

Professional Studies

The Arts

Contemporary Music and Song Writing 2
COURSE DOCUMENT

DRAFT
PHASE 3 CONSULTATION



Catholic
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Contemporary Music and Song Writing, 150 hours – Level 2

This course is the Level 2 component of the Contemporary Music and Song Writing program.

Aims

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

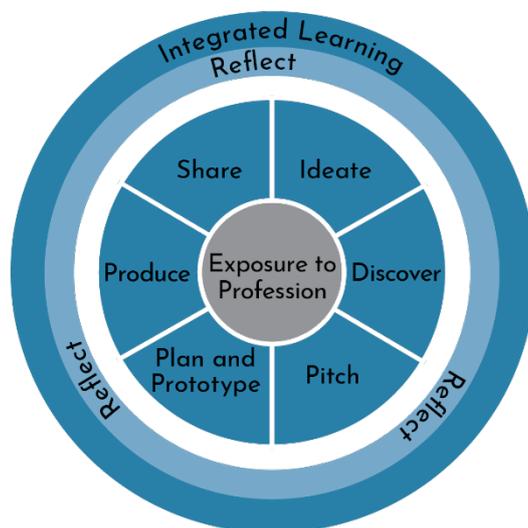
Contemporary Music and Song Writing is a Professional Studies course.

Focus Area – Professional Studies

Professional Studies bridges academic courses and career-related study to provide students with a combination of academic and practical knowledge, skills and understanding to pursue a particular pathway of interest. Courses integrate exposure to professional environments, processes and practice through inquiry based learning. Professional Studies reflect professional processes and standards and provide learners with an equivalent experience to that of someone working within that profession. Professional Studies enhances students cognitive capacity, efficacy, creativity and craftsmanship in readiness for higher education, internships, apprenticeships, or work in a designated field of interest. Professional Studies courses connect with recognised professional study pathways and contextually align with key Tasmanian industry sectors.

Professional Studies courses have three key features that guide teaching and learning:

- exposure to professional practice
- ideation, research, discovery and integrated learning
- production and sharing replicating a professional paradigm.



In this course learners will do this by:

- producing and/or performing original music and songs in authentic and replicated professional settings such as recording studios and live music venues
- ideating, researching and composing original music and/or songs that are unique personal responses to ideas, issues and contexts
- marketing and sharing original music and/or songs using current industry workplace skills and knowledge

Rationale

Music is an expression of human experience. As an aural art form, music encompasses performing, composing, listening, analysing and communication. Learners study elements of music with increasing depth and complexity. The study of music enhances the cognitive, affective, motor, social and personal skills of learners. Contemporary music encompasses a range of styles developed in the 20th century to current times and genres would include but not be limited to blues, country, electronic/dance, experimental, folk, funk, hip-hop, jazz, metal, pop, rock, roots and world music.

Contemporary Music and Song Writing Level 2 provides opportunities for creative expression and the development of aesthetic appreciation. The course is a vehicle for learners to engage with, and create music that responds to current contexts, ideas and issues and express personal viewpoints and experience. Students develop an understanding of, and respect for, contemporary music and contemporary music practices across different times, places, cultures and contexts. Students listen to, perform, improvise, compose, and analyse songs and music in a diverse range of independent and collaborative experiences. The course develops music literacy, skills in music technology, and covers music industry topics including workplace health and safety and copyright issues. It is based on the current *Contemporary Music Level 2* course and will incorporate an elective song writing pathway.

Contemporary Music and Song Writing Level 2 will provide a foundation for the proposed University Connections Program (UCP) *Song Writing* course at the University of Tasmania, for Level 3 *Music* courses and other *Music* UCP courses. *Contemporary Music and Song Writing Level 2* can develop transferable skills of critical and creative thinking, collaboration, communication, self-efficacy and confidence.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Ethical understanding 
- Personal and social capability 

The cross-curriculum priorities are enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 
- Sustainability 

Course Description

Contemporary Music and Song Writing Level 2 is a course where learners play, compose, and produce contemporary music and/or songs in a variety of contexts. Students learn about and apply current music industry standards and ethical ways of working. Contemporary music can be composed and performed in a range of styles including blues, country, electronic/dance, experimental, folk, funk, hip-hop, jazz, metal, pop, rock, roots and world music. Students develop an understanding of, and respect for, contemporary music and contemporary music practices across different times, places, cultures and contexts. The course is practical, skills based and will develop learners' creative and critical thinking, collaboration, communication and self-management skills. Students will also develop confidence in their personal viewpoints as they compose original music and/or songs and learn how to effectively market them to an audience.

Pathways

Pathways into *Contemporary Music and Song Writing Level 2* include Band 9-10 *Australian Curriculum: Music, Arts Level 1* and some prior music, singing, performing and/or song writing experience.

Pathways out of *Contemporary Music and Song Writing Level 2* include University Connections Program (UCP) *Song Writing* course at the University of Tasmania, *Music Level 3* and other music UCP courses including *Music Technology 1* and *Foundation Practical Study*.

Course Requirements

Access

Prior music, singing, performing and/or song writing experience is recommended for *Contemporary Music and Song Writing Level 2*.

Resources

Providers must ensure access to:

- appropriate instruments, in good working order, for learner foci: i.e., (but not limited to) bass guitar, electric and/or semi acoustic guitar, drums, keyboard, piano
- rehearsal space
- contemporary reference materials and resources
- selection of appropriate microphones to provide sound reinforcement/recording (dependent on instrumentation and vocal requirements)
- amplification (guitar amps, bass amps, Public Address (PA) system, mixer).

It is recommended providers ensure access to:

- digital Audio Workstation (DAW) with appropriate features, functions and software plugins: e.g. (but not limited to) Protools, Logic, Cubase, Garage Band, Audacity for learner multi-track recording investigations.

Course Structure, Delivery and Progression

Structure

This course consists of three 50-hour modules.

Modules available

Core Module 1: Performing music and industry skills

Core Module 2: Making music

Core Module 3: Marketing and industry knowledge

Module 1 is concurrent across all modules.



Delivery

Module 1 should be delivered concurrently with Modules 2 and 3. Module 2 is delivered before Module 3.

Developmental Progression

Each module introduces and builds upon key ideas, concepts, skills, knowledge and understanding leading to a culminating performance of understanding reflected in the work requirements within each module.

Module 1 - Performing music and industry skills

In this concurrent Module 1, learners will produce and perform contemporary music and apply contemporary music industry skills and procedures.

Module 1 Learning Outcomes

On successful completion of this module, learners will be able to:

1. perform stylistically, and with technical proficiency, within contemporary music genre(s) in an ensemble and/or as a soloist
2. recognise and use contemporary music industry skills including setting up and operating basic audio and music equipment and applying Work, Health, and Safety (WHS) procedures.

Module 1 Content

In a variety of contexts students experience professional environments, processes and practices of contemporary music. They will perform either live or in recording studios, in ensembles or as soloists, and incorporate and apply music industry skills.

Key Knowledge:

To perform as a contemporary musician requires a mixture of artistry and practical knowledge. Performance requires confidence, practice, technical facility, rehearsal, expressiveness and refinement. Working in professional contemporary music environments (both simulated and actual) requires communication, collaboration, professionalism, self-direction, and self-awareness.

Key Skills:

Performance

Learners develop technique in their chosen instrument (which may include voice) and learn about safety and care requirements associated with that instrument. They are encouraged to explore the unique characteristics and limitations of their chosen instrument and explore styles and genres that are appropriate for contemporary performance.

Learners explore a variety of ways to interpret music and choose those that are most appropriate in their given contexts. Through listening to live or recorded performances by professional musicians they use influences and inspirations to shape and develop their own personal performance styles. Discussing and appraising performances, either orally or in writing as well as reflecting on, and critically appraising, their own performances help develop learners' understanding of technique and quality.

Key focus areas:

- display a degree of technical proficiency on their instrument/voice in performance
- use notation appropriate to chosen instrument/voice
- care and maintain instrument/voice
- perform in a range of styles.

In the development of performance skills, the following key content is addressed:

- intonation
- rhythm
- dynamics
- music expression: i.e., appropriate interpretation
- relevant idiom and style for music choice
- tonal quality
- fluency
- technical facility
- confidence
- accuracy.

Practical Industry Skills

Learners develop skills and knowledge in the setup, care and maintenance of musical equipment. Learners explore setups and requirements for a variety of situations such as recording, indoor and outdoor performance, acoustic performance and ensemble and/or solo performances in small and large public venues (these may be undertaken in actual practical or hypothetical/simulated environments). Learners are introduced to Workplace Safety standards and guidelines and explore the implications of these on musicians and the contemporary music industry.

Recording of vocals and instruments is a fundamental part of documenting and sharing both performance and composition. Learners engage in a variety of tasks to enable them to record and document effectively the music making of self and others in a variety of technical formats using simple and industry standard digital recording equipment, as available.

Key focus areas:

- demonstrate the setup of guitar, bass and keyboard amplifiers, drum kits and keyboards as used by a contemporary ensemble
- set up and operate a basic Public Address (PA) system
- undertake tasks associated with the processes of recording
- tune and maintain their instrument.

Understanding of these areas is developed through the following key content:

- venue specifics
- specific equipment used for amplification
- equipment maintenance and repair
- recording studio set up
- soundproofing
- anatomy of musical instruments
- use, transportation and storage of equipment: i.e., lead rolling
- requirements for tagging and testing.

Module 1 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

The work requirements for this module are:

- Two (2) x Class based short performances (ensemble/ soloist)
- Two (2) x Class based complete performances (ensemble/ soloist)
- One (1) x Short Performances for an audience (live/ recorded) (ensemble/ soloist)
- One (1) x Complete Performances for an audience (live/ recorded) (ensemble/ soloist)
- One (1) x Short reflective response
- One (1) practical demonstrations of appropriate set up, operation and break down of PA (Vocal PA minimum).

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 1 Assessment

This module will assess criteria 1 and 2.

Module 2 - Making music

In Module 2, learners will compose and perform original contemporary music and/ or songs and recognise and knowingly use music elements to create effective compositions.

Module 2 Learning Outcomes

On successful completion of this module, learners will be able to:

3. compose and perform original music and/or songs in contemporary styles that creatively respond to contexts, ideas or issues.
4. recognise and effectively use music elements in aural, written and practical contexts.

Module 2 Content

As they develop confidence in using musical elements, students ideate, research, and compose original music and/or songs that are unique personal responses to ideas, issues and contexts.

Key Knowledge:

Music can be analysed and composed by considering a variety of its elements or parts (aspects, characteristics, features) individually or together. A commonly used list of the main elements of music includes pitch, timbre, texture, dynamics, duration and form. Ideas, emotions and experiences are communicated through music by the manipulation of music elements.

Key Skills:

Composition

Learners are introduced to processes and strategies which assist them in the composition and recording of original contemporary music pieces. The exploration of a range of techniques and styles develops learners' appreciation of composing as a music-making process and their capacity for creative thinking.

Through consideration of their own compositions and those of others, learners have opportunities to discuss and present ideas about compositions clearly and confidently.

Through the process of completing several compositions, learners develop the skills to continue composing and develop pieces for performance in solo and ensemble contexts.

Key focus areas:

- understand the structure of contemporary compositions through critical assessment
- contribute to the composing and/or an arrangement of an original composition
- successfully perform an original composition
- undertake tasks associated with the recording of an original composition
- use contemporary notation to notate an original composition.

When creating music through composing, the following key content is addressed:

- dynamics
- target audience
- style
- lyrics
- harmonic structure
- form
- use of a range of instrumental/vocal textures
- musical expression.

Aural and Theoretical Skills

Learners listen to and notate examples in order to develop their aural skills. They study theoretical concepts in musical contexts. Understanding of tablature, sight-reading, sight-singing ensemble parts, or selected score-reading excerpts enhances the learner's musicianship and capacity to engage in a variety of musical texts.

Learners research and reflect on the history of their chosen instrument and the development of contemporary practices and theories that influence performance styles and qualities today.

Key focus areas:

- recognise and read notation required for their instrument/voice (i.e., score, chord chart, lead sheets)
- apply theoretical understanding and concepts to their instrument/voice
- identify intonation issues and transcribe and arrange contemporary pieces.

Understanding and application of aural and theoretical skills is developed through the following key content:

- rhythm components (beat, time signatures, metre)
- working within keys (tonality)
- transposition
- harmonic structure (i.e., perception of major/minor augmented and diminished chords)
- transcription (aural identification of intervals, rhythm, chord progressions, etc.)
- compositional devices
- harmonic structure (harmonic progressions, chord structure)
- working with both treble and bass clefs
- using composition terminology
- writing charts
- using a coherent melodic structure
- using symbols as appropriate
- critical assessment of contemporary music.

Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

The work requirements for this module are:

- One (1) × Project - Recording and notation/score of complete original composition
- One (1) × Performance of one (1) complete original composition (approx. 1.30 – 3.30 min)
- One (1) × Short response - Annotation of musical score, chord chart or lead sheet
- One (1) × Response focus: (aural skills in perception of major/minor augmented and diminished chords)

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 2 Assessment

This module will assess criteria 3 and 4.

Module 3 - Marketing and industry knowledge

In Module 3 learners are introduced to marketing strategies and current industry workplace skills and knowledge.

Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

5. effectively promote, market and present a contemporary music event using targeted marketing strategies
6. apply current and informed industry knowledge including contemporary copyright laws and legal issues.

Module 3 Content

Learners engage with real world components of the professional contemporary music industry associated with marketing of music and the legal aspects of music composition and performance.

Key Knowledge:

Professional musicians need to know how to market themselves. In effect, artists are creative entrepreneurs and learn how to market, brand and define themselves across digital, social and traditional media. Musicians also learn how to be responsible for their own ethical and legal practice and understand legal issues around copyright, cultural appropriation and contracts.

Key Skills:

Learners will develop skills in the marketing and promotion of contemporary musicians. They explore current trends in digital, social and traditional media.

Learners will research and address legal issues such as copyright and investigate the role of regulatory authorities such as Australasian Performing Rights Association (APRA) and Australasian Mechanical Copyright Owners Society (AMCOS).

Learners apply knowledge of marketing, promotion and performance related issues in simulated or authentic external performance opportunities.

Key focus areas:

- researching and completing written tasks on the structure and importance of copyright
- understanding and application of legal issues associated with contemporary music
- identifying and defining careers within the music industry.

Understanding of these areas is developed through the following key content:

- knowledge of APRA/AMCOS
- contracts
- social media and print media
- networks
- security
- health and safety issues related to studio and live performance contexts
- venue choice
- finance/costing events.

Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

The work requirements for this module are:

- One (1) x extended response, focus: marketing, promotion of contemporary music performance
- One (1) x short response, focus: regulatory authorities and legal requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 3 Assessment

This module will assess criteria 5 and 6.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Criteria

	Module 1	Module 2	Module 3	Notes
Criteria Assessed	1,2	3,4	5,6	Two focus criteria per module.

The assessment for *Contemporary Music and Song Writing* Level 2 will be based on the degree to which the learner can:

1. perform a range of contemporary music works with technical and musical facility as a member of an ensemble or as a soloist
2. set up and operate basic audio and musical equipment
3. compose and perform original music and/or songs in contemporary styles
4. recognise and use music elements in aural, written and practical contexts
5. promote, market and present contemporary music events
6. apply industry knowledge including the understanding of legal issues and copyright.

Standards

Criterion 1: perform a range of contemporary music works with technical and musical facility as a member of an ensemble or as a soloist

Rating C	Rating B	Rating A
performs music that is mostly accurate and fluent in rhythm, notes and sound production so that overall effect is retained	performs music that is accurate and fluent in rhythm, notes and sound production so that overall effect is retained	performs music with high levels of accuracy and fluency in rhythm, notes and sound production so that overall effect is retained and enhanced
performs with limited dexterity and instrumental competence. There may be errors/flaws.	performs with dexterity and instrumental competence. There may be minor errors/flaws that do not detract from the overall effect.	performs with dexterity and instrumental competence and minimal flaws
performs using a limited range of techniques and expression.	performs using a range of techniques and expression.	performs using a wide range of appropriate techniques and expression to maintain the musical integrity of the piece.

Criterion 2: set up and operate basic audio and musical equipment

Rating C	Rating B	Rating A
correctly sets up amplifiers, drum kits, keyboards and vocal PA system	correctly sets up amplifiers, drum kits, keyboards and vocal PA system and, with guidance, uses controls and sounds to achieve intended outcomes	correctly sets up amplifiers, drum kits, keyboards and vocal PA system and manipulates controls and sounds to achieve intended outcomes
undertakes recording of an original composition, as directed with limited control over intended stylistic outcomes	undertakes and contributes some music and/or technical ideas to a recording of an original composition contributing to intended stylistic outcomes	undertakes and contributes appropriate music and/or technical ideas to a recording of an original composition, contributing to mix aesthetics
appropriately cares* for contemporary music equipment** and follows workplace safety requirements, protocols and procedures, as directed.	appropriately cares* for contemporary music equipment** and correctly follows workplace safety requirements, protocols and procedures.	appropriately cares* for contemporary music equipment** and correctly follows workplace safety requirements, protocols and procedures, and collaboratively supports others to do so.

* 'Care' includes but is not limited to storage, desired intonation, and warm-up.

** 'Contemporary music equipment' includes but is not limited to musical instruments, accessories, amplifiers, and PA systems.

Criterion 3: compose and perform original music and/or songs in contemporary styles

Rating C	Rating B	Rating A
composes and performs simple, cohesive music works generally appropriate to style/genre	composes and performs cohesive music works appropriate to style/genre	composes and performs cohesive music works appropriate to style/genre, and dynamics
uses basic music concepts in composing original musical ideas	uses a range of appropriate music concepts and ideas	uses a wide range of appropriate music concepts and ideas
selects musical elements unrelated or inappropriate to intent.	selects musical elements to suit intent.	selects musical elements to successfully convey intent.

Criterion 4: recognise and use music elements in aural, written and practical contexts

Rating C	Rating B	Rating A
identifies and uses some aspects of pitch in given contemporary music contexts	correctly identifies and uses aspects of pitch in given contemporary music contexts	correctly identifies and accurately uses aspects of pitch in contemporary music contexts
uses elements of time in contemporary music contexts	correctly identifies and uses elements of time in given contemporary music contexts	correctly identifies and accurately uses elements of time in contemporary music contexts
uses a limited range of music terminology to describe examples and excerpts of contemporary music.	uses music terminology to describe examples and excerpts of contemporary music.	uses appropriate music terminology to describe examples and excerpts of contemporary music.

Criterion 5: promote, market and present contemporary music events

Rating C	Rating B	Rating A
produces appropriate promotional material for own performance/product using a limited range of media	produces appropriate promotional material for own performance/product using a variety of media	produces effective and appropriate promotional material for own performance/product using a variety of media
markets own performance /product with direction	plans promotion of own performance /product	plans and meets deadlines in promotion of own performance /product
identifies limited careers, networks and performance opportunities within the contemporary music industry.	identifies careers, networks and performance opportunities within the contemporary music industry, and identifies appropriate performance venues.	identifies and describes a wide range of careers, networks and performance opportunities within the contemporary music industry, and identifies appropriate performance venues.

Criterion 6: apply industry knowledge including the understanding of legal issues and copyright

Rating C	Rating B	Rating A
identifies meaning and implication of copyright as it relates to the music industry	explains meaning and implication of copyright as it relates to the music industry, and describes some copyright processes	explains meaning and implication of copyright as it relates to the music industry, and correctly describes copyright processes
identifies meaning and implication of simple contracts as they relate to the music industry	explains meaning and implication of simple contracts as they relate to the music industry	accurately explains in detail, the meaning and implication of simple contracts as they relate to the music industry
identifies common security, workplace safety and legal issues related to public performance of contemporary music.	describes common security, workplace safety and legal issues related to public performance of contemporary music and suggests some appropriate actions to reduce risk.	correctly describes common security, workplace safety and legal issues related to public performance of contemporary music and suggests appropriate actions to reduce risk.

Quality Assurance

- This will be determined by TASC at time of accreditation.

Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *Contemporary Music and Song Writing* Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

- This will be confirmed by time of accreditation.

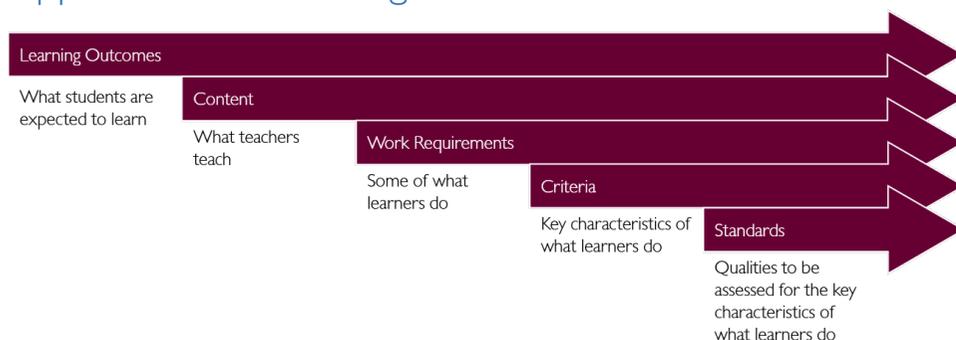
Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation and Version History

- Details to be determined by TASC at time of accreditation.

Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. perform stylistically, and with technical proficiency, within contemporary music genre(s) in an ensemble and/or as a soloist .	Module 1	Module 1	C 1	E 1, 2, 3	GC:  
2. recognise and use contemporary music industry skills including setting up and operating basic audio and music equipment and applying Work, Health, and Safety (WHS) procedures.	Module 1	Module 1	C2	E 1, 2, 3	GC:  
3. compose and perform original music and/or songs in contemporary styles that creatively respond to contexts, ideas or issues.	Module 2	Module 2	C 3	E 1, 2, 3	GC: 
4. recognise and effectively use music elements in aural, written and practical contexts.	Module 2	Module 2	C 4	E 1, 2, 3	GC: 
5. effectively promote, market and present a contemporary music event using targeted marketing strategies .	Module 3	Module 3	C 5	E 1, 2, 3	GC:    
6. apply current and informed industry knowledge including contemporary copyright laws and legal issues.	Module 3	Module 3	C 6	E 1, 2, 3	GC:  

Appendix 2 - Alignment to Curriculum Frameworks

There are no statements of national standards or frameworks relevant to this course.

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Professional Studies

Title of Work Requirement: 2 x Class based, and 1 x audience based short performances (ensemble/soloist)

Mode /Format: Short response

Learning Outcomes: 1

Description: Students perform live or play a recording of either a part of a piece of music or song, or a short piece of music or song for their class or an audience

Size: 5 hours

Relevant Criterion/criteria:

- Criterion 1: (all standard elements)

Focus Area: Professional Studies

Title of Work Requirement: 2 x Class based, and 1 x audience based complete performances (ensemble/soloist)

Mode /Format: Extended response

Learning Outcomes: 1

Description: Students perform live or play a recording either of a complete piece of music or song for their class or an audience

Size: 6 hours

Relevant Criterion/criteria:

- Criterion 1: (all standard elements)

Focus Area: Professional Studies

Title of Work Requirement: Reflective Response

Mode /Format: Short response

Learning Outcomes: 1 and 2

Description: Students write a reflective response about a performance on both their own performance and how they set and up and operated the appropriate equipment

Size: 5 hours

Relevant Criterion/criteria:

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)

Focus Area: Professional Studies

Title of Work Requirement: Set Up of PA

Mode /Format: Short response

Learning Outcomes: 2

Description: Students set and up, operate and break down a PA

Size: 5 hours

Relevant Criterion/criteria:

- Criterion 2: (all standard elements)

Module 2 Work Requirements Specifications

Focus Area: Professional Studies

Title of Work Requirement: Recording or /Notation of Original Composition

Mode /Format: Project

Learning Outcomes: 3 and 4

Description: Students record or notate/score complete original composition

Size: 20 hours

Relevant Criterion/criteria:

- Criterion 3: (all standard elements)
- Criterion 4: (all standard elements)

Focus Area: Professional Studies

Title of Work Requirement: Performing of Original Composition

Mode /Format: Extended Response

Learning Outcomes: 3 and 4

Description: Students perform one (1) complete original composition (approx. 1.30 – 3.30 min)

Size: 6 hours

Relevant Criterion/criteria:

- Criterion 3: (all standard elements)
- Criterion 4: (all standard elements)

Focus Area: Professional Studies

Title of Work Requirement: Annotation of Music Score

Mode /Format: Short Task

Learning Outcomes: 4

Description: Students annotate of musical score, chord chart or lead sheet

Size: 5 hours

Relevant Criterion/criteria:

- Criterion 3: (all standard elements)
- Criterion 4: (all standard elements)

Focus Area: Professional Studies

Title of Work Requirement: Aural Skills Response

Mode /Format: Short Task

Learning Outcomes: 4

Description: Students complete a response with the focus on aural skills in perception of major/minor augmented and diminished chords

Size: 5 hours

Relevant Criterion/criteria:

- Criterion 3: (all standard elements)
- Criterion 4: (all standard elements)

Module 3 Work Requirements Specifications

Focus Area: Professional Studies

Title of Work Requirement: Marketing and Promotion of Music Performance

Mode /Format: Project

Learning Outcomes: 5

Description: Students compile and complete a set of promotional materials to promote their own music performance or a hypothetical music performance across a range of media

Size: 20 hours

Relevant Criterion/criteria:

- Criterion 5: (all standard elements)

Focus Area: Professional Studies

Title of Work Requirement: Laws and Regulations

Mode /Format: Short response

Learning Outcomes: 6

Description: Students

Size: 5 hours

Relevant Criterion/criteria:

- Criterion 6: (all standard elements)

Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures 🖐
- Asia and Australia's Engagement with Asia 🇦🇺
- Sustainability 🌱

Appendix 5 – Glossary

- o A central glossary will be added to the final draft of the course for consultation.