



## YEAR 9 AUSTRALIA V THE WORLD

**Unit Statement:** The communication of personal and global journeys allows us to better understand the world in which we live.

**Key Concept** – Communication

**Related Concepts** – Expression

**Global Concept** – Orientation in time and space

**Learner Profile** – Open-Minded

### Unit Questions

**Factual**— What does communication mean?

**Conceptual**—How is music used to express?

**Debatable**— Is Australian music more important to us than other music?

### Task 1: Investigate & Analyse

Learn how to research, take notes through an exploration of your favourite two artists. Investigate how events and experiences, discoveries and journeys, relationships and personal histories combine to influence the music that we create.

#### Tasks

In your Process Journal Weebly brainstorm what you think communication means? What is meant by expression? Do you need expression to communicate? How do events and experiences influence the music we create?

#### Assessment Task

Richard Branson has decided to start a 'global music hall of fame award' and as you are a well-respected musician and critic, he has asked you to contribute to it. Your task is two fold. The first task is to

nominate two artists for this award. Richard has asked that you nominate at least one Australian artist.

You need to choose your artist, research about them, their body of music work, their musical influence on the world and then create an argument for why they should be inducted into the 'global hall of fame'. Only five artists will be chosen from twenty nominations, so you will need to provide evidence for why your artists should be included.

You should record the process of your research, choices you make, ideas you have, arguments you propose and why in your process journal. Include websites, youtube clips, photos, etc to show your working.

Your presentation will need to be engaging, inspiring and capture the hearts of the selection committee. Captivate us for approximately 5 minutes and include musical examples, videos, photos, references and weblinks.

1. What inspires this artist?
2. What has this artists contribution been to the music industry?
3. What musical elements can you hear in your artists music?
4. What sorts of instruments do they use?
5. Is texture a feature of this artists music?
6. Is repetition used in this music?
7. Does this artist use complex harmonies or more simple harmonies?
8. Does this artist use tempo fast or slow?
9. Does this artist use influences of their homeland, for example folk tunes?
10. Does this music influence any other form of music?
11. Do you think these artists would be as successful if they composed in a different time?
12. Is there an alternate era that this artist would fit into?
13. Do you think your artist represents the society in which they live?
14. What music inspires your artists?

You will be on the selection committee and will need to make notes during the presentations in order to support your choices. You will need to choose five artists to be included in the awards ceremony.

### **Criterion C: Thinking Creatively**

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviors
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement level descriptor	Task specific clarifications
The student:	<ul style="list-style-type: none"><li>• Very few key compositional elements have been</li></ul>

<p>i. presents a <b>limited</b> outline of an artistic intention, which may lack clarity or feasibility</p> <p>ii. presents a <b>limited</b> outline of alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrates <b>limited</b> exploration of ideas through the developmental process, which may lack a point of realization.</p>	<p>identified</p> <ul style="list-style-type: none"> <li>• Presented a limited argument to support your artists award nomination.</li> <li>• Limited research and explanation of the context of artists and their music.</li> <li>• Limited outline of musical ideas, perspectives and influences.</li> <li>• offered limited support for your selected artist nomination presentation.</li> </ul>
<p>The student:</p> <p>i. presents an <b>adequate</b> outline of a clear and/or feasible artistic intention</p> <p>ii. presents an <b>adequate</b> outline of alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrates <b>adequate</b> exploration of ideas through the developmental process to a point of realization.</p>	<ul style="list-style-type: none"> <li>• Some key compositional elements have been identified</li> <li>• Presented an adequate argument to support your artists award nomination.</li> <li>• Some research and explanation of the context of artists and their music.</li> <li>• An adequate outline of musical ideas, perspectives and influences.</li> <li>• offered adequate support for your selected artist nomination presentation.</li> </ul>
<p>The student:</p> <p>i. presents a <b>substantial</b> outline of a clear and feasible artistic intention</p> <p>ii. presents a <b>substantial</b> outline of alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrates <b>substantial</b> exploration of ideas through the developmental process to a point of realization.</p>	<ul style="list-style-type: none"> <li>• Many key compositional elements have been identified</li> <li>• Presented a coherent argument to support your artists award nomination.</li> <li>• Coherent research and explanation of the context of artists and their music.</li> <li>• A good outline of musical ideas, perspectives and influences.</li> <li>• offered substantial support for your selected artist nomination presentation.</li> </ul>
<p>The student:</p> <p>i. presents an <b>excellent</b> outline of a clear and feasible artistic intention</p> <p>ii. presents an <b>excellent</b> outline of alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrates <b>excellent</b> exploration of ideas through the developmental process to a point of realization.</p>	<ul style="list-style-type: none"> <li>• Most key compositional elements have been identified</li> <li>• Presented an in-depth argument to support your artists award nomination.</li> <li>• In-depth research and explanation of the context of artists and their music.</li> <li>• Excellent outline of musical ideas, perspectives and influences.</li> <li>• offered excellent support for your selected artist nomination presentation.</li> </ul>

**Due Date:**  
**Monday 2<sup>nd</sup> May**

**Assessment Task**

Richard Branson has asked you to perform for the global music hall of fame awards ceremony and has asked that you perform one of the songs of the artists you nominated. Alternatively you can compose your own song with references to one or both of your artists and perform this for the awards night.

You may wish to work solo or in a group. You can arrange your chosen song to suit the instruments in your group or use GarageBand to compose your song. You will perform to a selection committee who will determine the performers for the awards ceremony.

You should record the process of your composition or song learning, choices you make, ideas you have, musical experimentations, what worked and what didn't, why in your process journal.

You will be on the selection committee that decides who performs for the awards ceremony and will need to take notes during the performances in order to support your selection.

1. Does this performance communicate and connect with you?
2. Does the musician(s) use expressive elements in their performance?
3. Do you think this musician should perform in the gala event?

### Criterion D: Responding

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Achievement level descriptor	Task specific clarifications
<p>The student:</p> <ol style="list-style-type: none"> <li>i. presents a <b>limited</b> outline of connections and <b>may</b> transfer learning to new settings</li> <li>ii. creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her</li> <li>iii. presents a <b>limited</b> evaluation of the artwork of self and others.</li> </ol>	<ul style="list-style-type: none"> <li>• Limited connection between your research of your artist and your performance of their music.</li> <li>• Limited expressiveness in your performance of your chosen song.</li> <li>• Limited evaluation of performances given for the selection process.</li> </ul>
<p>The student:</p> <ol style="list-style-type: none"> <li>i. presents an <b>adequate</b> outline of connections and <b>occasionally</b> transfers learning to new settings</li> <li>ii. creates an <b>adequate</b> artistic response</li> </ol>	<ul style="list-style-type: none"> <li>• Adequate connection between your research of your artist and your</li> </ul>

<p>that is <b>occasionally</b> inspired by the world around him or her  iii. presents an <b>adequate</b> evaluation of the artwork of self and others.</p>	<p>performance of their music.</p> <ul style="list-style-type: none"> <li>• Adequate expressiveness in your performance of your chosen song.</li> <li>• Adequate evaluation of performances given for the selection process.</li> </ul>
<p>The student:</p> <p>i. presents a <b>substantial</b> outline of connections and <b>regularly</b> transfers learning to new settings  ii. creates a <b>substantial</b> artistic response that is <b>regularly</b> inspired by the world around him or her  iii. presents a <b>substantial</b> evaluation of the artwork of self and others.</p>	<ul style="list-style-type: none"> <li>• Substantial connection between your research of your artist and your performance of their music.</li> <li>• Substantial expressiveness in your performance of your chosen song.</li> <li>• Good evaluation of performances given for the selection process.</li> </ul>
<p>The student:</p> <p>i. presents an <b>excellent</b> outline of connections <b>with depth and insight</b>, and <b>effectively</b> transfers learning to new settings  ii. creates an <b>excellent</b> artistic response that is <b>effectively</b> inspired by the world around him or her  iii. presents an <b>excellent</b> evaluation of the artwork of self and others.</p>	<ul style="list-style-type: none"> <li>• Excellent connection between your research of your artist and your performance of their music.</li> <li>• Excellent expressive performance of your chosen song.</li> <li>• Excellent evaluation of performances given for the selection process.</li> </ul>

### **Class Presentation: Thursday 26<sup>th</sup> May**

The Process Journal: You are to keep your own record of your project throughout the process. Complete your Weebly and share this with the class and your teacher on **Thursday 2<sup>nd</sup> June**