

Tranche 1 Scoping Papers



FEEDBACK SUMMARY – (The Arts - Contemporary Music and Song Writing Level 2)

RESPONSES: 2 REPRESENTING: 3 people

Strengths and Weaknesses of existing courses - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
None provided	None provided	There were no suggested ways forward from the respondents.	Ways Forward: Course development to progress as planned.
None provided	None provided	None provided	Ways Forward: Course development to progress as planned.



TASMANIAN
CATHOLIC
education office

Course Rationale - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>This is a welcome and timely addition to Level 2 Music offerings. Song writing is an area of creative endeavour which many young Tasmanians connect with, and as part of the Professional Studies focus area, this course is nicely placed to ensure impact.</p>	<p>The University is also developing research in the area of song writing through the work of PhD candidate Tina Broad who is already providing access for Tasmanian students to internationally recognised artists. It is very timely, and will surely have uptake. It is truly an "unfilled gap in opportunity".</p>	<p>The addition of Song Writing explicitly referenced in the course is positive, timely and welcome.</p>	<p>Ways Forward: Course development to progress as planned.</p>
<p>Is the course intending to include: music literacy, music technology (recording, PA setup, music equipment maintenance), music industry topics (promotion, marketing, copyright) and workplace health and safety.</p> <p>If so, these should be included to the rationale as they have been present in the current Contemporary Music 2</p>	<p>We'd like to know more about how the song writing module will be optional?</p>	<p>Current features of the course including music literacy, music technology and workplace , health and safety should be referenced in the rationale.</p> <p>Need for further detail on how the Song Writing module will work and whether it will be optional.</p>	<p>Ways Forward: The next consultation document, Overview Structure and Key Features will include more information regarding the proposed content and structure of the course for feedback.</p>

The course rationale is appropriate and clearly describes:

- the intended audience,
- why the chosen content is important for students and outlines the broad scope of learning to be expected
- the particular skills knowledge and understandings students will develop

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2	0	0	0	0

Ways Forward:

The respondents agree that the rationale is appropriate. Course development will continue as planned.

In considering the focus areas identified in the Years 9 to 12 Curriculum Framework and this course rationale, do you believe the course is placed in the appropriate focus area?

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
0	2	0	0	0

Ways Forward:

The respondents agree that the Professional Studies focus area is the appropriate focus area for this course.

General Capabilities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Yes	Creative thinking and Literacy particularly.	The respondents agree with the General Capabilities listed.	Ways Forward: Course development to progress as planned.
Yes	None provided	N/A	

Cross Curriculum Priorities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
None are specifically referenced.	However links to the Aboriginal and Torres Strait Islander Histories and Cultures would be obvious - the history of protest song goes back many years and likewise links to contemporary living culture through Tasmanian artists such as Dewayne Everett Smith. Likewise lyrical content focusing on sustainability links to Antarctic research for example. Finally students with an interest in Asian pop such as K-Pop may find links in this course to the Asian CCP.	The respondent can see the possibility of strong links with the Australian Curriculum Cross Curriculum Priorities.	Ways Forward: Course development to progress as planned including investigation in to explicitly building the Cross Curriculum Priorities into the structure of this course.
Media Production, Music Technology Foundation, Visual Arts (promotion), English Writing	None provided		Ways Forward: Make explicit connections to other courses in the next phase of course writing.

Core concepts, big ideas, essential learning or important considerations - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>There are so many ways in which this course could link to core concepts in Music and the Arts. For example the power of Music as an expressive and communicative medium, and as a means for challenging dominant paradigms, hegemony, and challenging status quo and elite interests. Song writing as activism. Song writing as protest. This relates not only historically but contemporaneously as we are seeing in the BLM movement and in the concept of living cultures for our own Aboriginal and TI communities.</p>	<p>None provided</p>	<p>The respondent makes the case for music as a powerful communication force and the different cultural contexts that could be included.</p>	<p>Ways Forward: To consider the inclusion of the aspects identified within course development.</p>
<p>Song Production - recording and producing/arranging with MIDI instruments and microphones. This should be a core requirement so students can use these tools to create music - and keep records of their ideas.</p> <p>Music Industry knowledge - e.g. analyse how other bands promote themselves / how to craft an electronic press kit or resume</p>	<p>None provided</p>	<p>Strong practical elements (setting up audio equipment, work place health and safety etc) and professional practice (marketing, social media presence etc) to be included in the course.</p>	<p>Ways Forward: To work towards inclusion of the suggestions put forward by the respondents.</p>

Marketing - social media / streaming platforms / tactics for releasing music			
Career pathways - identify other jobs in the local entertainment industry and understand roles			