# **Music Level 1 Course Outline 1**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new Standards might work to assess the curriculum at a particular level.

## Context [optional] For example, electronics.

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| **Significant Learning**Students will… | **Learning activities and assessment opportunities**Throughout the year assessment of learning happens often. Evidence may also be collected for summative assessment. | **Duration** Total of 32 weeks |
| * explore the musical histories of their whakapapa
* understand how music is a waka to explore diverse worldviews
* explore tikanga and reo features of Māori music
* be able to discuss diverse music contexts
* develop awareness of musical performance within contrasting contexts
* participate in music-making
* start to identify pathways in music
 | **Who am I as a Musician?**Introduction to concepts of identity. This includes discussion of how students identify personally, culturally, and as musicians. Students reflect on prior musical experiences and future aspirations, people (musical and/or others) that they look up to, and how they see themselves. This culminates in students developing a personal musical profile for themselves that includes these aspects. This would include musical goals for the year and beyond. This is a living document that students can add to and change throughout the year. This becomes a touchstone for them throughout their creative and performance work. Different options for this include documents, blogs, vlogs, etc. | Term 1Weeks 1 - 2 |
| * understand how music is a waka to explore diverse worldviews
* understand that music contexts are expressed through combinations of music concepts
* explore tikanga and reo features of Māori music
* develop awareness of musical performance within contrasting contexts
* explore how music ideas can be communicated with intent
 | **Introduction to focus for the year – Music of Celebration and Loss**Students will consider the place of Music in significant events and occasions. This may include cultural events, national occasions, family events, etc. As a class, create a brainstorm of possible occasions that music is specifically written for and/or performed at. These should then be categorized as either being for music that is celebratory, or music that marks loss. Students may need to reflect on what kinds of things constitute each of these. What have they experienced? What have they seen others experience? This may require setting guidelines about emotional safety and vulnerability in the classroom. From here, students should choose a particular setting/occasion to use as a prompt for the Original Music they will create. *This may contribute to assessment of AS1.1 Demonstrate understanding of how music concepts are used in a music style* | Term 1Week 3 |
| * understand that any music context has its own structures
* use music concepts to create an intended effect
* explore how music ideas can be communicated with intent
* participate in music-making
* understand how diverse contexts inform creative musical output
* experience the process of creating original music
 | **Original ideas in context**During the initial planning and exploration of musical ideas for students’ original music, they should be shown and/or demonstrated a range of examples. These examples could include waiata at a pōwhiri, karanga, music for weddings, hymns, etc. It is important that the central musical concepts of each of these musical examples is explored, so students can begin to identify the stylistic conventions and expected musical concepts for each of them. Throughout the compositional process, teach a range of focused workshops on elements of composition that are relevant to the kinds of music students are working on. This would likely include structuring and developing musical ideas, presentation of music, etc. Students are to present what they have been working on for feedback. This will require modelling and discussion of how to give appropriate and useful feedback. Students will need to ensure their original music continues to meet the stylistic conventions and is appropriate to the setting or occasion they have chosen. *This may contribute to assessment of AS1.1 Demonstrate understanding of how music concepts are used in a music style* | Term 1Weeks 4 – 7(and ongoing through remainder of the year) |
| * explore the musical histories of their whakapapa
* understand that music contexts are expressed through combinations of music concepts
* understand how music is a waka to explore diverse worldviews
* explore tikanga and reo features of Māori music
* be able to discuss diverse music contexts
* identify what ihi, wehi and wana means in a Māori music context
 | **Music in a Māori context – Celebration and Loss**In preparation for AS 1.3, Students will study music from a Māori context. For example, students may study Aotearoa by Stan Walker through the focus of celebrating being from Aotearoa New Zealand. Students should analyse the musical concepts present in the piece and what makes them unique to Aotearoa New Zealand. Students should consider the place of the piece within contemporary New Zealand music, songs in Te Reo Māori, and Stan Walker’s music. Along with this piece, students should study other music that is connected to celebration or loss. This may be a student choice work, or studied as a class, but should consider similar questions and use a similar framework as the piece of Māori music. *This may contribute to assessment of AS1.3 Demonstrate understanding of music in relation to music contexts* | Term 1Weeks 8 – 10Term 2Weeks 1 - 3 |
| * explore how music ideas can be communicated with intent
* develop awareness of musical performance within contrasting contexts
* participate in music-making
 | **Performance – planning and rehearsal**Students should select music that is appropriate to their instrument. This should be done in consultation with their teacher and be at an appropriate level. Throughout the year, students should workshop their pieces, receive formative feedback, and include discussion with students about performance considerations and contexts. Students should think about the style of music they will perform and what kinds of things they need to consider. This should involve showing a range of examples of different styles and what the expectations of performers and audience are. It will also include students understanding their role within a group if they are performing in an ensemble. Students’ practice and engagement with their pieces should be ongoing until the final performance. *This may contribute to assessment of AS1.2 Perform Music* | Term 1Weeks 9 – 10(and ongoing through remainder of the year) |
|  | **CAA – Assessment for AS1.3 Demonstrate understanding of music in relation to music contexts**Students will receive the specific questions for their studied pieces and have a block of four weeks to work on them. This should include time in class and at home if they wish. Students may present their work as a written report, or a videoed presentation. Details about how they might present work and the parameters of the assessment should be clearly communicated with students prior to the beginning of their set time.  | Term 2 Weeks 4 - 8 |
| * understand that any music context has its own structures
* use music concepts to create an intended effect
* explore how music ideas can be communicated with intent
* participate in music-making
* understand how diverse contexts inform creative musical output
* experience the process of creating original music
 | **Original music check point**As part of the process for creating their original pieces of music, students should receive regular feedback. Submitting a draft piece at the end of Term 2 allows for specific feedback to be given and leaves time to action it in Term 3. | Term 2Weeks 8 - 10 |
|  | **Concepts of Music – in practice: Assessment for AS1.1 Demonstrate understanding of how music concepts are used in a music style** Students will return to a selection of pieces that were first introduced in Term 1 as part of the introduction to the focus for the year. They will be generally familiar with these pieces. Students will be given a selection of three pieces to choose from and will need to demonstrate understanding of the concepts from these pieces. This will mean learning and playing back a section from one of these pieces. The accuracy and stylistic conventions should be considered when replaying. This section will be played for the teacher.Students should then discuss the way the concepts of the piece combined to contribute to the effect of the piece. This may be a written or oral presentation and should take place around the same time as the playing of their chosen section.  | Term 3Weeks 1 - 4 |
| * understand that any music context has its own structures
* use music concepts to create an intended effect
* develop awareness of musical performance within contrasting contexts
* explore how music ideas can be communicated with intent
* participate in music-making
* understand how diverse contexts inform creative musical output
* experience the process of creating original music
 | **Preparation for performance and original music.** Students should be given time to work on their chosen pieces for performance and their original work. This should be supplemented with ongoing feedback and discussion through checkpoints and workshops.*This may contribute to assessment of AS1.2 Perform music* | Term 3Weeks 5 – 9.  |
|  | **Celebrations of Music – Performance Context: Assessment for AS1.2 Perform music**To provide an authentic performance context for students, they will perform the pieces they have been working on for assessment. This may be in a specifically organised concert that fits the focus for the year – Music of Celebration and Loss. Students will perform either in class or outside of class (as timetables permit) to an audience of other music students. As part of their introduction, they should reflect on how their piece may connect with the focus of the year. This gives opportunity to explain a little about the piece and why they have chosen it. Staff should video performances for moderation and provide summative feedback and marks based on the performance.  | Term 3Week 10 |
|  | **Completion and Submission of finished Original Music: Assessment for AS1.4 Create original music**Teacher is to submit evidence for external assessment. Reflection and final discussion of learning around music from the main focus for the year. There is also potential to also reflect on growth as a musician etc.  | Term 4Weeks 1 - 2 |