake a second instrumental or vocal study. These consist of 28 x 30 minute lessons during the year.

Assessment

There are two formal principal and second study assessments held each year in addition to a process of ongoing assessment made throughout the year in all areas of music study.

All assessments are conducted as formal recitals. Principal Study Assessments are 20 minutes in length and Second Study Assessments 10 minutes. The assessment panel is comprised of an appropriate visiting **Specialist** and an **Expert Teacher** from the VCASS music program. The student's instrumental teacher may attend on request but they are not part of the assessment panel.

Students receive a report and letter grade from their individual teacher, as well as written reports from the assessment panel, and the assessors' averaged mark as a letter grade.

Ensembles

Students participate in large and small ensembles, and chamber groups tailored to individual talents of the students. Senior students are required to participate in one chamber ensemble that is assessed as one person per part. In Semester 1, Junior Students participate in one tutored chamber ensemble. In Semester 2 they are tutored in preparing and conducting their own composition for performance at the end of year Junior Performance Season.

Ensemble Assessment

There are two formal senior chamber ensemble assessments held each year and these assessments are conducted within the allocated ensemble class time. Ensemble assessments usually last 10



minutes. The ensemble assessment panel is comprised of an Expert Teacher from the VCASS Music Program and one other specialist teacher.

Choir & Musicianship

All students at VCASS sing! VCASS prides itself on being a vibrant singing community. Both **Junior and Senior Choirs** regularly commission and premiere Australian works. Choir is the only activity where all VCASS music students unite and share their combined talents in one vibrant ensemble. **Chamber Choir** is a selected voice ensemble that performs regularly outside the school and garners much praise for its artistic achievements.

All students receive thorough and comprehensive training in aural and theory skills. These courses help develop fluency and literacy in music as well as giving students a much greater and deeper knowledge and understanding of their performance studies, both solo and ensemble.

Year 7

Classroom Music

The study develops and extends the student's knowledge and skills in music through a range of experiences in listening, reading, performing and composing.

Semester 1 Tasks

Creative Organization Students learn basic music technology skills and compose or arrange a short exercise in the Classical style.

Musical Styles: Develop an understanding of the features of the different musical styles, including Classicism.

Investigation: Undertake a written and listening investigation into melody and rhythm.

Semester 2 Tasks

Creative Organization: Demonstrate a basic familiarization with Music Technology. Compose, rehearse and perform an original composition.

Musical Styles: Develop an understanding of the stylistic features of Australian Folk Music and music of Australian composers.

Investigation: Undertake written and listening investigation into texture, melody and rhythm.

Year 8

Classroom Music

The study continues to develop and extend the student's knowledge and skills in music through a range of experiences in listening, reading, performing and composing.

Semester 1 Tasks

Creative Organization: Students learn basic music technology skills and compose or arrange a short exercise in the Baroque style.

Musical Styles: Develop an understanding of the features of different musical styles, including the Baroque style.

Investigation: Students undertake written and listening investigation into melody and rhythm.



Semester 2 Tasks

Creative Organization: Demonstrate a basic familiarization with music software technology. Compose, rehearse and perform an original composition.

Musical Styles: Develop an understanding of the features of the different musical styles, including World music.

Investigation: Undertake written and listening investigation into the way composers use form and compositional devices in works. Complete a performance review.

Junior Musicianship

Semester 1 & 2

Junior musicianship is a holistic approach to the development of music literacy and aural skills. Students are immersed in a sequential teaching practice that uses solfège and rhythm time names to further develop their musicianship skills. Students use their voice, bodies and instruments to experience music making and to successfully engage fully in music learning. This singing based methodology draws from a rich repertoire source and provides students the opportunity to further develop their music reading and notation skills; aural comprehension and ensemble singing.

Year 9

Classroom Music

The study develops and extends the student's knowledge and skills in music through a range of experiences in listening, reading, performing and composing.

Semester 1 Tasks

Creative Organization: Write and perform works in specific styles including the Medieval and Blues styles.

Musical Styles: Develop an understanding of the stylistic features of Medieval music and Blues.

Investigation: Complete written worksheets and tests on Medieval music and Blues.

Semester 2 Tasks

Creative Organization: (1) Demonstrate a basic familiarization with Music technology; (2) Compose, rehearse and perform an original composition.

Music Styles: Develop an understanding of the stylistic features of the Classical Period.

Investigation: Complete written worksheets and tests on the Classical period. Complete a performance review.

Year 10

Classroom Music

Senior Musicianship

Senior musicianship is a holistic approach to the development of music literacy and aural skills. The students are immersed in a sequential teaching practice that uses solfège and rhythm time names to further develop their musicianship skills. Students are prepared for VCE aural exams through a song-based methodology which helps to further develop their music reading and notation skills; aural comprehension and ensemble singing.



Year 10 Music Styles

Semester 1 Tasks

Musical Styles: Develop an understanding of the Late Classical period and the music of Beethoven. Develop an understanding of the history and style of Swing Jazz.

Investigation: Undertake a detailed analysis of one Beethoven Symphony.

Creative Organization: Complete a short arrangement in the style of Swing.

Semester 2 Tasks

Musical Styles: Develop an understanding of the history and characteristics of Soul Music.

Develop an understanding of the history and characteristics of 19th Century Romanticism.

Investigation: Analyse two specific Soul songs and research the influence of Soul on social change.

Complete a written analysis of the musical characteristics of 19th Century Romanticism. Learn how to analyse works using the elements of music.

VCE Music

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialize in one or more approaches the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship; aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

VCE Music Performance Unit 1

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Area of Study 1: Performance

Outcome 1

On completion of this unit the student should be able to prepare and perform a practiced program of group and solo works.



Area of Study 2: Performance technique

Outcome 2

On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

Area of Study 3: Musicianship

Outcome 3

On completion of this unit the student should be able to identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

VCE Music Performance Unit 2

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimize their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice related technical work. They also develop skills in performing previously unseen music and study specific concepts to build their musicianship skills. Students also devise an original composition or improvisation.

Area of Study 1: Performance

Outcome 1

On completion of this unit the student should be able to prepare and perform a musically engaging program of group and solo works.

Area of Study 2: Performance technique

Outcome 2

On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

Area of Study 3: Musicianship

Outcome 3

On completion of this unit the student should be able to identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music have been interpreted in performance.

Area of Study 4: Organization of sound

Outcome 4

On completion of this unit the student should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.



Year 11

Classroom Music

Senior Musicianship

Senior musicianship is a holistic approach to the development of music literacy and aural skills. Students are immersed in a sequential teaching practice that uses solfège and rhythm time names to further develop their musicianship skills. Students are prepared for VCE aural exams through a song-based methodology which helps to further develop their music reading and notation skills; aural comprehension and ensemble singing

VCE Music Performance Unit 3

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

Area of Study 1: Performance

Outcome 1

On completion of this unit the student should be able to present an informed, accurate and expressive performance of a program of group and solo works.

Area of Study 2: Performance technique

Outcome 2

On completion of this unit the student should be able to demonstrate performance techniques, and technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.

Area of Study 3: Musicianship

Outcome 3

On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

VCE Music Performance Unit 4

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further and refine instrumental and performance techniques that enable them to expressively shape their performances and communicate their understanding of the music styles of each work. Students continue to develop skills in aural perception and comprehension, transcription, music theory and analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Area of Study 1: Performance

Outcome 1

On completion of this unit the student should be able to present accurate and expressive performances of informed interpretations of a program of group and solo works.



Area of Study 2: Performance technique

Outcome 2

On completion of this unit the student should be able to demonstrate performance techniques, and technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.

Area of Study 3: Musicianship

Outcome 3

On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

VCE Music Style and Composition Unit 1

Area of Study 1: Responses to music

Outcome 1

Students listen to a wide variety of musical excerpts. They aurally analyse characteristics of music and describe these using appropriate musical vocabulary.

Area of Study 2: Organisation and context

Outcome 2

Students study specific works from the Baroque, 20th Century and World Music styles. They identify and describe the musical characteristics and the contexts of these works.

Area of Study 3: Creative responses

Outcome 3

Students compose short exercises based on the styles covered in Outcome 2 and describe the creative processes used.

VCE Music Style and Composition Unit 2

Area of Study 1: Responses to music

Outcome 1

Students listen to a wide variety of musical excerpts. They analyse ways in which elements of music and compositional devices are used to create effects and elicit responses.

Area of Study 2: Organization and context

Outcome 2

Students describe characteristics of music in two works that combine music and non-musical features, and analyse the context and processes used to create the music. Students look specifically at Opera, Music Theatre and Film Music.

Area of Study 3: Creative processes in music for multi-disciplinary forms

Outcome 3

Students create music for a work that combines music and non-musical features, and a score for a short film excerpt. They describe the creative processes used to complete these tasks.



Year 12

Classroom Music

VCE Music Style and Composition Unit 3

Area of Study 1: Responses to music

Outcome 1

Students aurally analyse music and make critical responses to music.

Area of Study 2: Organisation and context

Outcome 2

Students analyse and describe the use of the elements of music and compositional devices in music works, and discuss the style and the context from which the works emerged.

Area of Study 3: Creative responses

Outcome 3

Students create original music exercises based on the works studied in Outcome 2 and discuss influences on their creative processes and responses.

VCE Music Style and Composition Unit 4

Area of Study 1: Responses to music

Outcome 1

Students aurally analyse music excerpts, and form and present critical responses to the music.

Area of Study 2: Organisation and context

Outcome 2

Students analyse and discuss the use of the elements of music and compositional devices in the selected works, and discuss the style of the works and relevant contextual issues.

Area of Study 3: Creative processes

Outcome 3

Students create an original work and evaluate the creative processes used to develop the work.



VCE Music Investigation Units 3 & 4

Music Investigation Units 3 and 4 involves both performance research in a Focus Area selected by the student and performance of works that are representative of that Focus Area. Students' research of music characteristics and performance practices representative of the Focus Area underpins the Investigation, Composition/arrangement/improvisation and Performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study.

UNIT 3

Area of Study 1: Investigation

Outcome 1

On completion of this unit the student should be able to demonstrate understanding of performance practices, context/s and influences on music works.

Area of Study 2: Arrangement

Outcome 2

On completion of this unit the student should be able to arrange and discuss music characteristics and performance practices.

Area of Study 3: Performance

Outcome 3

On completion of this unit the student should be able to present a performance of music works that communicates understanding of the Focus Area.

UNIT 4

Area of Study 1: Investigation

Outcome 1

On completion of this unit the student should be able to evaluate and present their interpretive approach to a program of music works.

Area of Study 2: Arrangement

Outcome 2

On completion of this unit the student should be able to arrange and perform a music work and discuss the use of music characteristics, instrumental techniques, performance techniques and conventions in the work.

Area of Study 3: Performance

Outcome 3

On completion of this unit the student should be able to demonstrate artistic intent and understanding of the Focus Area in a cohesive and engaging performance of music works.

