

# VCASS

## MUSIC CURRICULUM HANDBOOK



VCASS Music Students 2019 – MRC Concert Image – Photography by Dylan Breninger

Victoria's Premier School for the Training and Education of  
 Talented Young Dancers, Musicians, Theatre and Visual Artists  
 2020

# VCASS MUSIC PROGRAM - COURSE CONTENT

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## JUNIOR MUSIC PROGRAM – YEARS 7, 8 & 9

### MUSIC SOLO PERFORMANCE

Practical Studies – Instrumental Lessons  
Junior Performance Seminar  
Junior Solos Concerts: Semester 2  
Performance Assessment: Semester 1 & 2

### MUSIC ENSEMBLE PERFORMANCE

Include a combination of the following: Junior Chamber Ensembles, Junior Choir, Chamber Choir, Extension Chamber Music, Junior String Ensemble, Wind Symphony, Orchestra, and Big Band.

### MUSICIANSHIP

Junior Choir  
Junior Musicianship  
Junior Theory

### CLASSROOM MUSIC

Year 7, 8 & 9 Class Music  
Junior Music Industry  
Body Mechanics

## SENIOR YEAR 10 AND VCE MUSIC PROGRAM

### MUSIC SOLO PERFORMANCE

Practical Studies – Instrumental Lessons  
Senior Performance Seminar  
Performance Assessment: Semester 1 & 2  
Year 10 Solos Concerts: Semester 2  
Year 11 Solos Concerts: Semester 1  
Year 12 VCE Recital Series: Semester 2

### MUSIC ENSEMBLE PERFORMANCE

Chamber Music  
Chamber Recital: Semester 1 & 2  
Large Ensembles: Senior String Ensemble, Senior Choir, Wind Symphony, Orchestra, Big Band, Chamber Choir



*Course content continued*

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**MUSICIANSHIP**

Senior Musicianship (Year 10 and 11)  
VCE Music Performance  
Senior Choir  
Senior Jazz Theory

**CLASSROOM MUSIC – YEAR 10**

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

**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

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

All students participate in weekly **Performance Seminar**.

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

**Music analysis and composition** is studied at all levels, and **music technology** is incorporated into 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. In Year 10, wellbeing and personal fitness are delivered via yoga classes.

Through Junior **Music Industry** and Year 10 Music Industry, Students explore a range of contextual issues including recording technology, preparing for performance, music business and music advocacy.

In Year 10 students complete **VCE Music Performance** Units 1 & 2, with Units 3 & 4 (Group Performance) completed in Year 11.

**VCE Music Style & Composition** Units 1 to 4 are completed in a sequential manner across Year 11 and Year 12.

**VCE Music Investigation** forms a significant part of a student's studies in Year 12.

*NB: The Victorian Certificate of Education (VCE) is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. The attainment of a VCE is dependent on completing courses endorsed by the Victorian Curriculum and Assessment Authority (VCAA).*



# VCASS

MUSIC TRAINING



## PRACTICAL STUDIES

### PERFORMANCES

Regular performances underpin all facets of the VCASS Music Training Program. Students are provided with many opportunities across a range of settings to perform both within the school and at public concerts. Underpinning these opportunities is the weekly performance seminar and ensemble music making. Throughout the year students also have the opportunity to participate in and observe instrument specific masterclasses and workshops.

### INSTRUMENTAL LESSONS

All students receive 31 x 45 minute individual principal study lessons during the year. From their 2<sup>nd</sup> 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.

### PERFORMANCE SEMINAR

VCASS students attend a weekly performance seminar, which functions as part concert, part masterclass. This forms an integral part of a student's instrumental study and performance training. Staffed by a music staff member and an accompanist, students have the opportunity to regularly perform solo repertoire and develop confidence while receiving feedback from highly experienced performers.

Students are assigned an accompaniment that will work with them throughout the year regularly receiving coaching in fortnightly rehearsals. This ensures highly sophisticated ensemble playing and that students are equipped with the skills to approach performance in a positive way. At certain times of the year, performance seminar classes are also used as a forum to discuss a range of aspects of preparing for and performing.

### ASSESSMENT

In addition to the multiple layers of ongoing formal assessment and feedback provided through weekly lessons and classes across the program, students undertake a formal performance assessment each semester.

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 Assessor and a VCASS Staff Assessor. The student's instrumental teacher may attend on request but they are not part of the assessment panel.



Each semester 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**

Ensemble music making is highly beneficial and engaging for our emerging artists and students will undertake studies in a combination of the following ensembles: String Ensemble (Junior or Senior), Wind Symphony, Orchestra, Big Band, Chamber Ensembles, Jazz Combos, Choir (Senior or Junior), and Chamber Choir.

In Semester One, junior students participate in tutored chamber ensembles. In Semester Two they are tutored in preparing their own composition for performance at the end of year Junior Performance Season. Junior students also have the opportunity to participate in Extension Chamber Music. Pianists develop skills for accompaniment and other associated keyboard skills.

Senior students collaborate in tutored chamber ensembles to prepare for a range of performances and assessments most notably VCE Music Performance Unit 4 Externally Assessed Examinations. Senior Ensembles also participate in our Festival of Chamber Music.

## **ENSEMBLE ASSESSMENT**

There are two formal senior chamber ensemble assessments held each year. Ensemble assessments usually last 10 minutes with students receiving feedback from both assessors as well as a letter grading. This is in addition to the written report and grade provided by the chamber ensembles tutor.

## **CHOIR & MUSICIANSHIP**

All students at VCASS sing! VCASS prides itself on being a 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.

Specialist musicianship classes provide 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 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 music making.

In Senior Musicianship classes (Years 10 & 11), students build upon the skills and knowledge developed in junior classes. Students are prepared for VCE aural exams through a song-based methodology that supports the development of melodic, rhythmic and harmonic language, whilst continuing to build on ensemble skills.



## YEAR 7

### CLASSROOM MUSIC

In Year 7 Classroom Music, students draw on previous and new experiences in listening, analyzing, notating, composing and performing music to consolidate and develop foundational skills and concepts. Through engaging class activities and assessment tasks students apply and discover new knowledge by experimenting, reflecting, collaborating and synthesizing knowledge.

#### SEMESTER 1 TASKS

**Creative Organisation of Sound:** Develop skills in tuneful melody writing and harmonization in the Classical style. They document and refine ideas using notation and music specific technology.

**Musical Styles:** Develop a historically informed understanding of the features of the Classical style and the instruments of the orchestra.

**Investigation:** Research historical and social contexts of the classical period. Explore and analyze the use of melody and rhythm across a range of works.

#### SEMESTER 2 TASKS

**Creative Organisation of Sound:** Demonstrate a basic familiarization with Music Technology. Compose, rehearse and perform an original composition.

**Musical Styles:** Develop a historically informed understanding of the stylistic features of the Spiritual and elements of music including melody, rhythm, harmony and texture.

**Investigation:** Undertake written and listening investigation into the Spiritual and complete a concert review.

## YEAR 8

### CLASSROOM MUSIC

The study continues to develop and extend the student's knowledge and skills through a range of experiences in listening, reading, performing and composing. Students develop increasingly advanced vocabulary and critical thinking skills to support their analysis skills, whilst also developing their stylistic understanding of genres.

#### SEMESTER 1 TASKS

**Creative Organisation of Sound:** To further develop Music Technology skills, in particular Sibelius music notation software, and compose or arrange in the Australian Folk and Baroque Styles.

**Musical Styles:** Develop a historically informed understanding of the stylistic features of Australian Folk Music and the Baroque style. Listening analysis of studied and unfamiliar styles according to the elements of music including melody, rhythm, harmony and texture.

**Investigation:** Concert critical review.



## SEMESTER 2 TASKS

**Creative Organisation of Sound:** Continue to develop Music Technology skills, in particular Sibelius music notation software, to compose a Ragtime 'Rag'. As a class collaboratively compose, rehearse and perform an original composition as part of the "Story Book Project".

**Musical Styles:** Develop a historically informed understanding of the stylistic features of subgenres of Jazz including the origins of Jazz, Ragtime, Dixieland, Swing, Modal Jazz and BeBop.

**Investigation:** Concert critical review.

## YEAR 9

### CLASSROOM MUSIC

In Year 9 Classroom Music, students consolidate and develop increasingly advanced concepts to extend their knowledge and skills. Drawing on previous and new experiences in listening, reading, analysing, reflecting, collaborating, notating, composing, performing and experimenting, students produce increasingly complex responses and creative works.

### SEMESTER 1 TASKS

**Creative Organisation of Sound:** To develop skills to compose and perform works idiomatic of the Medieval and Blues styles. Students transcribe their work using both traditional scoring and music technology.

**Musical Styles:** To develop a historically informed understanding of the instruments and main stylistic features used across a range of Medieval music and Blues music.

**Investigation:** Research historical and social contexts of both the Medieval period and the early Blues. Students analyse ensemble repertoire and acquire knowledge via a range of resources.

### SEMESTER 2 TASKS

**Creative Organisation of Sound:** To demonstrate a familiarisation with Music technology and collaborative skills to support the process of composition, rehearsal and performance of an original work.

**Music Styles:** Develop an understanding of stylistic features to support the expressive outcomes of their composition.

**Investigation:** Concert critical review.

### JUNIOR MUSIC INDUSTRY

Students discuss strategies used in preparing for performance such as; time management, routines, goal-setting, rehearsal techniques, managing nerves and researching repertoire including critiques of recordings. Students also critique and reflect upon their own performances including recordings from Performance Seminar classes, documenting their ideas and planning for future improvement.

Through an array of activities, students explore current industry trends and issues such as programming, funding, logistics, music education and inclusivity. An overview of the recording industry, exploring each step from concept to consumption, will be covered. This includes music technology principles in sound reinforcement and recording equipment.





## YEAR 10

### MUSIC STYLES

In Year 10 Music Styles, students continue to draw on previous and new experiences in listening and analysing a range of musical styles, developing a historically informed understanding of the stylistic features. Students develop and refine skills in score reading, including orchestral and chamber music scores.

#### SEMESTER 1 TASKS

**Creative Organisation of Sound:** Complete a short arrangement in a Swing style.

**Musical Styles:** To 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.

#### SEMESTER 2 TASKS

**Creative Organisation of Sound:** Covered in VCE Music Performance Unit 2, Area of Study 4.

**Musical Styles:** Develop an understanding of the history and characteristics of Soul Music and of 19<sup>th</sup> Century Romanticism.

**Investigation:** Analyse two Soul songs and research the influence of Soul on social change. Complete a written analysis encompassing all elements of music identifying the characteristics of 19<sup>th</sup> Century Romanticism.

### YEAR 10 MUSIC INDUSTRY

In this subject, students will examine how copyright laws protect and add monetary value to a work. They will explore how copyrights are created, protected and exploited. In the second semester students develop skills in audio engineering in live and studio environments.

In Semester One, students will examine a variety of copyright infringement cases and write a report demonstrating their understanding of the key concepts of intellectual property. In Semester Two, students will plan for and implement a soundscape to a short film. They will record and mix sound effects and synchronize their recordings to motion picture.

In VCE Music Performance Unit 2, students will compose a musical work. In Music Industry Skills they will plan for and implement a recording of that work.

### JAZZ THEORY (ELECTIVE)

The Jazz Theory elective is designed to support, supplement and extend students theory knowledge applicable to performance, composition and arranging. Students will explore chord/scale relationships encompassing scales and modes, chord progressions, analysis of repertoire, as well as improvisation techniques. This is a practical class with students applying learning to their instruments in order to link sound to symbol through the exploration and development of theoretical concepts presented.



## VCE MUSIC

All VCASS Music Students undertake sequential studies of all three Music Study Designs offered by the VCAA. This provides the opportunity for students to achieve a VCE and an ATAR score for entry into a tertiary institution. More than this, VCE Music provides a broad and deep curriculum, which supports the continued growth and development of our emerging artists.

### **In Year 10 Students undertake:**

- VCE Music Performance Units 1 & 2

### **In Year 11 Students undertake:**

- VCE Music Performance Units 3 & 4 (Group focus)
- VCE Music Styles and Composition Unit 1 & 2

### **In Year 12 Students undertake:**

- VCE Music Investigation (Units 3 & 4)
- VCE Music Styles and Composition Unit 3 & 4

The following excerpts from the VCE Music Study Design provide an overview of each VCE unit. For the full description of each subject, please visit:

<https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf>

## VCE MUSIC PERFORMANCE UNIT 1

This unit focuses on building students' performance and musicianship skills to 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 optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical 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 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 and discuss techniques relevant to the performance of selected works.

### **AREA OF STUDY 3: MUSICIANSHIP**

#### **OUTCOME 3**

On completion of this unit, the student should be able to identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.



## **VCE MUSIC PERFORMANCE UNIT 2**

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical 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 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 and discuss techniques relevant to performance of selected works

### **AREA OF STUDY 3: MUSICIANSHIP**

#### **OUTCOME 3**

On completion of this unit, the student should be able to identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

### **AREA OF STUDY 4: ORGANIZATION OF SOUND**

#### **OUTCOME 4**

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

## **VCE MUSIC PERFORMANCE UNIT 3**

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and their selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

### **AREA OF STUDY 1: PERFORMANCE**

On completion of this unit, the student should be able to prepare and perform a program of group and solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions.



### **AREA OF STUDY 2: PREPARING FOR PERFORMANCE**

On completion of this unit, the student should be able to demonstrate and discuss techniques relevant to performance of selected works.

### **AREA OF STUDY 3: MUSIC LANGUAGE**

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**

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students renew their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

### **AREA OF STUDY 1: PERFORMANCE**

On completion of this unit, the student should be able to prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions.

### **AREA OF STUDY 2: PREPARING FOR PERFORMANCE**

On completion of this unit, the student should be able to demonstrate and discuss techniques relevant to refining performance of selected works.

### **AREA OF STUDY 3: MUSIC LANGUAGE**

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



## **VCE MUSIC STYLE AND COMPOSITION UNIT 1**

In this unit students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. As they listen and respond to a wide range of music they become familiar with ways composers/music creators treat elements of music and use compositional devices to create music works that communicate their music ideas.

Students analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires, and consider the role that context plays in the creation of these works. They compose and/or arrange brief creative exercises in response to their understanding of the music and the creative processes they have studied.

### **AREA OF STUDY 1: RESPONSES TO MUSIC**

On completion of this unit, the student should be able to identify and describe characteristics of music and describe their subjective responses to music.

### **AREA OF STUDY 2: ORGANISATION AND CONTEXT**

On completion of this unit, the student should be able to identify and describe music characteristics and contexts of selected works.

### **AREA OF STUDY 3: CREATIVE RESPONSES**

On completion of this unit, the student should be able to compose and/or arrange short music works and describe the creative processes used.

## **VCE MUSIC STYLE AND COMPOSITION UNIT 2**

In this unit students extend their understanding of the diverse practices of music creators as they investigate ways composers and/or creators treat elements of music and use compositional devices to create effects and elicit responses in multi-disciplinary forms. As students listen and respond to music from a wide range of music styles, they improve their familiarity with elements of music and ways composers/music creators treat these elements and use compositional devices to create specific effects. Students analyse specific multi-disciplinary works that combine music and non-music elements and investigate how music combines with these other elements to achieve specific effects and elicit responses. They compose and/or arrange music for a multi-disciplinary work of their choice in response to their understanding of the music and the creative processes they have studied.

### **AREA OF STUDY 1: RESPONSES TO MUSIC**

On completion of this unit, the student should be able to identify and describe ways in which elements of music and compositional devices are used to create effects and elicit responses.

### **AREA OF STUDY 2: ORGANIZATION AND CONTEXT**

On completion of this unit, the student should be able to describe characteristics of music in two works that combine music and non-music features (such as film), and discuss the contexts and processes used to create the music.

### **AREA OF STUDY 3: CREATIVE PROCESSES IN MUSIC FOR MULTI-DISCIPLINARY FORMS**

On completion of this unit, the student should be able to create music for a work that combines music and non-music components, and describe the creative processes used.



## **VCE MUSIC STYLE AND COMPOSITION UNIT 3**

In this unit students continue their exploration of music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of ways composers/music creators manipulate elements of music and use compositional devices to create style and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts.

Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator, and develop understanding of the role that context plays in the creation of these works. Students compose brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study.

### **AREA OF STUDY 1: RESPONSES TO MUSIC**

On completion of this unit, the student should be able to aurally analyse music and make critical responses to music.

### **AREA OF STUDY 2: ORGANISATION AND CONTEXT**

On completion of this unit, the student should be able to 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**

On completion of this unit, the student should be able to create two original music exercises and describe the relationship between the exercises and the source music studied.

## **VCE MUSIC STYLE AND COMPOSITION UNIT 4**

In this unit, students consolidate their understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and use compositional devices to create style, structure music works and elicit subjective responses. They apply this knowledge as they formulate and present critical responses to music excerpts.

Students develop knowledge about the music characteristics and style of one short work, single movement or small collection of minor works created since 1950, and develop understanding of the role that context has played in the creation of this work. Students create an original music work and document their creative processes from initial intention to final outcome.

### **AREA OF STUDY 1: RESPONSES TO MUSIC**

On completion of this unit, the student should be able to aurally analyse music and make critical responses to music.

### **AREA OF STUDY 2: ORGANISATION AND CONTEXT**

On completion of this unit, the student should be able to analyse and explain the use of the elements of music and compositional devices in a music work, and discuss the style and the context from which the work emerged.

### **AREA OF STUDY 3: CREATIVE PROCESSES**

On completion of this unit, the student should be able to create, document and evaluate an original work.



## **VCE MUSIC INVESTIGATION UNIT 3**

In this unit, students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance. Students begin by researching a representative sample of music and related contextual issues. They develop their knowledge and understanding of techniques and ways of achieving expressive outcomes and other aspects relevant to performance practice in the style, tradition or genre they are investigating. In this study, research involves critical listening, analysis of live and recorded performances and study of scores/charts and other texts as appropriate to the Investigation Topic. Students develop and maintain a portfolio to document evidence of their research and findings. The portfolio also includes exercises, sketches or recorded improvisations that demonstrate their developing understanding of the Investigation Topic.

Concurrently, students select, rehearse and prepare to perform a program of works that are representative and characteristic of their Investigation Topic. Through performance, students demonstrate knowledge and understanding of expressive and instrumental techniques and conventions and other relevant aspects of performance practice. As they learn and practise each work in the program, students use findings from their research to trial and make decisions about interpretative options and develop their ability to master technical and expressive features of the music.

### **AREA OF STUDY 1: INVESTIGATION**

On completion of this unit, the student should be able to demonstrate understanding of practices and issues that inform performance of works that are representative of a selected music style, tradition and/or genre relevant to the Investigation Topic.

### **AREA OF STUDY 2: ARRANGEMENT**

On completion of this unit, the student should be able to arrange original music exercises, document, and discuss music characteristics and performance practices relevant to the Investigation Topic.

### **AREA OF STUDY 3: PERFORMANCE**

On completion of this unit, the student should be able to present a performance of music works and communicate knowledge and understanding of a specific music style, tradition and/or genre relevant to the Investigation Topic.



## **VCE MUSIC INVESTIGATION UNIT 4**

In this unit, students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

### **AREA OF STUDY 1: PREPARING A PERFORMER'S STATEMENT**

On completion of this unit, the student should be able to explain and justify their interpretative approach to performance of a program of works.

### **AREA OF STUDY 2: ARRANGEMENT**

On completion of this unit, the student should be able to arrange an original music work, perform a music work, and explain how it is characteristic of a music style, tradition and/or genre relevant to the Investigation Topic.

### **AREA OF STUDY 3: PERFORMANCE**

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

