




<b>School Code</b>	<b>MUS</b>		
<b>Year Level</b>	11 & 12	<b>QCE Credits</b>	4
<b>Subject Type</b>	General Subject	<b>VET Contribution</b>	N/A
<b>Recommended Academic Performance</b>	English—C Standard Successful completion of Year 10 Music is highly recommended Performance experience with an instrument or singing		
<b>21<sup>st</sup> Century Skills</b>	 Creative thinking	 Communication	 Collaboration and teamwork

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

### Pathways:

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

### Objectives:

By the conclusion of the course of study, students will:

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

### Structure:

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Designs</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</li> </ul>	<p><b>Identities</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</li> </ul>	<p><b>Innovations</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</li> </ul>	<p><b>Narratives</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</li> </ul>

### Assessment:

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <input type="checkbox"/> Performance	20%	Summative internal assessment 3 (IA3): <input type="checkbox"/> Integrated project	35%
Summative internal assessment 2 (IA2): <input type="checkbox"/> Composition	20%		
Summative external assessment (EA): 25%			
<input type="checkbox"/> Examination			

### Costs

It is expected that students studying this subject participate in BYOD. Please see page 155 for further information and device specifications.