

Year 9 and 10 Music Unit Package
Emerging as a SongMaker:
Crafting stories into songs



APRA
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**SONG
MAKERS**

THE SONGMAKERS PROJECT

Welcome to the SongMakers Project unit package for Years 9 and 10. 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
- Emerging as 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 9 and 10, SongMakers will focus on three main areas:

- The collaborative process of songwriting
- The continuing development of original musical ideas and musical techniques used to develop songs
- The intellectual property/ownership of the work and the methods of delivery to the industry

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 – Owning 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.

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UNIT DESCRIPTION

In *Emerging as a SongMaker*, students make and respond to music as they embed and extend the musical skills that are integral to the successful application of composition techniques personalised and nuanced 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) to develop a greater understanding of industry and collaborate peer to peer with other students in the class.

Students improvise, arrange, plan and organise 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 analyse and evaluate song writing forms and styles that inform their own development song writing voice and explore advanced song writing methods and processes. 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:

(ACAMUM100) Manipulate combinations of the elements of music in a range of styles, using technology and 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.
- manipulating Digital Audio Workstation (DAW) software to create textural and expressive devices, such as: signal chain processing of effects pedals and units, amplifier settings and equalisation, plugins and audio units.
- observing and manipulating sound sources, music elements and technologies to create music works, songs that replicate a specific style or genre.
- considering viewpoints, meanings and interpretations, e.g. How do changes in instrumentation affect the interpretation of the song?

(ACAMUM102) Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists, by:

- generating, organising and planning songs, that:
 - communicate meaning using critical literacies at various checkpoints, e.g., through the development and creation of lyrics.
 - apply songwriting process notes such as lyrics, song structure/layout, melodic riff notations, chord charts, and personal reflections in reference to the artist and originality of the music.
 - realise opportunities for collaborative songwriting and producing processes.
 - communicate musicals ideas through visual representations, e.g., the communication of meaning through film or image with consideration of representation of cultural, political, social or personal sensitivity
 - realise plans to communicate the appropriate context, style and genre.

(ACAMUM099) Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance, by:

- manipulating songwriting skills, techniques and processes such as manipulating specific music elements, compositional devices, or applying contemporary or well-known/popular chord progressions in major and minor keys, generic or varying structure of a song (e.g., verse, pre-chorus, chorus, bridge).
- experimenting with scales and triads that form melodic ideas beneath simple harmonic ideas and lyrical invention.

- 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, recorded and live sound design, audio engineering techniques
- creating fluent song forms and structures that realise the songwriting process and planning to communicate meaning.

(ACAMUR105) Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts, by:

- making judgements and justifying meaning communicated in others' songs.
- critiquing their own or others' music-making processes and music works and judging the success of music works against the intended purpose and context.
- comparing and contrasting professional songwriters, and their use of various songwriting skills, techniques, forms and structures.
- engaging in peer critique, reflection and responding to feedback.

(ACAMUR104) Evaluate a range of music and compositions to inform and refine their own compositions and performances

- reflecting on representation of personal or preferred musical genres, styles and songwriting processes in compositions, and/or preferred skills and techniques used in performances.
- identifying features in others' songs that communicate personal likeness and/or cultural identity.
- recognising connections between musical language and music-making contexts, e.g., how do musicians apply the music elements and compositional devices to create a song of a particular style, genre for a songwriting competition versus a personal project such as an EP (extended play record) or demo album.
- communicating through song with diverse audiences.
- allowing opportunities to select from a diverse range of contexts, topics, themes, and purposes to suit their own practical music skills and songwriting process development.
- considering songs to be written for appropriate purpose and context and the consideration of culturally responsive approaches to song writing that celebrate and challenge perspectives of Australian identity, e.g., for an audience online or through presentation at school or public event.

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 identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions (in major and minor keys), scales, triads and intervals in creating musical works
- Students improvise, select and integrate elements of music to create musical works ([ACAMUM099](#))
- Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, arrange, memorise and stylistically notate, document and share music ([ACAMUM102](#))
- Students experiment with different forms of technology in compositional process ([ACAMUM100](#))

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 ([ACAMUR105](#))
- Students evaluate musical choices made to communicate ideas and intentions ([ACAMUR104](#))

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>(ACAMUM100) Manipulate combinations of the elements of music in a range of styles, using technology and notation</p> <p>(ACAMUM102) Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists</p> <p>(ACAMUM099) Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance</p>	<ul style="list-style-type: none"> • Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions (in major and minor keys), scales, triads and intervals in creating musical works. • Students improvise, select and integrate elements of music to create musical works. • Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, arrange, memorise and stylistically notate, document and share 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. Reflect and evaluate upon how specific features of your song helped to communicate ideas and intentions.	<p>(ACAMUR105) Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts</p> <p>(ACAMUR104) Evaluate a range of music and compositions to inform and refine their own compositions and performances</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

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 9 and 10 continuum is based from the sub-element, Level 6. This may be differentiated and adjusted above or below sub-element Level 6, 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_Y9&10_What is a Song.pdf • 01_Lesson Resource Pack_Y9&10_What is a Song.pptx • 01_Activity Sheet_Y9&10_What is a Song.pdf

2.5 hours	Groove Mechanics	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> • Identify and define beat and pulse in common, compound, and triple time. • Discuss the nuanced features of rhythm, time and beat. • Create a drum ostinato working from a grid in 4/4, 3/4 or 6/8 time. • Create a drum groove with a Digital Audio Workstation (DAW) and/or live as an individual or in a group. • Investigate working with samples on a DAW (extension activity) to create an original drum groove ostinato. 	<ul style="list-style-type: none"> • Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions (in major and minor keys), scales, triads and intervals in creating musical works. • Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, arrange, memorise and stylistically notate, document and share music. • Students experiment with different forms of technology in compositional process. 	<ul style="list-style-type: none"> • 02_Lesson Overview_Y9&10_Groove Mechanics.pdf • 02_Lesson Resource Pack_Y9&10_Groove Mechanics.pptx
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 scales and triads in a major and minor key. • Identify major and minor chords in a major and minor key. • Identify all diatonic chords and analyse how are they derived in the key of C major and A minor. • Apply chord shapes in the key of C major and A minor on the piano or a guitar. • Identify, define, and create a chord progression in major or minor key. 	<ul style="list-style-type: none"> • Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions (in major and minor keys), scales, triads and intervals in creating musical works. • Students improvise, select and integrate elements of music to create musical works. • Students use aural skills (listening, observing, 	<ul style="list-style-type: none"> • 03_Lesson Overview_Y9&10_Three Chords.pdf • 03_Lesson Resource Pack_Y9&10_Three Chords.pptx • Keyboards or Pianos • Guitars (acoustic or electric)

		<ul style="list-style-type: none"> • Identify and analyse some common chord progressions in popular music that utilise major or minor keys. • Arrange chord progressions and experiment with chord extensions, inversions, register, rhythmic variation and bass lines in the key of C major or A minor. • Notate 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 harmonic phrase into DAW. 	<p>responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, arrange, memorise and stylistically notate, document and share music.</p> <ul style="list-style-type: none"> • Students experiment with different forms of technology in compositional process. 	<ul style="list-style-type: none"> • Digital Audio Workstation or mobile device (if available)
2.5 hours	Got a hook?	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> • Identify and define the key modes, C Ionian, D Dorian and G Mixolydian to create melodies. • Apply the key modes, C Ionian, D Dorian and G Mixolydian shapes in the key of C on the piano or guitar. • Experiment and improvise modal ideas in the key of C, over simple chord progressions. • Record melodic ideas over drum groove and 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 (in major and minor keys), scales, triads and intervals in creating musical works. • Students improvise, select and integrate elements of music to create musical works. • Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, arrange, memorise and stylistically notate, document and share music. 	<ul style="list-style-type: none"> • 04_Lesson Overview_Y9&10_Got a Hook.pdf • 04_Lesson Resource Pack_Y9&10_Got a Hook.pptx • Keyboards or Pianos • Guitars (acoustic or electric) • Digital Audio Workstation or mobile device (if available)

			<ul style="list-style-type: none"> Students experiment with different forms of technology in compositional process. 	
2.5 hours	Free Writing	<p>Throughout this lesson block students:</p> <ul style="list-style-type: none"> Develop and apply lyrical ideas to songs and melodic ideas through the following activities: <ul style="list-style-type: none"> Free Writing activity One-word metaphors Object Writing Haiku activity Imagery activity 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 use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, arrange, memorise and stylistically notate, document and share music. Students experiment with different forms of technology in compositional process. 	<ul style="list-style-type: none"> o5_Lesson Overview_Y9&10_Free Writing.pdf o5_Lesson Resource Pack_Y9&10_Free Writing.pptx Workbook or Laptop 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. Experiment with harmonic, melodic and lyrical ideas to enhance structural development in song writing. Define song structure terminology and apply to musical ideas recorded into DAW or notated on lead sheet or score. Experiment with structure in building new sections and ideas into 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 identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions (in major and minor keys), scales, triads and intervals in creating musical works. 	<ul style="list-style-type: none"> o6_Lesson Overview_Y9&10_Get to the Chorus.pdf o6_Lesson Resource Pack_Y9&10_Get to the Chorus.pptx Keyboards or Pianos Guitars (acoustic or electric) Digital Audio Workstation or mobile device (if available)

			<ul style="list-style-type: none"> • Students improvise, select and integrate elements of music to create musical works. • Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, arrange, memorise and stylistically notate, document and share music. • Students experiment with different forms of technology in compositional process. 	
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. • 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 through the use of native and synthesised instruments ○ Experimenting with plugins and effects to create timbral change, and alter dynamics and expression, including reverb, equalization, compression and delay. ○ Experimenting and manipulating samples and loops to create original material 	<ul style="list-style-type: none"> • Students improvise, select and integrate elements of music to create musical works. • Students use aural skills (listening, observing, responding, discriminating, analysing, discussing and recording music ideas), music terminology and symbols to recognise, arrange, memorise and stylistically notate, document and share music. 	<ul style="list-style-type: none"> • 07_Lesson Overview_Y9&10_Mix it Up.pdf • 02_Lesson Resource Pack_Y9&10_Mix it Up.pptx • Keyboards or Pianos • Guitars (acoustic or electric) • Digital Audio Workstation or mobile device (if available)

			<ul style="list-style-type: none"> • Students experiment with different forms of technology in compositional process. 	
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. • Select and share musical ideas within groups for peer reflection and feedback. 	<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_Y9&10_Listening is a Superpower.pdf • o8_Lesson Resource Pack_Y9&10_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 that brings together all members ideas from the individual song formative task. • Evaluate the elements of each group members musical ideas in the selection and application of song elements that can form a new musical idea and song form. • Record and notate the final song within the group on a DAW. <p>Allow appropriate class time for students to refine song, presentation and production of the song on the DAW for final submission.</p>	<ul style="list-style-type: none"> • Students identify, sing, play, apply pitch and rhythm patterns, simple harmonic progressions (in major and minor keys), scales, triads and intervals in creating musical works. • Students improvise, select and integrate elements of music to create musical works. • 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"> • o9_Lesson Overview_Y9&10_Writing Time.pdf • o9_Lesson Resource Pack_Y9&10_Writing Time.pptx • Workbook or Laptop • Keyboards or Pianos • Guitars (acoustic or electric) • Digital Audio Workstation or mobile device (if available)

			<p>recognise, arrange, memorise and stylistically notate, document and share music.</p> <ul style="list-style-type: none"> • Students experiment with different forms of technology in compositional process. 	
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, polish and complete the final recording of the songs in groups <p>Students' complete journaling activity by evaluating their approach to developing a song 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_Y9&10_Journaling.pdf • 10_Lesson Resource Pack_Y9&10_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 	<ul style="list-style-type: none"> • 11_Lesson Overview_Y9&10_Owning Your Song!.pdf • 11_Lesson Resource Pack_Y9&10_Owning Your Song!.pptx

			<ul style="list-style-type: none">• Students evaluate musical choices made to communicate ideas and intentions	
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