



# Sample Scope and Sequence

Contemporary Music and Songwriting, CMS215123

## Sample scope and sequence

Below is a possible sequence of content for Contemporary Music and Songwriting, CMS215123. This example supports teachers to develop their own scope and sequence documents to meet the needs of learners.

Work requirements have been identified within this possible sequence of content. Providers must ensure there are sufficient opportunities for learners to demonstrate improvement over time and/or consistency of achievement against each criterion.

This sample scope and sequence must be adapted by schools in order to meet the Office of TASC's [Standards for Providers](#)<sup>1</sup> including ensuring that internal assessments are fair, equitable and comparable.

Providers can use the [Assessment Documentation: Self-Evaluation Toolkit for Teachers](#)<sup>2</sup> to check their plans for assessment, assessment tools and assessment records.

The Office of TASC have specific advice and requirements for the development of school-based scope and sequence documents. Please visit the [TASC website](#)<sup>3</sup> for more information.

## Context statement

This scope and sequence was developed for a class of 17-25 learners in a 7-12 secondary college environment. Learners participate in 3 x 90-minute lessons per week. Learners have access to a computer lab, rehearsal spaces and recording facilities. Some learners have their own instruments, and additional/outside performance opportunities and concerts are available for learners. This sample scope and sequence should be customised to suit specific contexts.

## Course specific advice

This document is part of a set of baseline resources to support teachers to implement Contemporary Music and Songwriting, CMS215123. When developing their own scope and sequence, teachers should view the accredited [Course Document](#)<sup>4</sup> and [Course Implementation Guide](#)<sup>5</sup>. A Community of Practice exists for this course, please visit our [website](#)<sup>6</sup> for more information.

<sup>1</sup> <https://www.tasc.tas.gov.au/providers/quality-assurance/standards-for-providers/>

<sup>2</sup> [https://www.tasc.tas.gov.au/wp-content/uploads/2022/06/SelfEvaluation\\_AssessmentDocumentation.pdf](https://www.tasc.tas.gov.au/wp-content/uploads/2022/06/SelfEvaluation_AssessmentDocumentation.pdf)

<sup>3</sup> <https://www.tasc.tas.gov.au/>

<sup>4</sup> <https://www.tasc.tas.gov.au/students/courses/the-arts/>

<sup>5</sup> <https://1land12.education.tas.gov.au/learning-areas/the-arts/>

<sup>6</sup> <https://1land12.education.tas.gov.au/communities-of-practice/>

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 1 - Week 1 Module 1 - Composition and Creativity	Introduction and Temporary Band Placement: <ul style="list-style-type: none"> <li>Become familiar with hearing safety and habits surrounding working musical environments. Learners will become familiar with ensemble routines and etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>View and discuss theory materials on hearing safety.</li> <li>Students answer survey/questionnaires on music and instrument preferences.</li> <li>Students placed into temporary ensembles.</li> <li>Examples of recordings and videos can be shared with learners for them to aspire to.</li> </ul>					
Term 1 - Week 2 Module 1 - Composition and Creativity	Temporary Band: <ul style="list-style-type: none"> <li>Collaborate, discuss, memorise, rehearse, and perform a cover song of their own choice.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in ensemble rehearsals.</li> <li>Selection and collaboration on a cover song.</li> </ul>					
Term 1 - Week 3 Module 1 - Composition and Creativity	Temporary Band: <ul style="list-style-type: none"> <li>Develop an understanding of group dynamics and communication.</li> <li>Collaborate, discuss, memorise, rehearse, and perform a cover song of their own choice.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in ensemble rehearsals.</li> <li>Collaboration on a cover song.</li> </ul>					
Term 1 - Week 4 Module 1 - Composition and Creativity	Temporary Band Performance and Assessment: <ul style="list-style-type: none"> <li>Develop an understanding of group dynamics and communication.</li> <li>Perform a rehearsed cover song as an ensemble before an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in ensemble rehearsals.</li> <li>Collaboration on a cover song.</li> </ul>					
Term 1 - Week 5 Module 1 - Composition and Creativity	Temporary Band Critical Reflection: <ul style="list-style-type: none"> <li>Review and reflect on their ensemble and individual performance.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and reflect on, in a written form, key concepts and examples of the relationship between their preparation and performance.</li> </ul>	<p><b>Module 1 - Work Requirement 2 of 5 (Task 1)</b></p> <p><b>Title of work requirement:</b> Contemporary music styles response</p> <p><b>Mode or format:</b> short task</p> <p>See the course document for more information.</p>	Minor	Yes	C6	All
Term 1 - Week 6 Module 1 - Composition and Creativity	Original Songs: <ul style="list-style-type: none"> <li>Apply compositional elements to their own songwriting work.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and analyse harmonic structures and chord progressions.</li> <li>Experience and discuss a range of compositional devices.</li> <li>Participate in workshops, peer reviews and receive individual and group tutoring.</li> </ul>					
Term 1 - Week 7 Module 1 - Composition and Creativity	Original Songs: <ul style="list-style-type: none"> <li>Apply compositional elements to their own songwriting work.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse, experiment, and test the application of compositional devices.</li> </ul>	<p><b>Module 1 - Work Requirement 1 of 5</b></p> <p><b>Title of work requirement:</b> Composing and performing of original composition or song</p>	Major	Yes	C2 C3 C4	All All All

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
			<b>Mode or format:</b> extended response See the course document for more information.				
Term 1 - Week 8 Module 1 - Composition and Creativity	Original Songs: <ul style="list-style-type: none"> <li>Participate in workshops, peer reviews and receive individual and group tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>Log and notate their musical compositions.</li> <li>Apply compositional elements to their own songwriting work.</li> </ul>	<b>Module 1 - Work Requirement 4 of 5</b> <b>Title of work requirement:</b> Developing aural skills <b>Mode or format:</b> short task See the course document for more information.	Minor	Yes	C1	All
Term 1 - Week 9 Module 1 - Composition and Creativity	Original Songs: <ul style="list-style-type: none"> <li>Participate in workshops, peer reviews and receive individual and group tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>Apply compositional elements to their own songwriting work.</li> </ul>	<b>Module 1 - Work Requirement 3 of 5</b> <b>Title of work requirement:</b> Annotation of music score <b>Mode or format:</b> short task See the course document for more information.	Minor	Yes	C1	All
Term 1 - Week 10 Module 1 - Composition and Creativity	Identifying Genre Reflection: <ul style="list-style-type: none"> <li>Develop an understanding of key concepts of preparation for performance and live performance.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and reflect on, in a written form, key concepts and examples of the relationship between their preparation and performance.</li> <li>Develop an understanding of key concepts of preparation for performance and live performance.</li> </ul>	<b>Module 1 - Work Requirement 2 of 5 (Task 2)</b> <b>Title of work requirement:</b> Contemporary music styles response <b>Mode or format:</b> short task See the course document for more information.	Minor	Yes	C6	All
		<ul style="list-style-type: none"> <li>Review and reflect on their ensemble and individual performance.</li> </ul>	<b>Module 1 - Work Requirement 5 of 5</b> <b>Title of work requirement:</b> Reflective response <b>Mode or format:</b> reflective response See the course document for more information.	Minor	Yes	C5	All
Term 2 - Week 1 Module 2: Contemporary Music Industry Knowledge and Skills	'Like a Version' Introduction: <ul style="list-style-type: none"> <li>Experience examples of arranging, transcription, and musical interpretation.</li> <li>Explore the relationship between musical technique, genre, and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and reflect on the relationship between musical technique and the defining elements of specific genres.</li> </ul>					
Term 2 - Week 2 Module 2: Contemporary Music Industry	'Like a Version': <ul style="list-style-type: none"> <li>Apply techniques that manipulate and shape musical genre</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse, experiment, and interpret genre via their respective instrument or voice.</li> <li>Experience foundational arranging concepts.</li> </ul>					

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Knowledge and Skills		<ul style="list-style-type: none"> <li>Participate in activities that explore musical timbre, dynamics, pitch, and inflection.</li> </ul>					
Term 2 - Week 3 Module 2: Contemporary Music Industry Knowledge and Skills	'Like a Version': <ul style="list-style-type: none"> <li>Apply techniques that manipulate and shape musical genre.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse, experiment, and interpret genre via their respective instrument or voice.</li> <li>Continue the arrangement process.</li> <li>Participate in activities that explore musical timbre, dynamics, pitch, and inflection.</li> </ul>					
Term 2 - Week 4 Module 2: Contemporary Music Industry Knowledge and Skills	'Like a Version': <ul style="list-style-type: none"> <li>Apply techniques that manipulate and shape musical genre.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse, experiment, and interpret genre via their respective instrument or voice.</li> <li>Participate in activities that explore musical timbre, dynamics, pitch, and inflection.</li> </ul>					
Term 2 - Week 5 Module 2: Contemporary Music Industry Knowledge and Skills	'Like a Version' Recording: <ul style="list-style-type: none"> <li>Prepare and record their re-arranged material.</li> </ul>	<ul style="list-style-type: none"> <li>Rehearsal and performance of re-arranged songs in ensembles.</li> <li>Students will participate in workshops and activities that highlight genre conventions.</li> <li>Discuss and collaborate using musical terminology and idiom.</li> </ul>	<b>Module 2 - Work Requirement 1 of 4</b> <b>Title of work requirement:</b> Recording of contemporary music piece or original composition or song <b>Mode or format:</b> project See the course document for more information.	Minor	Yes	C4 C5	All All
Term 2 - Week 6 Module 2: Contemporary Music Industry Knowledge and Skills	Identifying Genre Reflection: <ul style="list-style-type: none"> <li>Review and reflect on their ensemble and individual performance</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and reflect on, in a written form, key concepts and examples of the relationship between their preparation and performance of a re-imagined piece.</li> </ul>					
Term 2 - Week 7 Module 2: Contemporary Music Industry Knowledge and Skills	Performing rights and Royalties: <ul style="list-style-type: none"> <li>Form a foundational understanding of business and copyright/licensing structures in the music industry.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss monetisation of music and industry roles.</li> <li>Discuss and research the role of APRA/AMCOS.</li> <li>APRA/AMCOS Written task.</li> </ul>	<b>Module 2 - Work Requirement 3 of 4</b> <b>Title of work requirement:</b> Copyright and contracts <b>Mode or format:</b> short response See the course document for more information.	Major	Yes	C7	E1, E2
Term 2 - Week 8 Module 2: Contemporary Music Industry Knowledge and Skills	'Composing to a Brief': <ul style="list-style-type: none"> <li>Explore basic diatonic structures.</li> <li>Complete a "mock up" of a faux public performance at venue that is not at the school/college, but suits the genre of the student/artist.</li> </ul>	<ul style="list-style-type: none"> <li>Experience and discuss a selection of compositional devices.</li> <li>Rehearse, experiment, and test the application of compositional devices.</li> <li>Apply compositional elements to their own work.</li> <li>'Faux Mo': » Explore the basic of a "Live Gig".</li> </ul>	<b>Module 2 - Work Requirement 4 of 4</b> <b>Title of work requirement:</b> Workplace, health and safety <b>Mode or format:</b> short response See the course document for more information.	Major	Yes	C7	E3

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
		<ul style="list-style-type: none"> <li>» Risk Assessment.</li> <li>» Workplace, health and safety.</li> </ul>					
Term 2 - Week 9 Module 2: Contemporary Music Industry Knowledge and Skills	'Composing to a Brief': <ul style="list-style-type: none"> <li>• Apply compositional elements to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop compositions using specific parameters.</li> <li>• Explore basic diatonic and other harmonic structures.</li> <li>• Trial and apply a selection of compositional devices.</li> </ul>					
Term 2 - Week 10 Module 2: Contemporary Music Industry Knowledge and Skills	'Composing to a Brief': <ul style="list-style-type: none"> <li>• Apply compositional elements to their own work and perform in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Present and play an original composition that employs a selection of compositional devices.</li> </ul>	<p><b>Module 2 - Work Requirement 2 of 4</b></p> <p><b>Title of work requirement:</b> Performance of contemporary music piece or original song or composition for an audience</p> <p><b>Mode or format:</b> short response</p> <p>See the course document for more information.</p>	Major	Yes	C1 C2 C3 C4	All All All All
Term 3 - Week 1 Module 3: Performance and Creative Entrepreneurship	Music and Event Promotions: <ul style="list-style-type: none"> <li>• Analyse and synthesise modern band and event promotions, and how they might apply these ideas to their own practice.</li> </ul>	<ul style="list-style-type: none"> <li>• View and discuss music promotion.</li> <li>• Research the various artists, their marketing and event strategies.</li> </ul>	<p><b>Module 3 - Work Requirement 4 of 4</b></p> <p><b>Title of work requirement:</b> Marketing and promotion of music performance</p> <p><b>Mode or format:</b> project</p> <p>See the course document for more information.</p>	Minor	Yes	C5 C8	All All
Term 3 - Week 2 Module 3: Performance and Creative Entrepreneurship	Original Songs: <ul style="list-style-type: none"> <li>• Explore and analyse harmonic structures and chord progressions.</li> <li>• Experience and discuss a range of compositional devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply compositional elements to their own songwriting work.</li> <li>• Rehearse, experiment, and test the application of compositional devices.</li> </ul>					
Term 3 - Week 3 Module 3: Performance and Creative Entrepreneurship	Original Songs: <ul style="list-style-type: none"> <li>• Explore and analyse harmonic structures and chord progressions.</li> <li>• Experience and discuss a range of compositional devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse, experiment, and test the application of compositional devices.</li> <li>• Participate in workshops, peer reviews and receive individual and group tutoring.</li> <li>• Apply compositional elements to their own songwriting work.</li> </ul>					
Term 3 - Week 4 Module 3: Performance and Creative Entrepreneurship	Original Songs: <ul style="list-style-type: none"> <li>• Apply compositional elements to their own songwriting work.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and analyse harmonic structures and chord progressions.</li> <li>• Experience and discuss a range of compositional devices.</li> <li>• Rehearse, experiment, and test the application of compositional devices.</li> <li>• Participate in workshops, peer reviews and receive individual and group tutoring.</li> </ul>					

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 3 - Week 5 Module 3: Performance and Creative Entrepreneurship	Original Songs: • Apply compositional elements to their own songwriting work.	<ul style="list-style-type: none"> <li>• Explore and analyse harmonic structures and chord progressions.</li> <li>• Experience and discuss a range of compositional devices.</li> <li>• Rehearse, experiment, and test the application of compositional devices.</li> <li>• Participate in workshops, peer reviews and receive individual and group tutoring.</li> <li>• Log and notate their musical compositions.</li> </ul>					
Term 3 - Week 6 Module 3: Performance and Creative Entrepreneurship	Original Songs: • Apply compositional elements to their own songwriting work.	<ul style="list-style-type: none"> <li>• Explore and analyse harmonic structures and chord progressions.</li> <li>• Experience and discuss a range of compositional devices.</li> <li>• Rehearse, experiment, and test the application of compositional devices.</li> <li>• Participate in workshops, peer reviews and receive individual and group tutoring.</li> <li>• Log and notate their musical compositions.</li> </ul>					
Term 3 - Week 7 Module 3: Performance and Creative Entrepreneurship	Original Songs Recording: • Record their original songs.	<ul style="list-style-type: none"> <li>• Rehearse, refine, and complete their respective songs.</li> <li>• Participate in workshops, peer reviews and receive individual and group tutoring.</li> <li>• Log and notate their musical compositions.</li> <li>• Enter the studio environment to capture their songs through recording.</li> </ul>					
Term 3 - Week 8 Module 3: Performance and Creative Entrepreneurship	Original Songs Recording • Record their original songs.	<ul style="list-style-type: none"> <li>• Enter the studio environment to capture their songs through recording.</li> <li>• Rehearse, refine, and complete their respective songs.</li> <li>• Participate in workshops, peer reviews and receive individual and group tutoring.</li> <li>• Log and notate their musical compositions.</li> </ul>	<b>Module 3 - Work Requirement 1 of 4</b> <b>Title of work requirement:</b> Performance of contemporary music pieces for teacher and peers <b>Mode or format:</b> short response See the course document for more information.	Major	Yes	C3	All
		<ul style="list-style-type: none"> <li>• Compile examples of promotional materials to promote own music performance or a hypothetical music performance across a range of media.</li> </ul>	<b>Module 3 - Work Requirement 4 of 4</b> <b>Title of work requirement:</b> Marketing and promotion of music performance <b>Mode or format:</b> project See the course document for more information.	Major	Yes	C5 C8	All



Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 3 - Week 9 Module 3: Performance and Creative Entrepreneurship	Original Songs Performance: <ul style="list-style-type: none"> <li>Record their original songs and perform in front of an audience. (This may range between live recording and multi-track recording, depending on group size and workflow).</li> </ul>	<ul style="list-style-type: none"> <li>Complete the recording process.</li> <li>Present and play an original composition that employs a range of compositional devices.</li> </ul>	<b>Module 3 - Work Requirement 2 of 4</b> <b>Title of work requirement:</b> Performance of contemporary music piece or original composition <b>Mode or format:</b> short response See the course document for more information.	Major	Yes	C2 C3 C4	All All All
		<ul style="list-style-type: none"> <li>Compile examples of promotional materials to promote own music performance or a hypothetical music performance across a range of media.</li> </ul>	<b>Module 3 - Work Requirement 4 of 4</b> <b>Title of work requirement:</b> Marketing and promotion of music performance <b>Mode or format:</b> project See the course document for more information.	Major	Yes	C5 C8	All All
Term 3 - Week 10 Module 3: Performance and Creative Entrepreneurship	Original Songs Reflection: <ul style="list-style-type: none"> <li>Discuss and reflect on, in a written form, key concepts and examples of the relationship between their preparation, recording and performance of their original material.</li> </ul>	<ul style="list-style-type: none"> <li>Review and reflect on their ensemble and individual performance.</li> <li>Complete the recording process.</li> <li>Present and play an original composition that employs a range of compositional devices.</li> </ul>	<b>Module 3 - Work Requirement 3 of 4</b> <b>Title of work requirement:</b> Developing aural skills <b>Mode or format:</b> short task See the course document for more information.	Minor	Yes	C1	All
Term 4 - Week 1 Review /revisit of any module or work requirement	'Teacher's Choice': <ul style="list-style-type: none"> <li>Apply a range of skills that manipulate and shape musical experience.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate on and interpret a pre-nominated songs.</li> <li>Rehearse, experiment, and interpret genre via their respective instrument or voice.</li> <li>Engage in an arrangement process.</li> <li>Participate in activities that explore all previous musical elements including timbre, dynamics, pitch, and inflection.</li> </ul> EPK – Electronic Press Kit - Assignment Requirements: <ul style="list-style-type: none"> <li>In this written assignment you are required to prepare a written response exploring the EPK of your chosen band, artist or your own band:               <ul style="list-style-type: none"> <li>Identify the style of music/genre.</li> <li>What is the image and target audience of the band or artist?</li> <li>Is there are Social Media presence?                   <ul style="list-style-type: none"> <li>Do they have links to YouTube, Spotify, Sound Cloud, sponsorship, etc.?</li> </ul> </li> </ul> </li> </ul>					

Time / Module	Mapping to course content	Example learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
		» How does their EPK online presence define them and their style?					
Term 4 - Week 2 Review/revisit of any module or Work Requirement	'Teacher's Choice': • Apply a range of skills that manipulate and shape musical experience.	<ul style="list-style-type: none"> <li>• Collaborate on and interpret a pre-nominated songs.</li> <li>• Rehearse, experiment, and interpret genre via their respective instrument or voice.</li> <li>• Engage in an arrangement process.</li> <li>• Participate in activities that explore all previous musical elements including timbre, dynamics, pitch, and inflection.</li> </ul>					
Term 4 - Week 3 Review /revisit of any module or work requirement	'Teacher's Choice': • Apply a range of skills that manipulate and shape musical experience through a performance in front of an audience. Supply a written reflection on the process.	<ul style="list-style-type: none"> <li>• Collaborate on and interpret a pre-nominated songs.</li> <li>• Perform the song in front of a varied audience.</li> </ul>					
Term 4 - Week 4 Review /revisit of any module or work requirement	'Teacher's Choice': • Apply a range of skills that manipulate and shape musical experience through a performance in front of an audience. Supply a written reflection on the process.	<ul style="list-style-type: none"> <li>• Collaborate on and interpret a pre-nominated songs.</li> <li>• Perform the song in front of a varied audience.</li> </ul>					



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