Music Studies

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	MSS215120
COURSE SPAN	2020 — 2026
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Music Studies is a Level 2 course

Learners undertaking this course require prior learning in music skills - playing and theory - for a selected instrument. Learners will study Instrumental/Vocal Techniques, Styles of Music, Performance Skills, and Music Literacy. Music Studies prepares learners for Music Level 3 and University of Tasmania Foundation Practical Study.

Course Description

Music Studies provides opportunities for learners to gain skills, knowledge and understanding by performing, creating and listening to music. Learners gain an understanding of music and musicianship, and develop as musicians through an experience based program that promotes a coherent relationship between performing music, creating music and listening to music.

Learning will be enhanced by attending music performances and events wherever possible and practical.

Learning will be enhanced by participation in extra-/co-curricular music activities.

Rationale

Music is an expression of human experience. As an aural art form, music encompasses performing, composing, listening, analysing and communicating. 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.

Through engaging in authentic learning experiences, learners build a relevant and meaningful context for their participation in the music community. Learners develop an aesthetic appreciation and enjoyment of music.

Aims

Music Studies aims to provide opportunities for learners to gain skills, knowledge and understanding by performing, creating and listening to music. Learners gain an understanding of music and musicianship, and develop as musicians through an experience based program that promotes a coherent relationship between the three music activities of performing, creating and listening to music.

Music Studies aims to develop learners' music literacy, theory knowledge and application, and aural skills.

Learning Outcomes

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

1. present technically proficient music
2. perform with musicianship
3. create and present music statements
4. listen to music and describe the use of music elements, and their effects
5. recognise and use music elements in aural and written context
6. use basic research skills to investigate music topics
7. apply time management, planning and negotiation skills to complete music activities.

Access

Learners undertaking this course require prior learning in music skills – playing and theory – for a selected instrument.

This Level 2 course is designed for students who have:

- successfully completed Years 9 -10 Band Australian Curriculum Music or
- completed Grade 3 music qualification or equivalent.

Pathways

This course provides a pathway for those who have previously studied Australian Curriculum Music. *Music Studies* prepares learners for Music Level 3 and UTAS Foundation Practical Study.

Successful completion of this course may lead to a range of other TASC accredited courses in Audio Design, Music and the Performing Arts.

Resource Requirements

Learners will require:

- an instrument in good working order
- rehearsal space and performance venues
- access to reference materials and resources.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Requirements

Work submitted for assessment in Music Studies must be produced within the year of study, be unique to this course and not be work submitted for assessment for any other course.

Course Content

This course has four (4) units and a work requirement. All units and the work requirement are **compulsory**.

UNIT 1 MUSIC PERFORMANCE SKILLS

Learners select *either* **solo** performance *or* **ensemble** performance *or* a **combination** of solo and ensemble performance.

The following content is compulsory for ALL learners:

- range of styles
- use of accompaniment
- building on the learner's previous experience
- care and maintenance of instrument/voice
- techniques of sound production relevant to the instrument/voice
- preparation
- practice procedures.

In the development of **solo** performance skills, the following content will be covered:

- intonation
- rhythm
- dynamics
- music expression
- idiom and style
- phrasing
- posture
- tonal quality
- articulation
- interpretation
- fluency
- technical facility
- confidence
- accuracy.

In the development of **ensemble** performance skills, the content of solo performance will be covered **and, in addition**:

- awareness of role within the ensemble
- response to direction
- co-operation
- balance.

UNIT 2 CREATE AND PRESENT MUSIC IDEAS

When *creating* music through composing, improvising and/or arranging, the following content is to be covered:

- horizontal arrangement of pitch
- vertical arrangement of pitch
- different tonal systems
- structural devices
- dynamic contrast
- accurately notating original ideas using conventional and non-conventional symbols
- purpose
- style
- coherence.

In addition, when *improvising*, the following content is to be covered:

- fluency
- confidence
- phrase structure

- attention to harmonic structure
- expression and dynamics
- responsiveness to other performers.

UNIT 3 LISTENING ANALYSIS

A listening program will develop the learner's understanding of music. The following content will be covered through a listening program:

- pitch
- melody
- tonal systems
- harmony
- time
- rhythm
- structure
- sound sources
- dynamic contrast
- texture.

The listening program will provide listening experiences that:

- place music within historical and cultural settings
- enhance understanding of the role of performers, arrangers, composers and critics
- represent a range of idioms and styles
- provide insight into particular styles
- provide insight into performance techniques
- provide insight into improvisation techniques
- increase the learner's sensitivity to music
- encourages learners to reflect on performances of self and others
- encourages learners to reflect on creative work of self and others.

UNIT 4 MUSIC LITERACY: AURAL SKILLS AND THEORY KNOWLEDGE

Understanding and application of music elements will be demonstrated through:

- aural identification and notation
- simple and compound time signatures
- use of appropriate note and rest groupings
- adding bar lines to an unbarred segment/phrase
- composing an appropriate rhythm to given poetry/lyrics
- harmonising a simple melody with appropriate chord symbols
- identifying and writing common chords
- treble and bass
- identification of compositional techniques
- voice leading
- signs, symbols, terminology and abbreviations
- score analysis of straight forward score.

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.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

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 for achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

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

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
    - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
    - class records of assessment
    - examples of learner work that demonstrate the use of the marking guide
    - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process will usually also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Music Studies Level 2 will be based on the degree to which the learner can:

1. present technically proficient music
2. perform with musicianship
3. create and present music
4. listen to music and describe use and effect of music elements
5. recognise and use music elements in aural and written contexts
6. use basic research skills to locate and record information
7. apply time management, planning and negotiation skills

Standards

Criterion 1: present technically proficient music

The learner:

Rating A	Rating B	Rating C
performs music* with precision and fluency in rhythm, notes and sound production	performs music* that is accurate and fluent in rhythm, notes and sound production	performs music* with accuracy and fluent in rhythm, notes and sound production so that overall effect is retained
performs with dexterity and instrumental competence	performs with dexterity and instrumental competence with minimal flaws	performs with instrumental competence. There may be errors/flaws.
performs using a wide range of articulation patterns	performs using articulation patterns	performs using a limited range of articulation
uses amplification techniques with awareness of sound quality and technical control.	uses appropriate amplification techniques.	uses amplification techniques as directed.

Criterion 2: perform with musicianship

The learner:

Rating A	Rating B	Rating C
performs with sensitivity and musicality that shows individual interpretation	performs with sensitivity and musicality as per given interpretation	performs with sufficient sensitivity and musicality that integrity of performance is maintained
performs music with a range of dynamics and phrasing resulting in an expressive performance	performs music with a range of dynamics and phrasing	performs music with limited dynamics and phrasing
performs music securely, applying stylistic characteristics.	performs music consistently applying stylistic characteristics.	performs music so the overall stylistic effect is retained.

Criterion 3: create and present music

The learner:

Rating A	Rating B	Rating C
creates music which is effectively planned and structured using a range of music elements	creates music which is planned and structured using music elements	with direction, creates music which is planned and structured with limited music elements
purposefully uses music style in creating music	uses music style in creating music	with direction, uses music style in creating music
uses a range of dynamics and articulation patterns to demonstrate understanding of expressive techniques.	uses dynamics and articulation to demonstrate understanding of expressive techniques.	uses dynamics and articulation.

Criterion 4: listen to music and describe use and effect of music elements

The learner listens to a range of music and music statements. The learner:

Rating A	Rating B	Rating C
correctly identifies, describes and conveys a range of music elements*	correctly identifies and describes a range of music elements*	correctly identifies music elements*
uses a wide range of appropriate music terminology to describe music and clarify meaning	correctly uses a range of music terminology to describe music	correctly uses a limited range of music terminology to describe music
reflects – both verbally and in writing – on performance of self and others, assessing** strengths, weaknesses and effects.	reflects – both verbally and in writing – on performance of self and others, describing** strengths, weaknesses and effects.	reflects – both verbally and in writing – on performance of self and others, identifying** strengths, weaknesses and effects.

** Music elements: rhythm, pitch, dynamics and expression, form, structure, timbre, texture*.

** *Identify*: to point out, name, list, distinguish, recognise, establish or indicate who or what someone or something is

Describe: to recount, tell of/about, chronicle, comment on, give an account of characteristics or features

Assess: to make a judgement about, to rate, to weigh up, to form an opinion

Criterion 5: recognise and use music elements in aural and written contexts

The learner listens to and reads music statements. The learner:

Rating A	Rating B	Rating C
correctly identifies, describes and uses simple and complex elements of pitch in given music contexts	correctly identifies and uses simple and complex elements of pitch in given music contexts	correctly identifies and uses simple elements of pitch in given music contexts
correctly identifies, describes and uses simple and complex elements of time in given music contexts	correctly identifies and uses simple and complex elements of time in given music contexts	correctly identifies and uses simple elements of time in given music contexts
correctly identifies, describes and uses simple and complex elements of design in given music contexts	correctly identifies and uses simple and complex elements of design in given music contexts	correctly identifies and uses simple elements of design in given music contexts
uses a range of relevant concepts and music terminology to clarify ideas and meaning when assessing music statements.	uses some relevant concepts and music terminology to convey meaning when assessing music statements.	uses a limited range of concepts and music terminology when assessing music statements.

Criterion 6: use basic research skills to locate and record information

The learner:

Rating A	Rating B	Rating C
locates and uses a wide range* of information sources	locates and uses a range* of information sources	uses a limited range* of provided information sources
effectively uses a range of tools and strategies** to collect and organise information	uses tools and strategies** to collect and organise information	uses tools and strategies** as directed to collect and organise information
sorts information into appropriate categories and identifies the relative significance of information to task	sorts information into appropriate categories	sorts information into simple categories (such as relevant/irrelevant to task)

creates accurate and comprehensive summaries of ideas and information presented in sources	creates summaries which capture most ideas and information presented in sources	creates summaries which capture some ideas and information presented in sources
accurately records sources of information.	records sources of information.	uses basic referencing/citation methods as directed.

* '*range*' *has dimensions of number* (*how many sources*) *and scope of types* (*books, magazines, internet, film/video, etc...*)

** '*tools and strategies*' *include, but are not limited to*:

- *graphic organisers*
- *note taking*.

Criterion 7: apply time management, planning and negotiation skills

The learner uses negotiation, planning, and task and time management strategies.

The learner:

Rating A	Rating B	Rating C
identifies time, materials and equipment needed to complete a task, and employs a systematic and planned approach to their use	identifies time, materials and equipment needed to complete a task, and employs a planned approach to their use	identifies time, materials and equipment needed to complete a task
negotiates goals which are measurable, achievable and realistic	proposes goals which are measurable and achievable	identifies goals which are achievable
evaluates, selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	uses planning tools to achieve objectives within proposed times
reflects – orally and in writing – on progress towards meeting goals and timelines, assesses progress and plans effective future actions	reflects – orally and in writing – on progress towards meeting goals and timelines, assesses progress and plans future actions	reflects – orally and in writing – on progress towards meeting goals and timelines, and articulates some ways in which goals be met in the future
meets specified/negotiated timelines and addresses all required task characteristics* with a high degree of accuracy.	meets specified/ negotiated timelines and addresses all required task characteristics*.	meets specified/negotiated timelines and addresses most aspects of required task characteristics*.

* '*required task characteristics*' *may include: word limits; mode of response; and presentation requirements*.

Qualifications Available

Music Studies Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 7 ratings.

The minimum requirements for an award in Music Studies Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
6 'A' ratings, 1 'B' rating

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

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 2 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

A learner who otherwise achieves the ratings 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

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Jennifer MacDonald and Scott Weston in the development of this course.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2020 until 31 December 2022.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Year 9 -12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 17 September 2014 for use in 2015 to 2019. This course replaces Studies in Music (MSS215110) that expired on 31 December 2014.

Version 2 - Accreditation renewed on 8 November 2019 for the period 1 January 2020 to 31 December 2022. This course replaces *Music Studies* (MSS215115) which expired on 31 December 2019.



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