

NSW Year 7-10 (Stage 4 & 5) Music Outcomes for Strike a Chord

Stage 4

Strike a Chord exhibit	Objectives	Skills outcomes	Knowledge and understanding outcomes
All exhibits	<p>Students perform as a means of:</p> <ul style="list-style-type: none"> • improving self-expression • communicating • expanding musical skills • improving ensemble techniques • interpreting musical symbols. <p>Students create through:</p> <ul style="list-style-type: none"> • improvising • composing • arranging <p>Students develop aural awareness through a wide range of musical experiences.</p> <p>Students develop through listening, analysing and discussing, an understanding of:</p> <ul style="list-style-type: none"> • music as an art form • music in social, cultural and historical contexts • musical literacy. 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates solo and ensemble skills through performing music selected for study • performs music that uses different forms of musical notation • performs using different types of technology • experiments with, and organises, the concepts of music when composing • demonstrates composition skills appropriate to repertoire chosen for study • notates his/her own compositions using traditional or non-traditional notation • experiments with different types of technology • aurally identifies and discusses the use of the concepts of music • memorises and notates music • demonstrates aural skills within the repertoire studied • listens to, analyses and discusses a range of music from various contexts • demonstrates musical literacy and uses musical notation consistent with repertoire studied • reads and interprets scores within repertoire studied 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates an understanding of performance in a range of styles • demonstrates an understanding of musical concepts in music performed • demonstrates an understanding of the concepts of music through composition • demonstrates an understanding of composition within chosen contexts • understands that different forms of technology can contribute to composition • understands that the concepts of music have different functions in different types of music • demonstrates an understanding of stylistic features in different types of music • demonstrates an understanding of characteristics of music studied • understands terminology used in music selected for study • demonstrates an understanding of repertoire which includes current musical practices and multicultural aspects of music in Australia

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All exhibits	4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
Floor Piano Musical World Pentaphone	4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
Air Jammin' You're the Conductor	4.3 performs music demonstrating solo and/or ensemble awareness
All exhibits	4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
Floor Piano Light Harp Music Factory	4.5 notates compositions using traditional and/or non-traditional notation
Floor Piano Music Factory Compose a Classic You're the Conductor	4.6 experiments with different forms of technology in the composition process
All exhibits	4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas

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Stage 5

Strike a Chord exhibit	Objectives	Skills outcomes	Knowledge and understanding outcomes
All exhibits	<p>Students perform as a means of:</p> <ul style="list-style-type: none"> • improving self-expression • communicating • expanding musical skills • improving ensemble techniques • interpreting musical symbols. <p>Students create through:</p> <ul style="list-style-type: none"> • improvising • composing • arranging. <p>Students develop aural awareness through a wide range of musical experiences.</p> <p>Students develop through listening, analysing and discussing, an understanding of:</p> <ul style="list-style-type: none"> • music as an art form • music in social, cultural and historical contexts • musical literacy. 	<p>The student:</p> <ul style="list-style-type: none"> • performs music selected for study, demonstrating solo and ensemble performance skills with appropriate stylistic features • interprets musical notation used in a range of styles and genres • performs using different types of technology appropriate to a style • improvises, composes and arranges music in a variety of styles and genres • demonstrates composition skills appropriate to syllabus contexts • notates own compositions using different forms of notation relevant to syllabus contexts • uses different forms of technology in the composition process • aurally identifies the use of the concepts of music in a range of contexts • analyses, memorises and notates music • discusses different approaches to the concepts of music in a range of styles, genres and contexts • develops aural skills within chosen syllabus contexts • demonstrates skills in comparing and critically evaluating music as an art form and music in social, cultural and historical contexts 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates an understanding of his/her role(s) as a soloist and ensemble member • understands stylistic features appropriate for the performance of different styles of music • demonstrates an understanding of musical concepts at increasing levels of complexity within works performed • demonstrates an understanding of the concepts of music in the composition process • demonstrates an understanding of different syllabus contexts through the composition process • understands that different forms of technology can be manipulated in various ways • demonstrates an increased understanding of the concepts of music within various contexts • demonstrates an understanding of and discriminates between stylistic features of contexts studied • demonstrates an understanding of different styles and genres from syllabus contexts • demonstrates an understanding of the influences and impact of technology in music • understands stylistic features and musical notation in music studied

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		<ul style="list-style-type: none"> • develops musical literacy, more advanced score reading and analytical skills within the syllabus contexts 	
All exhibits	5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts		
Air Jammin' Floor Piano Movie Moments Musical World Pentaphone You're the Conductor	5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology develop knowledge, understanding and skills in the musical concepts through performing as a means of self expression, interpreting musical symbols and developing solo and/or ensemble techniques		
Air Jammin' Compose a Classic You're the Conductor	5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness		
Musical World	5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study		
Floor Piano	5.5 notates own compositions, applying forms of notation appropriate to the music selected for study develop knowledge, understanding and skills in the musical concepts through composing as a means of self expression, musical creation and problem solving		
Compose a Classic Floor Piano Light Harp Movie Moments Pizzicato Piano	5.6 uses different forms of technology in the composition process develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts		
Movie Moments Musical World You're the Conductor	5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		