Tranche 1 – Phase 2 – Overview and Key Features

FEEDBACK SUMMARY – Contemporary Music and Song Writing Level 2

RESPONSES: 4 REPRESENTING: 5 PEOPLE

Course Rationale

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
	4			

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Key themes: - clarify what is meant by an elective pathway and what is group based or independent study in the course - Add styles of music to the statement about 'music and music practices across different times, places, cultures and contexts' - Add definition of what is meant by 'contemporary music'	Response: Overall there is agreement with the rationale but some further tweaks are needed to help clarify some ambiguities and make clear what the course is offering. Ways Forward: - Clarify that students can make choices through the course that will see an emphasis on either group collaborative work or a songwriter pathway. This could be in the form of three composition projects throughout the course, two minor and one major. A student could choose from the following and the

process could be that students have to choose at least one from each column on Composition.

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Task	Composition (students choose)	
Minor	Group	Independent
Minor	Group	Independent
Major	Group	Independent

- Course writer with critical friends, sponsors and LAG to define contemporary music and possibly include examples to help define course as distinct from Music Studies 2

Pathways In

The pathways in are appropriate and clearly describes all relevant pathways.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	2			1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Key themes: - To expand pathways to include non-traditional pathways and experiences such as independent song writing experience through Songmakers, for example	Response: To differentiate between this course and Music Studies 2 a more open range of pathways would be appropriate to acknowledge. Ways Forward: - Include other non-school based pathways

Learning Outcomes

- Learning outcomes describe observable and measurable behaviours so that valid judgements can be made about whether students have achieved the learning outcomes and at what level.

- Clear learning outcomes are important because they communicate to students what they are expected to do as a result of successfully completing a course or module.

In consideration of the learning outcomes identified in this paper do they clearly describe what students will be able to do on successful completion of a course (or module of work)?

Yes	No
4	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Key themes: • Overall learning outcomes are appropriate to the course. • Ensure learning outcome that relates to genres is about plural contemporary music genres • Clarify the professional issues that are to be included.	Response: The suggestions put forward help to clarify the learning outcomes Ways Forward: • Make the contemporary music genres plural • Differentiate WH&S from legal issues • Clarify that students can choose to major in either solo or ensemble performance.

Course Structure

- All course structures for Tranche 1 courses are aligned to the Integrated Policy Model.
- All courses will be 150 hours in length, and divided equally into three weighted modules of 50 hours each.

Do you agree with the proposed organisation of modules identified in this paper?

Yes	No
1	3

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Key themes: • The need for the Performance and Practical Music industry skills as a concurrent module during the whole course. The other two modules can work sequentially over the course	Response: This is a potential way to modularise the course Core 1 (concurrent): Performance (ensemble and/or solo) and Practical Music Industry Skills (copyright, legal issues, WHS, careers in music industry, marketing) Core 2: Contemporary Music Skills, Techniques, Technologies and Knowledge, Introduction to Composition (ensemble and/or solo) Core 3: Culture, Context and Composition (ensemble and/or solo) Ways Forward: The course writer will take the most recent version of the modules to Critical Friends, the Sponsor Schools and the LAG to test whether this version will work more effectively.

Delivery Sequence

Do you agree with the course delivery sequence proposed in this paper?

Yes	No
2	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Key themes:	Response:

| The preferred mode of delivery as defined in the previous question around modules, that is, teachers prefer the second version that was offered during consultation | This is a potential way to modularise the course.

Core 1 (concurrent):
Performance (ensemble and/or solo) and
Practical Music Industry Skills (copyright, legal issues, WHS, careers in music industry, marketing)
Core 2:
Contemporary Music Skills, Techniques, Technologies and Knowledge, Introduction to Composition
Core 3:
Culture, Context and Composition (ensemble and/or solo)

Ways Forward:
The course writer will take the last version of the modules to Critical Friends, the Sponsor Schools and the LAG to test whether this version will be more acceptable. |

Module Content

Please note that the descriptions of module content may vary from course to course for example:
- some *will* identify specific themes, concepts and topics to organise course content.
- some *may* enable teacher/learner choice of themes, concepts and topics.

Do you agree with the module content proposed in this this paper?

Yes	No
4	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Key themes: • Students studying contemporary music should be able to perceive major minor and dominant 7th chords. • Module content appropriate but be aware of weighting. • Overall positive to choices of solo or ensemble and adding song writing.	Response: Module content seems appropriate but need to make sure the detail and the weighting is appropriate.

	Ways Forward: The course writer will work with Critical friends, Sponsor Schools and the LAG to make sure the content is relevant, targeted and purposeful.

Relationship to Possible Future Provision

Tranche 1 courses are placed in a specific curriculum focus area, which shapes the nature of the learning and the course design. There are 5 focus areas:

- Discipline based
- Personal Futures
- Professional Studies
- Transdisciplinary
- Work-based learning

Do you agree with the suggested Focus Area for this course?

Yes	No
4	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Key themes: Professional studies seems the right focus area, while acknowledging that students are also learning disciplinary skills and knowledge.	Response: Keep this course in the Professional Studies area Ways Forward: The course writer will make sure the practical and professional aspects of the course are up to date and relevant.