

Music in Practice 2019 v1.0

Applied Senior Syllabus

MERIDAN STATE COLLEGE - MIP

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www.qcaa.qld.edu.au/senior/senior-subjects

1 Course overview

1.1 Introduction

1.1.1 Rationale

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits.

Musicians fulfil many roles in a community — as makers/creators, performers, presenters, journalists, technicians, administrators and managers. Music in Practice gives students opportunities to explore these and other roles through active engagement with music and music productions, and, where possible, by interacting with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

In Music in Practice, students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They gain practical, technical and listening skills and make choices to communicate in and through their music. Through the music activities of composing, performing and responding, they apply techniques, processes and skills, individually and in groups, to express music ideas that serve particular functions and purposes. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician. Preparation for the workplace is further enhanced by fostering a positive work ethic, teamwork and project management skills. The syllabus provides the flexibility for schools to cater for students with interests in career, industry or technical aspects of music, and for those with interests in performance-based and creative aspects.

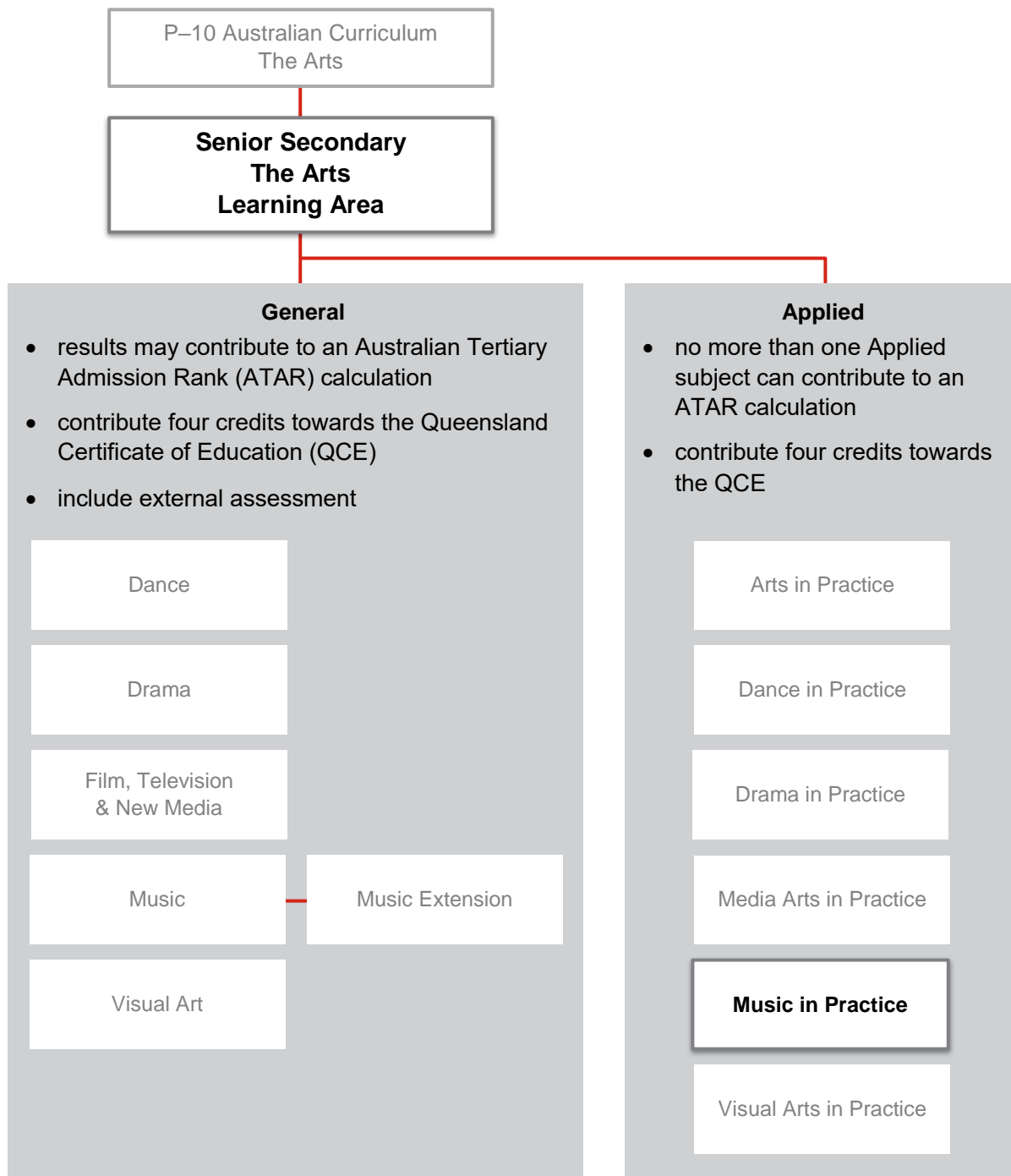
Involvement in music making, becoming part of music and arts communities and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and work to express music ideas of personal significance. The discipline and commitment of music-making provides opportunity for personal growth and the development of lifelong learning skills. It helps build students' self-esteem, resilience and personal motivation, and allows them to refine time management and collaborative teamwork skills in activities that reflect the real-world practices of composers, performers and audiences.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

1.1.2 Learning area structure

Figure 1: Summary of subjects offered in the Arts learning area



3 Assessment

3.1 Assessment—general information

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning
- guide programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

3.1.1 Planning an assessment program

When planning an assessment program over a developmental four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess all of the dimensions in each unit
- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- assess only what the students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

3.1.2 Authentication of student work

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own.

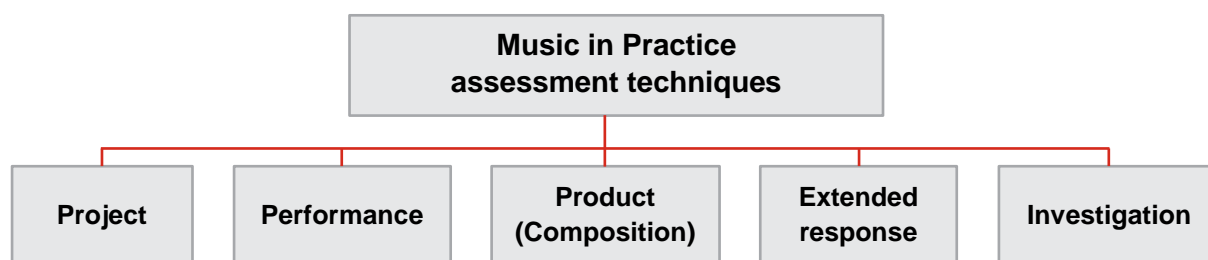
Judgments about student achievement are based on evidence of the demonstration of student knowledge, understanding and skills. Schools ensure responses are validly each student's own work.

Guidance about authentication strategies which includes guidance for drafting, scaffolding and teacher feedback can be found in the QCE and QCIA policy and procedures handbook.

3.2 Assessment techniques

The diagram below identifies the assessment techniques relevant to this syllabus. The subsequent sections describe each assessment technique in detail.

Figure 3: Music in Practice assessment techniques



Schools design assessment instruments from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4. Assessment is designed to allow students to demonstrate the range of standards. (see Determining an exit result).

Evidence

Evidence includes the student's responses to assessment instruments and the teacher's annotated instrument-specific standards matrixes. Evidence may be direct or indirect. Examples of direct evidence include student responses to assessment instruments or digital recordings of student performances. Examples of indirect evidence include student notes, teacher observation recording sheets or photographic evidence of the process.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

Conditions of assessment

Over a four-unit course of study, students are required to complete assessment under a range of conditions. (see Planning an assessment program).

Conditions may vary according to assessment. They should be stated clearly on assessment instruments and reflect the conditions stated for each assessment technique.

Where support materials or particular equipment, tools or technologies are used under supervised conditions, schools must ensure that the purpose of supervised conditions (i.e. to authenticate student work) is maintained.

Assessment of group work

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

Additional Requirements

Study Requirements	Special Requirements
<p>This is an Applied subject and as such requires a significant commitment of time and energy to complete the course successfully. This includes:</p> <ul style="list-style-type: none">• Three lessons per week face to face teaching.• Individual/practice /tutorial sessions 1-2 hours per week.• Students will be required to complete work often outside of school hours through supporting College events.	<p>Students must have access to the internet at home or at a local library. Students must also be able to borrow texts from the school library at all times.</p> <p>As part of this course students may be required to respond to an experience such as an excursion or a camp.</p> <p>Due to the large amount of technologically based assessment and classwork students are required to have a connected device to participate in this subject.</p>