

Year 7 and 8 Music Unit Package
Becoming a SongMaker:
Exploring stories and songs



APRA
AMCOS

**SONG
MAKERS**

THE SONGMAKERS PROJECT

Welcome to the SongMakers Project unit package for Years 7 and 8. This 10-week unit package is designed to assist you to implement an Australian Curriculum (Version 8.4) aligned songwriting unit in your own classroom. The package has been divided into sections to make it easier to implement into your current teaching programs if you wish to pick and choose activities or learning experiences or can be taught in sequence as a complete unit. This unit of work contains a bank of teaching resources and suggested assessment tasks, student handouts and responding activities, deliverable PowerPoint presentations with embedded media from our mentors as well as internet links and group composition making activities.

The different sections included in this package are:

- SongMakers and the Australian Curriculum: The Arts
- Becoming a SongMaker, unit overview, requirements and structure
- Embedded content elaborations (composite national achievement standards and outcomes)
- Suggested assessment tasks for Making and Responding strands
- Teaching and Learning Plan (with links to resources and teaching material)

Throughout this unit, you and your students will have the opportunity to listen to advice from the presenters of the SongMakers Project as well as some industry legends in the spirit of the SongMakers

SONGMAKERS AND THE AUSTRALIAN CURRICULUM: THE ARTS

The main aim of SongMakers is to offer every music student in Australia the opportunity to experience collaborative songwriting and produce a final product using whatever technology is available to them - whether that be a music writing program, iPad app, phone app or the good old live recorder. SongMakers has a secondary aim of gifting music educators with the chance to develop their own skills and keeping them up to date with current trends in the industry so that they are able to guide the young musicians to set and meet high goals.

The great news is that this is exactly the sort of experience that is reflected in The Australian Curriculum: The Arts (Version 8.4).

The Rationale from The Australian Curriculum: The Arts (ACARA, 2022a) states:

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five Arts subjects in the Australian Curriculum are Dance, Drama, Media Arts, Music, and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experience. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the Arts as is creating a finished work. Students develop their Arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the Arts subjects. Arts learning provide students with opportunities to engage with creative industries and arts professionals.

The core outcomes and processes used in SongMakers successfully represent not only the Arts, but also many of the requirements in the specific music stream. The music curriculum aims clearly state, "As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music" (ACARA, 2022b). In addition to the overarching aims of the Australian Curriculum: The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

In Years 7 and 8, SongMakers will focus on three main areas:

- The collaborative process of songwriting
- The development of original musical ideas and musical techniques used to develop songs
- The experiential process of songwriting and the development of self in and of the world

It is easy to make connections between the four areas of study and the band and content descriptors.

The Band descriptions provide information about the learning contexts... and also emphasise the interrelated nature of the two strands, Making and Responding... Content descriptions at each band in each subject describe the knowledge, understanding and skills that teachers are expected to teach, and students are expected to learn (ACARA, 2013, p. 10).

The content descriptions reflect the interrelated strands of Making and Responding. "Making in music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing. Responding in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' musical works. It is making and responding in a collaborative approach, that is the centre for this project" (ACARA, 2022c). It is through the exploration of the collaborative songwriting process that the students have the opportunity to debate and discuss the viewpoints of all involved, which is another main outcome from The Arts curriculum. This will be evident in the activities outlined in the final lesson of the unit – Owing Your Song!

Learning in music requires the students to listen, perform and compose. It also requires them to gather vast amounts of musical knowledge, terminology, and skills, whether they are kinetic, auditory, verbal or visual. The students are required to learn about increasingly complex forms of music which may include different songs, instrumental genres, film and media, contemporary and new music trends as well as folk, cultural and traditional music.

When making and responding, students' musical skills are best developed through activities which integrate the techniques and processes of music: listening, composing and performing. SongMakers aims to use the collaborative process to expand the students' listening skills as the technique for discriminating, identifying, interpreting and applying musical concepts is essential for all listening, composition and performing activities.

During the songwriting process, the students will improvise, organise musical ideas, create accompaniment patterns and arrange original works collaboratively and utilise the compositional devices and manipulate musical elements as they are doing so. They will support this by learning to record the collaborative process and develop skills and techniques to discuss their music and the music of others.

Within the National Curriculum: The Arts, there are seven general capabilities that also need to be considered

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

SongMakers covers all seven capabilities quite easily. Here is an explanation of the linkages to these seven capabilities:

- **Literacy** - share and explain ideas, discuss concepts, work collaboratively, participate in class discussions, write/talk about their work and the work of others, and present or introduce work.
- **Numeracy** - compose, produce and record music as well as identifying lengths of sections.
- **Information and communication technology (ICT)** - solving issues with the computer programs selected and the application of social and ethical protocols and practices in a digital environment. Students will use digital technologies to locate, access, select and evaluate information, work collaboratively, share and exchange information, and communicate with a variety of audiences.
- **Critical and creative thinking** - Through the collaborative process, the students learn to express their understanding of an idea, ask 'what if' questions, explore the ideas of others and piece together the jigsaw puzzle that is composing.
- **Personal and social capability** - They learn to empathise with the emotions, needs and situations of others, to appreciate diverse perspectives, and to understand and negotiate different types of relationships. When working with others, students develop and practice social skills that assist them to communicate effectively, work collaboratively, make considered group decisions and show leadership.
- **Ethical understanding** - Students develop their understanding of values and ethical principles as they use an increasing range of critical thinking skills to explore ideas, concepts, beliefs and practices. When interpreting and evaluating works and their meaning, students consider their global impact.
- **Intercultural understanding** - Intercultural understanding enables students to explore the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. Students might explore forms and structures, use of materials, technologies, techniques and processes, or treatment of concepts, ideas, themes and characters.

More information on how the General Capabilities for this unit of work have been mapped throughout the lesson experiences is available on Page 9.

UNIT DESCRIPTION

In *Becoming a SongMaker*, students make and respond to music as they become aware of the musical skills that are integral to the successful application of composition techniques through various song writing styles and processes. They engage with a variety of music using digital and virtual platforms (music streaming and social media platforms, music and film recording software) and collaborate peer to peer with other students in the class.

Students experiment, identify and analyse compositional devices through song writing, techniques across a variety of song writing styles and processes to develop better awareness, communication, creative application and sharing of music ideas, emotions and experiences. Students learn how to be independent users of digital technologies (digital audio workstations) and investigate who they are as a musician/artist within their cultural context and of their emerging musical identity.

UNIT REQUIREMENTS AND APPROACH

This unit of work is written with 35 notional hours over a 10-week period (3.5 hours per week) as suggested by the Australian Curriculum and Assessment Reporting Authority (ACARA, 2013).

This unit of work can therefore be implemented and taught as per the suggested sequence, selectively taught, or reorganised out of sequence according to school or pedagogical contexts.

Resources have been developed in Microsoft PowerPoint format and include interactive video content, web links and stimulus that may be adapted or selected based on individual school contexts. Some PowerPoint lessons may contain up to three lesson segments that can be implemented proportionate to time available, though are designed to work within notional time allocations provided.

UNIT OBJECTIVES (CONTENT ELABORATIONS)

The key content elaborations listed below are utilised to develop unit objectives that detail specific songwriting processes and skills students explore through the unit of work.

In this area of study, students will:

(ACAMUM095) **Structure** compositions by combining and **manipulating** the elements of music using notation, by:

- creating and using symbols, using music terminology by using a variety of traditional, invented notation and technology to communicate how they used elements of music in the songwriting process.
- generating a glossary of symbols or signs that represent sections within the overall structure of the song.

- considering lyrical invention in relation to the manipulation of the musical elements and compositional devices to create a song.
- selecting and use language conventions, e.g., checklists, annotated diagrams, skill or technique development process/steps, song writer's/performer's intentions.
- creating fluent song forms and structures that realise the songwriting process and planning to communicate meaning.

(ACAMUM092) Experiment with texture and timbre in sound sources using aural skills, by:

- observing and manipulating sound sources, music elements and technologies to create music works, songs that replicate a specific style or genre.
- manipulating Digital Audio Workstation (DAW) software to create textural and timbral effects.
- considering viewpoints, meanings and interpretations, e.g. How do changes in instrumentation affect the interpretation of the song?

(ACAMUM093) Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music, by:

- manipulating songwriting skills, techniques and processes such as manipulating specific music elements, compositional devices, or applying contemporary or well-known/popular chord progressions, generic or varying structure of a song (e.g., verse, pre-chorus, chorus, bridge).
- applying compositional devices appropriate to songwriting techniques and processes, and applying own personal style and/or culture to original songs.
- manipulating DAW recording and techniques and processes.
- creating songs, that:
 - communicate meaning using critical literacies at various checkpoints, e.g., through the development and creation of lyrics.
 - realise opportunities for collaborative songwriting and producing processes.

(ACAMUR097) Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music, by:

- making judgements and justifying meaning communicated in others' songs.
- engaging in peer critique, reflection and responding to feedback.

(ACAMUR098) Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples, by:

- identifying features in others' songs that communicate personal likeness and/or cultural identity.
- communicating through song with diverse audiences.

ACHIEVEMENT STANDARDS AND OUTCOMES

The achievement standards and outcomes listed below identify specific skills and techniques that are used to evaluate songwriting processes across the two strands, Making and Responding. These suggested outcomes can be notionally interpreted across the Australian context and are aligned with direct and intermediary approaches to the Australian Curriculum (version 8.4) and to the New South Wales F-10 Music Syllabus.

Australian Curriculum (version 8.4) content descriptors have been provided within each strand and achievement standard to assist teachers with scaffolding of lesson sequencing, in consideration of the general capabilities and cross-curricular priorities when implementing the suggested unit of work. These suggested achievement standards and outcomes have been developed as a composite of the national interpretation of the Australian curriculum and are designed only to inform the suggested assessment plan for this unit of work.

MAKING – Suggested Composite Achievement Standard (to inform unit planning)

- Students manipulate the elements of music and stylistic conventions ([ACAMUM095](#))
- Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions, scales, triads and intervals in creating musical works
- Students improvise to create musical ideas within a given framework ([ACAMUM092](#), [ACAMUM093](#))
- Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, memorise and notate music
- Students experiment with different forms of technology in compositional process

RESPONDING – Suggested Composite Achievement Standard (to inform unit planning)

- Students identify key composers, performers and/or artists and analyse how the different musical elements and concepts are used in different styles, cultures, contexts and apply to compositions ([ACAMUR097](#), [ACAMUR098](#))
- Students evaluate musical choices made to communicate ideas and intentions

SUGGESTED ASSESSMENT PLAN

Assessment conditions are not included as this is *suggestive only* of possible assessment tasks that could be developed in alignment with the provided Teaching and Learning Plan. Conditions of assessment and specific achievement standards/outcomes are dependent on State and school context.

Strand	Assessment details	Objectives to be assessed (Content Elaborations)	Suggested Composite Achievement Standard
Making	Work collaboratively to create a song that comprises harmonic, melodic, rhythmic and lyrical ideas that are structured and produced on music technology (such as a Digital Audio Workstation) or performed live for the class.	<p>(ACAMUM095) Structure compositions by combining and manipulating the elements of music using notation</p> <p>(ACAMUM092) Experiment with texture and timbre in sound sources using aural skills</p> <p>(ACAMUM093) Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music</p>	<ul style="list-style-type: none"> • Students manipulate the elements of music and stylistic conventions • Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions, scales, triads and intervals in creating musical works • Students improvise to create musical ideas within a given framework • Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, memorise and notate music • Students experiment with different forms of technology in compositional process
Responding	Develop a journal of your song writing process and experience. Analyse how your song referenced other song writers, bands or artists musical ideas in the inspiration for your song. Identify and reflect upon how specific features of your song were formulated through the collaborative process. Reflect on your experience as a	<p>(ACAMUR097) Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music</p> <p>(ACAMUR098) Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including</p>	<ul style="list-style-type: none"> • Students identify key composers, performers and/or artists and analyse how the different musical elements and concepts are used in different styles, cultures, contexts and apply to compositions • Students evaluate musical choices made to communicate ideas and intentions

	storyholder and a storycaretaker.	music of Aboriginal and Torres Strait Islander Peoples	
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GENERAL CAPABILITIES MAPPING

The table below details the **focused** underpinning general capabilities from the Australian Curriculum General Capabilities Learning Continuum. Each lesson package includes focus areas of general capabilities that support the music making and responding experiences detailed through the teaching and learning plan. **All general capabilities will be experienced throughout the progression of the unit, the lessons have been designed with some underpinning general capabilities that may allow for cross-curricular opportunities with other key learning areas.**

The Years 7 and 8 continuum is based from the sub-element, Level 5. This may be differentiated and adjusted above or below sub-element Level 5, according to a student's prior experience or sense of self in the world and cognitive capacity. Further detail regarding specific underpinning general capabilities is available in each lesson overview throughout the unit.

Topic	Literacy	Numeracy	Information and Communication (ICT) Capability	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding
What is a Song				✓			✓
Groove Mechanics		✓	✓	✓			
Three Chords for a Million People	✓			✓			
Got a Hook		✓	✓	✓			
Get to the Chorus	✓		✓	✓			
Free Writing	✓			✓			
Mix it Up	✓		✓	✓			
Listening is a Superpower				✓	✓		
Writing Time			✓	✓	✓		
Journaling	✓			✓			
Owning Your Song!				✓		✓	✓

TEACHING AND LEARNING PLAN

Notional hours	Subject matter	Learning experiences	Aspects of Achievement Standard (aligned to associated learning experiences)	Resources
1.0 hour	What is a Song?	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> • Discuss and define song styles and forms, including songs that celebrate and respond to cultural heritage, Australian experiences and peoples identity. • Identify and categorise common song writing terminology. • Discuss and investigate methods of getting started with song writing. • Discuss and explore various approaches to writing a song. • Discuss how other song writers and artists communicate meaning and belonging within cultural contexts in their music and through song. • Share some methods of getting started. • Explore what is needed to begin creating a song. <p>Students' complete reflection and listening activity by identifying and analysing the song writers' approach to developing stylistic features of music.</p>	<ul style="list-style-type: none"> • Students identify key composers, performers and/or artists and analyse how the different musical elements and concepts are used in different styles, cultures, contexts and apply to compositions 	<ul style="list-style-type: none"> • 01_Lesson Overview_Y7&8_What is a Song.pdf • 01_Lesson Resource Pack_Y7&8_What is a Song.pptx • 01_Activity Sheet_Y7&8_What is a Song.pdf
2.5 hours	Groove Mechanics	<p>Throughout this lesson block students:</p>	<ul style="list-style-type: none"> • Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions, scales, triads 	<ul style="list-style-type: none"> • 02_Lesson Overview_Y7&8_Groove Mechanics.pdf

		<ul style="list-style-type: none"> Identify and define beat and pulse in common time. Discuss the basic features of rhythm, time and beat. Investigate the basic elements of a drum set. Create a drum ostinato working from a grid in 4/4 time. Create a drum groove with a Digital Audio Workstation (DAW) and/or live as an individual or in a group. Discuss why it is important to establish a beat and pulse when writing music. Investigate working with samples on a DAW (extension activity). 	<p>and intervals in creating musical works</p> <ul style="list-style-type: none"> Students improvise to create musical ideas within a given framework Students experiment with different forms of technology in compositional process 	<ul style="list-style-type: none"> o2_Lesson Lesson Resource Pack_Y7&8_Groove Mechanics.pptx
				ICT Infrastructure
				Digital Audio Workstation and headphones
				Limited ICT Infrastructure
				Demonstration of practical understanding of beat and groove with pencil cases, djembe, cajon or furniture from the classroom
3.5 hours	Three Chords for a Million People	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> Identify and define a scale and a triad. Identify major and minor chords. Identify the diatonic chords I, IV, V and vi and analyse how are they derived in the key of C. Apply the chord shapes I, IV, V and vi in the key of C on the piano or a guitar. Identify, define, and create a basic chord progression. Identify and analyse some common chord progressions in popular songs. Arrange the I, V, vi and IV progression in the key of C. 	<ul style="list-style-type: none"> Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions, scales, triads and intervals in creating musical works Students identify key composers, performers and/or artists and analyse how the different musical elements and concepts are used in different styles, cultures, contexts and apply to compositions Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to 	<ul style="list-style-type: none"> o3_Lesson Overview_Y7&8_Three Chords.pdf o3_Lesson Resource Pack_Y7&8_Three Chords.pptx Keyboards or Pianos Guitars (acoustic or electric) Digital Audio Workstation or mobile device (if available)

		<ul style="list-style-type: none"> • Notate simple chord progression on lead sheet with defined bar lines. As an extension activity, students may notate triads as a musical score. • Record a chord progression over a drum groove or sample to form a simple harmonic phrase into DAW. 	<p>recognise, memorise and notate music</p> <ul style="list-style-type: none"> • Students experiment with different forms of technology in compositional process 	
2.5 hours	Got a hook?	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> • Identify and define a major and minor pentatonic scale in the key of C. • Apply major and minor pentatonic scale shapes in the key of C on the piano or guitar. • Experiment and improvise major and minor pentatonic ideas in the key of C, over simple chord progressions to create a melody, a hook or a riff. • Record melodic ideas over drum groove, simple chord progression to form basic musical idea into DAW. • Notate and/or record melodic ideas into DAW or as a musical score. 	<ul style="list-style-type: none"> • Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions, scales, triads and intervals in creating musical works • Students improvise to create musical ideas within a given framework • Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, memorise and notate music • Students experiment with different forms of technology in compositional process 	<ul style="list-style-type: none"> • 04_Lesson Overview_Y7&8_Got a Hook.pdf • 04_Lesson Resource Pack_Y7&8_Got a Hook.pptx • Keyboards or Pianos • Guitars (acoustic or electric) • Digital Audio Workstation or mobile device (if available)
2.5 hours	Free Writing	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> • Analyse a set text (news article) as a stimulus in setting words to melodies. • Develop and apply lyrical ideas to songs and melodic ideas through the following activities: <ul style="list-style-type: none"> ○ Free Writing activity 	<ul style="list-style-type: none"> • Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, memorise and notate music 	<ul style="list-style-type: none"> • 05_Lesson Overview_Y7&8_Free Writing.pdf • 05_Lesson Resource Pack_Y7&8_Free Writing.pptx • Workbook or Laptop

		<ul style="list-style-type: none"> ○ One-word metaphors ○ Object Writing ● Experiment with setting words and phrases to melodic ideas recorded in DAW or mobile devices. ● Collaborate with other students to write lyrical ideas together. 	<ul style="list-style-type: none"> ● Students experiment with different forms of technology in compositional process ● Students improvise to create musical ideas within a given framework 	<ul style="list-style-type: none"> ● Keyboards or Pianos ● Guitars (acoustic or electric) ● Digital Audio Workstation or mobile device (if available)
2.5 hours	Get to the Chorus!	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> ● Identify and analyse structural ideas as part of song writing. ● Define basic song structures terminology. ● Experiment with structure in building new sections and ideas into songs. 	<ul style="list-style-type: none"> ● Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, memorise and notate music ● Students identify key composers, performers and/or artists and analyse how the different musical elements and concepts are used in different styles, cultures, contexts and apply to compositions ● Students manipulate the elements of music and stylistic conventions ● Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, memorise and notate music 	<ul style="list-style-type: none"> ● o6_Lesson Overview_Y7&8_Get to the Chorus.pdf ● o6_Lesson Resource Pack_Y7&8_Get to the Chorus.pptx ● Keyboards or Pianos ● Guitars (acoustic or electric) ● Digital Audio Workstation or mobile device (if available)
2.5 hours	Mix it up	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> ● Notate and record melodic and lyrical ideas into DAW. 	<ul style="list-style-type: none"> ● Students manipulate the elements of music and stylistic conventions 	<ul style="list-style-type: none"> ● o7_Lesson Overview_Y7&8_Mix it Up.pdf

		<ul style="list-style-type: none"> Investigate methods of working with a DAW in the editing and mixing phase that includes: <ul style="list-style-type: none"> Exploring sounds and textures Experimenting with effects and dynamics Experimenting with samples and loops Copying and looping sections to create structure and coherent song form 	<ul style="list-style-type: none"> Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions, scales, triads and intervals in creating musical works Students improvise to create musical ideas within a given framework Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, memorise and notate music Students experiment with different forms of technology in compositional process 	<ul style="list-style-type: none"> o2_Lesson Resource Pack_Y7&8_Mix it Up.pptx Keyboards or Pianos Guitars (acoustic or electric) Digital Audio Workstation or mobile device (if available)
1.0 hour	Listening is a Superpower	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> Discuss and explore various approaches toward working within a team. Investigate strengths and areas of development that could help define roles within a team. Discuss methods of sharing and developing ideas. Discuss and explore group combinations where collaboration could be successful. 	<ul style="list-style-type: none"> Students evaluate musical choices made to communicate ideas and intentions 	<ul style="list-style-type: none"> o8_Lesson Overview_Y7&8_Listening is a Superpower.pdf o8_Lesson Resource Pack_Y7&8_Listening is a Superpower.pptx Workbook or Laptop
12.5 hours	Writing time	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> Work collaboratively toward developing a coherent song concept that brings together all members ideas from the individual song formative task. 	<ul style="list-style-type: none"> Students manipulate the elements of music and stylistic conventions Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions, scales, triads 	<ul style="list-style-type: none"> o9_Lesson Overview_Y7&8_Writing Time.pdf

		<ul style="list-style-type: none"> Evaluate the elements of each group members musical ideas in the selection and application of song concept elements that can form a new musical idea and song form. Select and share musical ideas within groups for peer reflection and feedback. Record and notate the song concept within the group on a DAW. <p>Allow appropriate class time for students to refine song, presentation and production of the song concept on the DAW for submission through journaling and reflection process.</p>	<p>and intervals in creating musical works</p> <ul style="list-style-type: none"> Students improvise to create musical ideas within a given framework Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, memorise and notate music Students experiment with different forms of technology in compositional process 	<ul style="list-style-type: none"> 09_Lesson Resource Pack_Y7&8_Writing Time.pptx Keyboards or Pianos Guitars (acoustic or electric) Digital Audio Workstation or mobile device (if available)
3.5 hours	Journaling	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> Develop a journal of your song writing process and experience. Analyse how your song referenced other song writers, bands or artists musical ideas in the inspiration for your song. Identify and reflect upon how specific features of your song were formulated through the collaborative process. Mix, produce and complete the final recording of the songs in groups. <p>Students' complete journaling activity by evaluating their approach to developing a song concept as an individual and as a member of a group.</p>	<ul style="list-style-type: none"> Students identify key composers, performers and/or artists and analyse how the different musical elements and concepts are used in different styles, cultures, contexts and apply to compositions Students evaluate musical choices made to communicate ideas and intentions 	<ul style="list-style-type: none"> 10_Lesson Overview_Y7&8_Journaling.pdf 10_Lesson Resource Pack_Y7&8_Journaling.pptx Workbook or Laptop Keyboards or Pianos Guitars (acoustic or electric) Digital Audio Workstation or mobile device (if available)

1.0 hour	Owning Your Song!	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> • Investigate the story of a song (APRA/AMCOS) poster. • Share and reflect on experience as a class. • Discuss ethical and intercultural challenges in releasing and through listening and understanding the role of a song within Australia. • Discuss the experience of collaborative vs individual approaches toward writing songs. 	<ul style="list-style-type: none"> • Students identify key composers, performers and/or artists and analyse how the different musical elements and concepts are used in different styles, cultures, contexts and apply to compositions • Students evaluate musical choices made to communicate ideas and intentions 	<ul style="list-style-type: none"> • 11_Lesson Overview_Y7&8_Owning Your Song!.pdf • 11_Lesson Resource Pack_Y7&8_Owning Your Song!.pptx
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