Contemporary Music and Songwriting

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	CMS215123
COURSE SPAN	2023 — 2027
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2023. Use A-Z Courses to find the current version (if available).

Contemporary Music and Songwriting Level 2 is about contemporary music, the contemporary music industry and the types of knowledge, skills and understanding needed to be a contemporary musician or songwriter

Through the course learners will compose, perform and record music. The course is practical and skills-based and will develop learners' creative and critical thinking, collaboration, communication and self-management skills. Opportunities to collaborate may include helping set up a recording studio, negotiating a stage area, working through a sound check, working with others when composing, playing or performing and promoting an event. Learners are given as many opportunities as possible to have exposure to industry professionals in both face to face and digital workshops, symposia, competitions, festivals and events. Students learn about and apply current music industry skills and ethical ways of working. Students will also develop their creative entrepreneurship skills as they effectively market and promote their original music to a range of audiences.

Focus Area

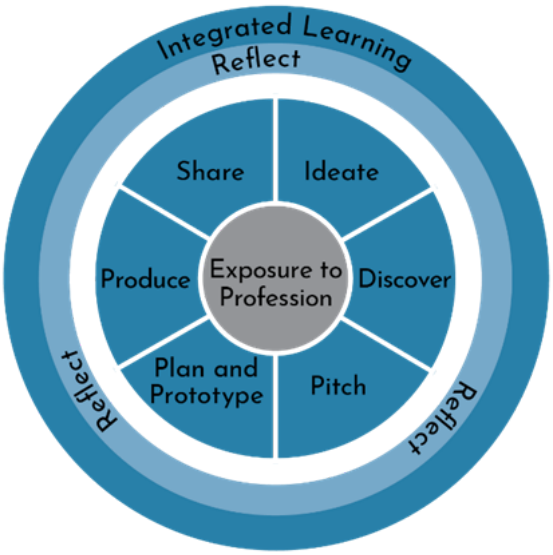
Courses aligned to the Years 9 to 12 Curriculum Framework belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

Contemporary Music and Songwriting Level 2 is a Professional studies course.

Professional studies bridges academic courses and career-related study to provide learners with a combination of academic and practical knowledge, skills and understanding to pursue a particular pathway of interest. Courses integrate exposure to professional environments, processes and practice through inquiry-based learning. Professional studies reflect professional processes and standards and provide learners with an equivalent experience to that of someone working within that profession. Professional studies enhances learners' cognitive capacity, efficacy, creativity and craftsmanship in readiness for higher education, internships, apprenticeships, or work in a designated field of interest. Professional studies courses connect with recognised professional study pathways and contextually align with key Tasmanian industry sectors.

Professional studies courses have three key features that guide teaching and learning:

- exposure to professional practice
- ideation, research, discovery and integrated learning
- production and sharing replicating a professional paradigm.



In this course learners will do this by:

- producing, performing and reflecting on original music making in ways that imitate the professional practice of the contemporary music industry; for example, collaborating in a recording space with a producer
- composing original music as creative responses to a range of stimuli including ideas, emotions, issues and contexts, or abstract concepts and experimental processes
- marketing and sharing contemporary music using current industry workplace skills and knowledge including ethical and safe practice.

Rationale

Music is an expression of human experience. As an aural art form, music encompasses performance, composition, listening, analysis and communication. Learners study elements of music with increasing depth and complexity. The study of music enhances the cognitive, affective, motor, social and personal skills of learners.

Contemporary music encompasses a range of styles developed from the twentieth century to current times and include, but is not limited to, blues, country, electronic, dance, experimental, folk, funk, hip-hop, jazz, metal, pop, rock and roots music.

Contemporary Music and Songwriting Level 2 provides opportunities for creative expression and the development of aesthetic appreciation. The course is a vehicle for learners to engage with and create music. That music can range from abstract experimentation to music that responds to current ideas and issues or expresses personal viewpoints and experiences. Students develop an understanding of and respect for contemporary music and contemporary music practices across different times, places, cultures and contexts.

Students listen to, perform, improvise, compose and analyse songs and music through a range of independent and collaborative experiences. The course develops basic music literacy, skills in music technology and covers music industry topics such as workplace health and safety and copyright issues.

Contemporary Music and Songwriting Level 2 can develop the transferable skills of critical and creative thinking, collaboration, communication, self-direction and confidence. Such skills will ensure a suitable foundation and confidence for learners to engage successfully in the wider music industry and further study; for example, the University Connections Program (UCP) Songwriting unit run by the University of Tasmania.

The purpose of Years 9 to 12 Education is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables students to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. recognise and effectively use music elements in aural, written and practical contexts
2. compose contemporary music compositions that are creative and effective
3. perform stylistically and with technical proficiency, within contemporary music styles
4. use safe and appropriate contemporary music industry skills
5. apply effective reflection, time management, planning and negotiation skills to contemporary music activities
6. describe a range of contemporary music techniques and styles
7. explain, understand and use current and informed industry knowledge including contemporary music industry copyright laws and legal issues
8. use creative entrepreneurial skills and promote and market contemporary music activities using targeted marketing strategies.

Pathways

Pathways into *Contemporary Music and Songwriting* Level 2 include Band 9-10 Australian Curriculum: Music, the *Arts* Level 1 and some prior music, singing, performing and songwriting experience.

Pathways out of *Contemporary Music and Songwriting* Level 2 include University Connections Program (UCP) Songwriting or Music Technology Projects units, run by the University of Tasmania, the VET Certificate II and III in Music (Year 11 into 12) and Certificate IV in Music or Studies in Jazz and Popular Music and Music Technology, or Songwriter Strand in the Bachelor of Music degree at the University of Tasmania (beyond Year 12). Career pathways into the music industry include singer, songwriter, composer, artist manager, agent, promoter, public relations officer, venue manager, music journalist, sound engineer and festival organiser.

Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Ethical understanding
- Intercultural understanding
- Personal and social capability

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia

Course Size And Complexity

This course has a complexity level of 2.

For a full description of courses at a complexity level of 2, please refer to the Levels of Complexity - Tasmanian Senior Secondary Education document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

Course Structure

This 150 hour course consists of three 50-hour modules. Work in this course must be produced over one academic year.

Module 1: Composition and creativity

Module 2: Contemporary music industry knowledge and skills

Module 3: Performance and creative entrepreneurship

Course Delivery

There is no specific recommended delivery sequence for the modules so that providers have the flexibility to organise the content around performance opportunities.

Course Requirements

Access

Prior music, singing, performing and songwriting experience is recommended for *Contemporary Music and Songwriting* Level 2.

Resource requirements

Providers must ensure access to:

- appropriate instruments in good working order including, but not limited to, bass guitar, electric and semi-acoustic guitar, drums, keyboard and piano
- rehearsal space
- safety equipment such as headphones
- contemporary reference materials and resources
- a selection of appropriate microphones and hardware suitable for sound reinforcement and recording, dependent on instrumentation and vocal requirements
- amplification e.g., guitar amps, bass amps, public address (PA) system and mixer.

It is recommended providers ensure access to:

- digital audio workstations (DAW) with appropriate features, functions and software plugins for learner multi-track recording investigations.

Course Content: Module 1

Module 1 – Composition and creativity

Module 1 learning outcomes

The following learning outcomes are a focus of this module:

1. recognise and effectively use music elements in aural, written and practical contexts
2. compose contemporary music pieces that are creative and effective
3. perform stylistically and with technical proficiency, within contemporary music styles
4. use safe and appropriate contemporary music industry skills
5. apply effective reflection, time management, planning and negotiation skills to contemporary music activities
6. describe a range of contemporary music techniques and styles.

Module 1 content

Learners use musical elements as they experiment and trial ideas. They research, reflect, analyse, describe, compose, record and notate original music and songs. Students make music by responding to ideas, emotions, issues and contexts or by experimenting with the musical elements.

Key knowledge

Music can be analysed and composed by considering various elements, parts, aspects, characteristics and features individually or together.

Elements of music:

- pitch
- tonality
- timbre
- texture
- dynamics and expressive devices
- duration
- tempo
- form.

Compositional devices are musical ideas used by composers and arrangers to manipulate music to give a certain feel or sound, like music from a specific period or musical style.

Common composition devices in contemporary music:

- riff
- imitation
- pedal
- call and response
- syncopation
- repetition
- metre change
- sequence
- modulation and key change, not only vocal.

Ideas, emotions and experiences can be also communicated through music by manipulating music elements and lyric crafting through the use of text and language. Learners will research and reflect on the history of their chosen instrument and the development of contemporary practices and theories that influence performance styles and qualities today.

Learners explore various ways to interpret music and choose those that are most appropriate in their given contexts. Through listening to live or recorded performances by professional musicians, they use influences and inspirations to shape and develop their personal performance styles. Discussing and analysing performances, either orally or in writing and reflecting on and critically appraising their performances helps develop learners' understanding of technique and quality.

Key skills

Composition

Learners are introduced to processes and strategies that assist them in composing and recording original contemporary music pieces. Exploring a range of techniques and styles develops learners' appreciation of composing as a music-making process and their capacity for creative thinking.

Through consideration of their own compositions and those of others, learners have opportunities to discuss and present ideas about compositions with clarity and confidence.

Through the process of completing one or more compositions, learners develop the skills and confidence to continue composing and developing pieces for performance in either solo or ensemble contexts.

Key focus areas

- understand the structure of contemporary compositions
- compose and arrange an original composition
- perform an original composition
- use of timelines, protocols, goal setting, planning documents, prioritising, progress tracking and scheduling
- use contemporary notation to annotate† an original composition.

†Annotation in this context can include but not be limited to: chord chart – including, song writers, artist, tempo, style, 1st and 2nd time endings, D.S. al coda, D.S. al fine, repeat markings. Chord symbols including - Roman numerals, Nashville number system

When creating music through composing and presenting the following key content is required:

- dynamics, timbre, style, musical expression, use of a range of instrumental and vocal textures
- target audience
- recording processes
- lyrics including understanding and using language techniques to communicate narrative, meaning or mood
- harmonic structure
- form and song structure
- notation of score.

Aural and theoretical skills learners listen to and notate selected contemporary musical examples to develop their aural skills and study a range of theoretical concepts relevant to contemporary music.

Key focus areas

- read notation required for their instrument or voice such as score, chord chart and lead sheets
- use timelines, protocols, goal setting, planning documents, prioritising, progress tracking and scheduling
- apply theoretical understanding and concepts to their instrument or voice
- identify intonation issues
- arrange contemporary pieces.

Understanding and application of aural and theoretical skills are developed through the following key content:

- rhythm components including beat, metre and time signature
- working within keys e.g., tonality
- using a coherent melodic structure
- chord progressions
- transcription; for example, aural identification of intervals, rhythm and chord progressions
- compositional devices such as riff
- reading notation
- writing notation
- understanding and using composition terminology
- using symbols as found and used in contemporary music.

Module 1 work requirements summary

This module includes:

- one performance of one complete original composition or song, the composition that is notated including a reflection
- one short response: contemporary music styles
- one short response such as an annotation of musical score, chord chart or lead sheet and aural skill development.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 1 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

Course Content: Module 2

Module 2 – Contemporary music industry knowledge and skills

In Module 2 learners are introduced to current music industry workplace knowledge and skills. Learners engage with real world components of the professional contemporary music industry associated with the legal and practical aspects of music performance, composition and songwriting.

Module 2 learning outcomes

The following learning outcomes are a focus of this module:

1. recognise and effectively use music elements in aural, written and practical contexts
2. compose contemporary music pieces that are creative and effective
3. perform stylistically and with technical proficiency, within contemporary music styles
4. use safe and appropriate contemporary music industry skills
5. apply effective reflection, time management, planning and negotiation skills to contemporary music activities
7. explain, understand and use current and informed industry knowledge including contemporary music industry copyright laws and legal issues.

Module 2 content

Contemporary music industry knowledge

Learners will research and address legal issues such as copyright and investigate the role of regulatory authorities such as Australasian Performing Right Association (APRA) and Australasian Mechanical Copyright Owners Society (AMCOS). Musicians also learn how to be responsible for their own ethical and legal practice and understand wider legal issues around moral rights, copyright, assigning and licensing rights, cultural appropriation and contracts.

Key focus areas

- researching and completing written tasks on the principles and importance of copyright
- understanding and application of legal issues associated with contemporary music
- use timelines, protocols, goal setting, planning documents, prioritising, progress tracking and scheduling
- ethical considerations.

Understanding of these areas is developed through the following key content:

- knowledge of APRA and AMCOS
- contracts.

Contemporary music practical industry skills

Learners develop skills and knowledge in the setup, care and maintenance of musical equipment. Learners explore setups and requirements for various situations such as recording, indoor and outdoor performance, acoustic performance and ensemble and solo performances in small and large public venues. These may be undertaken in actual practical, hypothetical or simulated environments. Learners are introduced to relevant work, health and safety (WHS) standards within their immediate learning environment and across the wider contemporary music industry.

Recording of vocals and instruments is a fundamental part of documenting and sharing both performance and composition. Learners engage in a variety of tasks to enable them to effectively record and document the music making of themselves and others in various technical formats using simple recording techniques selecting from a range of recording equipment available.

Learners apply collaboration skills in various contexts, even if they work as an independent musician or soloist. Opportunities to collaborate include helping set up a recording studio, negotiating a stage area, working through a sound check, working with others when composing, playing or performing and promoting an event.

Key focus areas

- demonstrate the setup of instruments and stage requirements relevant to own performance
- set up and operate a public address (PA) system
- undertake tasks associated with the processes of recording in a safe and appropriate manner
- tune and maintain their instrument if appropriate.

Understanding of these areas is developed through the following key content:

- venue specifics
- specific equipment used for amplification
- recording studio set up and operation
- soundproofing
- safety awareness
- anatomy of musical instruments
- processes for the safe transportation and storage of equipment; for example, lead rolling
- requirements for testing and tagging.

Module 2 work requirements summary

This module includes:

- one project – recording of a contemporary music piece or original composition or song
- one performance of one contemporary music piece or original composition for an audience, live or recorded, ensemble or soloist
- one short response focus: Contemporary music industry issues or knowledge.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 2 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.

Course Content: Module 3

Module 3 – Performance and creative entrepreneurship

In Module 3, learners will produce and safely perform contemporary music and learn aspects of marketing and promotion of contemporary music.

Module 3 learning outcomes

The following learning outcomes are a focus of this module:

1. recognise and effectively use music elements in aural, written and practical contexts
2. compose contemporary music pieces that are creative and effective
3. perform stylistically and with technical proficiency, within contemporary music styles
4. use safe and appropriate contemporary music industry skills
5. apply effective reflection, time management, planning and negotiation skills to contemporary music activities
8. use creative entrepreneurial skills and promote and market contemporary music activities using targeted marketing strategies.

Module 3 content

In a variety of contexts, students experience professional environments, processes and practices of contemporary music. They will perform either live or in recording studios, in ensembles or as soloists and investigate, develop and use marketing and promotion skills.

Performance

Key knowledge

To perform, live or in a recording studio, as a contemporary musician requires a mixture of artistry and practical knowledge. Performance requires confidence, motivation, patience, preparation, practice, rehearsal, stamina, time management, technical facility, expressiveness and refinement. Working in a range of professional contemporary music environments, both simulated and actual, requires communication, collaboration, professionalism, self-direction and self-awareness.

Key skills

Learners develop technique in their chosen instrument, which may include voice, learn about safety and care requirements associated with that instrument. They are encouraged to explore the unique characteristics and limitations of their chosen instrument and explore appropriate styles for contemporary performance.

Key focus areas

- performance skills, stagecraft, recording studio etiquette and understanding
- display a degree of technical proficiency on their instrument or voice in performance
- use and interpret notation as appropriate and applicable to chosen instrument or voice
- care for and maintain instrument or voice
- perform in a range of styles.

In the development of musical and technical skills, the following key content is addressed:

- intonation
- rhythm
- dynamics
- music expression, such as, appropriate interpretation and communication of intent
- choice and ordering of music repertoire
- tonal quality
- fluency
- accuracy
- technical facility
- confidence.

Marketing and promotion

Key knowledge

Professional musicians need to know how to market themselves. In effect, artists are creative entrepreneurs and learn how to market, brand and define themselves across digital, social and traditional media.

Key skills

Learners will develop skills in the marketing and promotion of contemporary musicians. They explore current trends in digital, social and traditional media. Learners will apply knowledge of marketing, promotion and performance-related issues in simulated or authentic performance opportunities.

Key focus areas

- identifying and defining careers within the music industry
- marketing strategies such as branding and press releases
- promotion strategies such as advertising and publicity.

Understanding of these areas is developed through the following key content:

- social media and print media
- social networks
- venue or media platform choice
- finance or costing events.

Module 3 work requirements summary

This module includes:

- one performance of two contemporary music pieces, class-based and ensemble or soloist
- one performance of a minimum of two contemporary music pieces or original compositions for an audience. This can repeat any pieces done as part of any of the other modules' work requirements such as ensemble or soloist
- one project with a focus on the marketing and promotion of a contemporary music performance.

See Appendix 3 for the full specifications of the work requirements of this course.

Module 3 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment as part of the learning program is continuous, much of it is formative and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- Provider standard 1: scope and sequence documentation:
  - course delivery plan
  - course assessment plan: assessment matrix
- Provider standard 2: student attendance records
- Provider standard 3: examples of assessments tools and instruments and associated rubrics and marking guides
- Provider standard 1 and 3: examples of student work including that related to any work requirements articulated in the course document
- Provider standard 4: class records of assessment

This process will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for *Contemporary Music and Songwriting* Level 2 will be based on the degree to which the learner can:

1. recognise and effectively use music elements in aural, written and practical contexts
2. compose contemporary music
3. perform contemporary music
4. use contemporary music industry practical skills
5. apply reflection, time management, planning and negotiation skills to contemporary music activities
6. describe contemporary music styles
7. explain contemporary music industry knowledge
8. use promotion and marketing skills.

	Module 1	Module 2	Module 3
Criteria focus	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

Standards

Criterion 1: recognise and effectively use music elements in aural, written and practical contexts

Standard Element	Rating A	Rating B	Rating C
E01 - Identify music elements	correctly identifies a wide range of music elements in contemporary music contexts	identifies a range of music elements in given contemporary music contexts	identifies one or more music elements in given contemporary music contexts
E02 - Use music elements	accurately uses appropriate music elements when making contemporary music	uses appropriate music elements when making contemporary music	uses music elements when making contemporary music
E03 - Use music terminology to describe music elements	correctly uses appropriate music terminology to describe music elements of contemporary music.	uses music terminology to describe music elements of contemporary music.	uses basic music terminology to describe music elements of contemporary music.

Criterion 2: compose contemporary music

Standard Element	Rating A	Rating B	Rating C
E01 - Compose appropriate to style	composes cohesive and effective music appropriate to style	composes music appropriate to style	composes simple music generally appropriate to style
E02 - Use composition devices when composing music	uses a wide range of appropriate composition devices when composing music	uses a range of appropriate composition devices when composing original music	uses a limited range of basic composition devices when composing music
E03 - Use music elements to suit intent	selects musical elements to successfully convey intent.	selects musical elements to suit intent.	selects some musical elements to suit intent.

Criterion 3: perform contemporary music

Standard Element	Rating A	Rating B	Rating C
E01 - Perform music with accuracy and fluency	performs music with a high level of accuracy and fluency in rhythm, notes and sound production, so that overall effect is retained and enhanced	performs music that is accurate and fluent in rhythm, notes and sound production, so that overall effect is retained	performs music that is mostly accurate and fluent in rhythm, notes and sound production, so that overall effect is retained
E02 - Perform music with instrumental, includes voice, dexterity	performs with dexterity and precision	performs with dexterity. There may be minor errors or flaws that do not detract from the overall effect	performs with instrumental competence. There may be errors or flaws
E03 - Perform music with expression	performs using a wide range of expression.	performs using a range of expression.	performs using a limited range of musical expression.

Criterion 4: use contemporary music industry practical skills

Standard Element	Rating A	Rating B	Rating C
E01 - Set up contemporary music equipment†	correctly sets up negotiated and required contemporary music equipment and manipulates controls and sounds to achieve intended outcomes	correctly sets up negotiated and required contemporary music equipment and, with guidance, uses controls and sounds to achieve intended outcomes	correctly sets up negotiated and required contemporary music equipment
E02 - Record music to enhance compositions	undertakes and contributes appropriate music and technical ideas to a recording of a composition, contributing to mix aesthetics	undertakes and contributes some music and technical ideas to a recording of a composition, contributing to intended stylistic outcomes	undertakes recording of a composition, as directed, with limited control over intended stylistic outcomes
E03 - Applies care and safety procedures	appropriately cares for contemporary music equipment† and correctly follows workplace safety requirements, protocols and procedures and collaboratively supports others to do so.	appropriately cares for contemporary music equipment† and correctly follows workplace safety requirements, protocols and procedures.	appropriately cares for contemporary music equipment† and follows workplace safety requirements, protocols and procedures, as directed.

†Contemporary music equipment includes but is not limited to musical instruments, accessories, amplifiers and PA systems.

Criterion 5: apply reflection, time management, planning and negotiation skills to contemporary music activities

Standard Element	Rating A	Rating B	Rating C
E01 - Reflect on performing and creative process	effectively reflects on performing and creative process to improve future direction and focus	clearly reflects on performing and creative process to inform future direction and focus	reflects on performing and creative process to inform future direction and focus
E02 - Set contemporary music making goals	sets and achieves contemporary music-making by effectively using a range of recommended strategies†	sets and achieves most contemporary music-making goals by using a range of recommended strategies†	sets and achieves some contemporary music-making goals by using a limited range of recommended strategies†
E03 - Use task-focused strategies	uses highly effective task-focused strategies‡ during the efficient planning and safe completion of contemporary music activities.	uses appropriate task-focused strategies‡ during the efficient planning and safe completion of contemporary music activities.	uses task-focused strategies‡ during the efficient planning and safe completion of contemporary music activities.

†Such as use of timelines, protocols, goal setting, planning documents, prioritising, progress tracking and scheduling.
‡Those related to the improvement, management, safety and efficient execution of tasks and resources.

Criterion 6: describe contemporary music styles

Standard Element	Rating A	Rating B	Rating C

E01 - Describe and apply contemporary music style and techniques	explains and applies a range of contemporary music styles and techniques	describes and applies a range of contemporary music styles and techniques	identifies and applies a limited range of contemporary music styles and techniques
E02 - Express opinions about contemporary music styles	reflects on and uses evidence to support considered opinion about, a range of contemporary music styles in oral and written responses	reflects on and expresses considered opinion about, a range of contemporary styles in oral and written responses	reflects on and expresses an opinion about, a limited range of contemporary music styles in oral and written responses
E03 - Use music terminology to describe contemporary music styles	uses a range of accurate music terminology when appraising different styles of contemporary music in oral and written responses.	uses music terminology when reflecting on and describing different styles of contemporary music in oral and written responses.	uses a limited range of music terminology when reflecting on different styles of contemporary music in oral and written responses.

Criterion 7: explain contemporary music industry knowledge

Standard Element	Rating A	Rating B	Rating C
E01 - Explain music copyright	analyses the meaning and implication of copyright as it relates to the music industry and correctly describes copyright processes	explains the meaning and implication of copyright as it relates to the music industry and describes some copyright processes	identifies the meaning and the implication of copyright as it relates to the music industry
E02 - Explain music contracts	accurately explains in detail the meaning and implication of simple contracts as they relate to the music industry	explains meaning and implication of simple contracts as they relate to the music industry	identifies meaning and implication of simple contracts as they relate to the music industry
E03 - Explain workplace, health and safety issues	correctly describes common security, workplace safety and legal issues related to public performance of contemporary music and suggests appropriate actions to reduce risk.	describes common security, workplace safety and legal issues related to public performance of contemporary music and suggests some appropriate actions to reduce risk.	identifies common security, workplace safety and legal issues related to public performance of contemporary music.

Criterion 8: use promotion and marketing skills

Standard Element	Rating A	Rating B	Rating C
E01 - Produce promotion material	produces effective and appropriate promotional material for own or other's performance or product using a variety of media	produces appropriate promotional material for own or other's performance or product using a variety of media	produces appropriate promotional material for own or other's performance or product using a limited range of media
E02 - Plans and promotes performance	plans and meets deadlines in promotion of chosen performance or event	plans and promotes chosen performance or event	promotes chosen performance or event with direction
E03 - Identifies musical industry opportunities	identifies and describes a wide range of careers, networks and performance opportunities within the contemporary music industry and identifies appropriate performance venues.	identifies careers, networks and performance opportunities within the contemporary music industry and identifies appropriate performance venues.	identifies limited range of careers, networks and performance opportunities within the contemporary music industry.

Qualifications Available

Contemporary Music and Songwriting Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the Years 11 and 12 website.

Course Developer

This course has been developed by the Department of Education's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation

Accredited on 17 December 2021 for use from 1 January 2023 to 31 December 2027.

Version History

Version 1

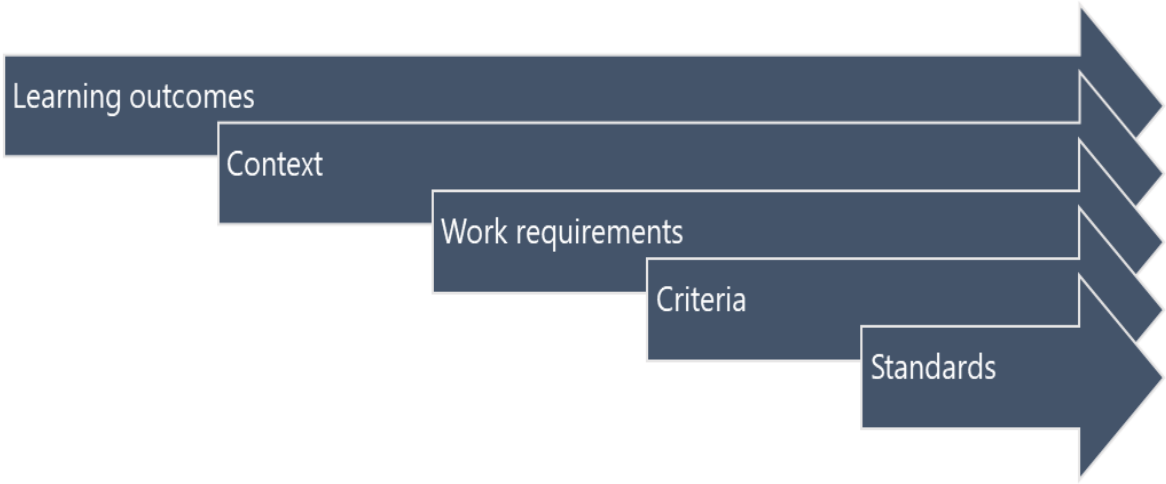
Accredited on 17 December 2021 for use from 1 January 2023 to 31 December 2027. This course replaced *Contemporary Music* Level 2 (MSC215117) which expired on 31 December 2022.

Version 1a

Approved on 5 July 2022. The name of a work requirement in module 2 was changed to maintain consistency throughout the document.

Appendix 1 – Line of sight

Line of sight



Learning outcomes	Course content: modules	Work requirements: modules	Criteria	Criterion elements
1. recognise and effectively use music elements in aural, written and practical contexts	1, 2, 3	1, 2, 3	1	1, 2, 3
2. compose contemporary music pieces that are creative and effective	1, 2, 3	1, 2, 3	2	1, 2, 3
3. perform stylistically and with technical proficiency, within contemporary music genres	1, 2, 3	1, 2, 3	3	1, 2, 3
4. use contemporary music industry skills	1, 2, 3	1, 2, 3	4	1, 2, 3
5. apply effective reflection, time management, planning and negotiation skills to contemporary music activities	1, 2, 3	1, 2, 3	5	1, 2, 3
6. describe a range of contemporary music techniques and styles	1	1	6	1, 2, 3
7. explain current and informed industry knowledge including contemporary music industry copyright laws and legal issues	2	2	7	1, 2, 3
8. use creative entrepreneurial skills and promote and market contemporary music activities using targeted marketing strategies	3	3	8	1, 2, 3

Appendix 2 – Alignment to curriculum frameworks

Alignment to curriculum framework

- The Government of Western Australia School Curriculum and Standards Authority Music General Year 11 Syllabus.
- Level 2 of the Australian Core Skills Framework (ACSF).

Appendix 3 – Work requirements

Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

Module 1 work requirements specifications

Work requirement 1 of 3

Title of work requirement: Composition and performance and reflection of original composition or song

Mode or format: performance

Description: Learners perform live one complete original composition or song for teacher and peers. It can be either a solo or an ensemble performance. They will include a reflection about their planning and learning as a result of composing and performing an original composition or song.

Size: 6 hours for preparation and performance. Performance approximately 1:30 to 3:30 minutes.

Focus criteria: 2, 3, 4 and 5

The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and as appropriate to the learning context. It is the provider's responsibility to ensure learners have sufficient opportunities to demonstrate performance against all elements of all criteria throughout the course.

Work requirement 2 of 3

Title of work requirement: Contemporary music styles response

Mode or format: short response

Description: Learners prepare a multi-modal or written task.

Size: suggested range of 300 to 500 words or 1:30 minutes to 3:00 minutes multi-modal.

Focus criterion: 5 and 6

Work requirement 3 of 3

Title of work requirement: Annotation† of music score and aural skill development

Mode or format: short response

Description: Learners annotate a short musical score, chord chart or lead sheet and complete a formative response with a focus on aural skills.

Size: 3 hours

Focus criterion: 1

†Annotation in this context can include but not be limited to: chord chart – including, song writers, artist, tempo, style, 1st and 2nd time endings, D.S. al coda, D.S. al fine, repeat markings. Chord symbols including - Roman numerals, Nashville number system

Module 2 work requirements specifications

Work requirement 1 of 3

Title of work requirement: Recording of contemporary music piece or original composition or song

Mode or format: project

Description: Learners record one piece of their choice. They select and control the appropriate music technologies and collaborate with others in safe and appropriate ways. Learners can work independently or in groups but will be assessed individually.

Size: suggested range between 8 to 15 hours

Focus criteria: 4 and 5

The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

Work requirement 2 of 3

Title of work requirement: Performance of contemporary music piece or original composition or song for an audience†

Mode or format: short performance

Description: Learners perform live or play a recording of their contemporary music piece for an audience, ensemble or soloist and complete one practical demonstration of an appropriate set up.

Size: suggested range to spend on task: 3 to 5 hours

Focus criteria: 1, 2, 3 and 4

The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

†Audience needs to include people beyond teachers and class peers

Work requirement 3 of 3

Title of work requirement: Contemporary music industry issues and knowledge

Mode or format: short response

Description: Learners to present a short multi-modal presentation or as a short, written report. The response needs to focus on contemporary music industry issues such as copyright, contracts or workplace health and safety issues.

Size: suggested range of 300 to 500 words or 1:30 minutes to 3 minutes multi-modal

Focus criterion: 7

Module 3 work requirements specifications

Work requirement 1 of 3

Title of work requirement: Performance of contemporary music pieces for teacher and peers

Mode or format: performance

Description: Learners perform live or play a recording once of their contemporary music pieces, minimum of two, for teacher and peers. Can be ensemble or soloist.

Size: suggested range to spend on task: 3 to 5 hours

Focus criterion: 3

The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

Work requirement 2 of 3

Title of work requirement: Performance of contemporary music piece or original composition

Mode or format: performance

Description: One performance for an audience†, live or recorded, ensemble or soloist and one practical demonstration of appropriate set-up appropriate to the performance. Learners perform live or play a recording of their contemporary music piece or original composition. The piece can be a repeat performance from this or any of the previous modules during the course.

Size: suggested range to spend on task: 3 to 5 hours

Focus criteria: 2, 3 and 4

The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

†Audience needs to include people beyond teachers and class peers.

Work requirement 3 of 3

Title of work requirement: Marketing and promotion of music performance

Mode or format: project

Description: Learners compile examples of promotional materials to promote their own music performance or a hypothetical music performance across a range of media.

Size: suggested range of multi-modal materials of two to three artefacts; for example, digital poster, branding graphic and media release.

Focus criteria: 5 and 8

The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

Appendix 4 – General capabilities and cross-curriculum priorities

General capabilities and cross-curriculum priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

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

Cross-curriculum priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Appendix 5 – Glossary

Glossary

accuracy

The quality or state of being correct or precise.

amplification techniques

Selecting the appropriate amplification for the performance or recording. Use of equipment, settings, location, acoustics.

arrangement

1. An adaptation of a composition for other instruments or voices or for another style of performance.
2. A composition so arranged.

bass

The lower audio frequency range up to approximately 250 Hz. Those low frequencies are normally associated with the kick drum and bass guitar.

bass clef

A symbol indicating that the pitch of the second highest line of the staff is F below middle C.

beat

A steady, rhythmic pulse in music that establishes the tempo of the song.

bridge

1. A connective part of a musical composition.
2. The “b ” section of AABA song form.
3. A support to raise the strings of a stringed instruments.

chord

A combination of three or more notes sounding at the same time or multiple notes sounding simultaneously; for example a C Major chord may consist of the notes C-E-G.

chorus

A part of a song that is repeated after each verse.

coda

The coda is an optional addition to a song which bring it to a close.

cohesive

When the parts of the whole work or fit together well, they are cohesive.

compositional devices

Compositional devices are musical ideas used by composers and arrangers to manipulate music to give a certain feel or sound like music from a specific period or musical style.

copyright

Copyright is a legal right created by the law of a country that grants the creator of an original work exclusive rights for its use and distribution.

dexterity

Skill and grace in physical movement, especially in the use of the hands; adroitness.

diatonic scale

The tones of a major or minor scale.

duration

In standard music notation, the duration, time length, of a particular note is defined by how long it lasts compared to a whole note; may also refer to the length of a composition; for example 3 minutes duration.

dynamics

In music, dynamics normally refers to the volume of a composition. It is relative and does not indicate specific volume levels.

ensemble

A group of musicians that perform as a unit. A group that plays together. The degree of balance and ease in working together displayed by such a group.

entrepreneur

A person who sets up a business or businesses, taking on financial risks in the hope of profit.
A promoter in the entertainment industry.

fluent

Flowing effortlessly; polished.

form

The plan or design of a musical work. Often defined by identifying sections of the work and describing the similarities and differences between sections.

frequency

Measured in hertz (Hz), the number of cycles per second of a sound wave or audio signal. A high-frequency sound such as 12,000 Hz has a high pitch and a low-frequency sound such as 200 Hz has a low pitch.

genre

A general type or kind of music.

harmony

1. The study of the structure, progression and relation of chords.
2. Simultaneous combination of notes in a chord.
3. The structure of a work or passage as considered from the point of view of its chordal characteristics and relationships.
4. A combination of sounds considered pleasing to the ear.
5. A musical line that harmonically complements the melody: you sing the lead part and I'll sing the harmony.

hook

In music, the word 'hook' refers to that part of a song that catches the ear of the listener. In other words, it's a lyrical line or melodic phrase that makes the song memorable.

improvisation

Spontaneous musical invention.

instrumental competence

The level of capacity to play and use an instrument successfully or efficiently.

intonation

The degree to which pitch is accurately produced in performance, especially among the players in an ensemble.

key

In music, a key is the major or minor scale around which a piece of music revolves. A song in a major key is based on a major scale. A song in a minor key is based on a minor scale.

lead break

An instrumental solo.

lyrics

The words of a popular song.

major scale

A musical scale with intervals of a semitone between the third and fourth notes and the seventh and eighth notes and whole tones between all other consecutive notes.

melody

1. A rhythmically organised sequence of single tones so related to one another as to make up a particular phrase or idea.
2. Structure with respect to the arrangement of single notes in succession.
3. The leading part or the air in a composition with accompaniment.

metre

The pattern in which a steady succession of rhythmic pulses is organised.

minor scale

A scale whose third and, usually, sixth and seventh notes are lower by a semitone than those in the major scale, giving it a less bright, more emotionally suggestive quality.

music elements

The important components or building blocks of music.

musical structure or form

Elements of musical design may include repetition, verse and chorus structure, bridge, intro, lead breaks, coda, hook, refrain, arrangement, length.

musical expression

Musical expression is the art of playing or singing music with emotional communication. The elements of music that comprise expression include dynamic indications such as forte or piano, phrasing, differing qualities of timbre and articulation, colour, intensity, energy and excitement.

notation

1. A series or system of written symbols used to represent numbers, amounts, or elements in something such as music or mathematics.
2. A note or annotation.

octave

An interval bounded by two pitches with the same pitch names and the higher of whose frequency is twice the lower.

PA

A "Public Address" system is anything that amplifies sound so more people can hear it.

pitch

Pitch refers to how high or low a sound is.

refrain

A refrain is a line, also can be the title, that is repeated at the end of every verse.

repertoire

An inventory of compositions performed by a musician or ensemble.

resilience

The ability to compromise; for example, to take another musician's ideas on board and work towards a common musical goal and to take feedback and make changes in a positive and constructive manner.

rhythm

The pattern of movement in time.
score

A notation showing all the parts of a musical composition.
staff or stave

Horizontal lines on which notes are written. The musical staff has five lines and four spaces.
stagecraft

The skills and understandings used to navigate and effectively perform on stage, such as, acknowledging the audience and vocal projection.
style

A distinctive performance practice that differentiates music performed by a specific ensemble or artist from that same music performed by any other ensemble or individual.

target audience

The audience that the intended music or performance is for; for example, a specific age range of listeners.

tempo

The speed at which music is or ought to be played, often indicated on written compositions by a descriptive or metronomic direction to the performer.

testing and tagging

Test and tag is the name given to the process of checking the safety of portable electrical appliances. It involves two parts; first visually inspecting the appliance for any damage, flowed by electrically testing it with a Portable Appliance Tester.

timbre

The distinctness of a sound that allows a person to differentiate it from other sounds. For example, when you hear a guitar, cymbal, or violin, each has a unique set of harmonics, or tonal quality, that identifies it as a particular instrument.

time

Elements of time may include duration, beat, rhythm, meter, time signature, tempo.

time signature

1. The sign placed at the beginning of a composition to indicate its metre. This most often takes the form of a fraction.
2. A time signature may also be used during a composition to indicate a change in metre.

tonality

The character of a piece of music as determined by the key in which it is played or the relations between the notes of a scale or key.

tone

1. The quality or character of sound.
2. The characteristic quality or timbre of a particular instrument or voice.

tonic

The first pitch of a diatonic scale.

treble clef

A symbol indicating that the second line from the bottom of a staff represents the pitch of G above middle C.

verse

In one of the most typical forms of American popular music of the mid-20th century, words and music preceding the chorus or refrain, which constitutes the body of the song itself.

Tasmanian Government

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