



# Contemporary Music and Song Writing Level 2

## Overview and Key Features

Years 9 to 12 Learning 2020



## The purpose of this paper

The purpose of this paper is to provide information regarding the overview and key features of the proposed *Contemporary Music and Song Writing Level 2*.

It is designed to enable all interested stakeholders to reflect and provide feedback on key features including learning outcomes, structure, sequencing and likely content. This feedback will be considered in writing the draft course.

## Consultation

Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (Nov/Dec 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This paper represents the second of four course consultation points for teachers to engage in the course development process for *Contemporary Music and Song Writing Level 2*

## Course Rationale

*Contemporary Music and Song Writing Level 2* aims to provide opportunities for creative expression and the development of aesthetic appreciation. Students develop an understanding of, and respect for, music and music practices across different times, places, cultures and contexts. Students listen, perform, improvise, compose, write and analyse songs and music in order to confidently engage with a diverse range of independent and collaborative music experiences. The course develops music literacy, skills in music technology, and covers music industry topics including workplace health and safety. 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 pathway and foundation for the proposed University Connections Program (UCP) *Song Writing* course at the University of Tasmania. *Contemporary Music and Song Writing Level 2* will engage learners and will encourage self-expression, collaborative ways of working, confidence and resilience.

## Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of *Contemporary Music and Song Writing Level 2* course and it fits within the Professional Studies focus area of the [Years 9 to 12 Curriculum Framework](#).

## Pathways in

To study *Contemporary Music and Song Writing Level 2* students should have some prior musical experience or knowledge for example *Australian Curriculum: The Arts in Music Years 9-10*.

## Level 2

### Learning Outcomes

On successful completion of this course learners will be able to:

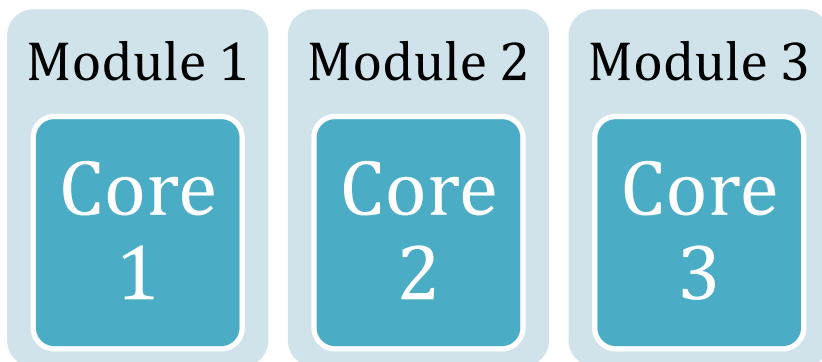
- perform stylistically, and with technical proficiency, within a contemporary music genre





- perform in contemporary music ensembles or as a soloist
- compose original music or songs in contemporary styles
- recognise and use music elements in aural, written and practical contexts
- promote, market and present contemporary music events
- apply workplace safety procedures in contemporary music environments and understand legal issues - including those of copyright - as they apply to contemporary musicians
- operate and maintain instruments (including backline and a basic PA) and perform simple recording tasks.

### Course Structure



### Modules Available

Core 1: Contemporary Music Skills and Knowledge

Core 2: Performance

Core 3: Compose Original Music and/or Songs

### Course Delivery

The modules will be delivered concurrently and sequentially.

### Module content – all modules are compulsory

#### Module 1: Contemporary Music Skills and Knowledge

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.
- 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 to transcribe and arrange contemporary pieces.



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

- Intonation
- Rhythm
- Dynamics
- music expression: i.e. appropriate interpretation
- relevant idiom and style for music choice
- tonal quality
- fluency
- technical facility
- confidence
- accuracy

Understanding and application of aural and theoretical skills will be demonstrated through the following key content:

- time signatures
- utilising rhythm components
- working within keys
- modulation/transposition
- harmonic structure (i.e. perception of major/minor augmented and diminished chords)
- working with both treble and bass clefs
- using composition terminology
- using a coherent melodic structure
- using symbols as appropriate
- critical assessment of contemporary music

## **Module 2: Performance (choice of SOLO or ENSEMBLE focus)**

Key focus areas:

- participate in a contemporary music ensemble or as a solo performer
- perform with an ensemble or as a solo performer.
- researching and completing written tasks on the structure and importance of copyright
- understanding and application of legal issues associated with contemporary music
- understanding and application of appropriate Workplace Safety requirements
- identifying and defining vocations within the music industry

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

- intonation
- dynamics
- music expression: i.e. appropriate interpretation
- relevant idiom and style for music choice
- tonal quality
- fluency
- technical facility
- confidence
- accuracy
- resilience
- flexibility
- 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 - Compose Original Music and/or Songs






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 and/or songs through composing, the following key content will be addressed:

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

### Relationship to possible Future Provision

FOCUS AREA	P	I	2	3	4
 Discipline-based		Introductory The Arts	Dance Drama Media Arts Music Visual Arts		Theatre Performance Art Studio Practice
 Transdisciplinary			Art and Science Studio		
 Professional Studies			Art and Design Theory Theatre Production and Design Audio Production Contemporary Music and Song Writing Practical Performance		
 Work-based					
 Personal Futures	Arts				

Note: Subject to ongoing accreditation considerations in line with the Accreditation Framework.