



Victorian Essential Learning Standards

Sample Unit

In Style

Level 6 - Interpersonal Development, The Arts (Music),
Communication

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Introduction

In *In style* students prepare and present a contemporary style music performance. Student instrumentalists focus on preparing for a performance. Students who are not instrumentalists participate in the design and production aspect of the performance.

Students work in groups to research a particular genre of music and to find advice on writing lyrics. They then compose their own original song and prepare for performing their piece to the class. Students undertake regular reflective activities in relation to team work.

Suggested duration: 10 hours over 5 weeks (approximately)

For further information see the [Teaching, learning and assessment activities](#) section.

Assessment

This unit provides opportunities for students to demonstrate achievement of elements of Level 6 standards in The Arts (Music), Interpersonal Development and Communication. It will also help teachers identify ways in which the Level 6 standards support students to develop facets of employability skills.

For further information see the [VELS and Employability Skills](#) section.

The activities associated with this assessment task include:

- working as a group to plan and present a music performance
- creating music works (songs or instrumental pieces)
- designing and making production elements for a music performance
- keeping a session summary journal.

Students are assessed on their ability to:

- design and present a performance
- use music language and terminology appropriately
- work effectively in a team.

For further information see the [Assessment](#) section.

Acknowledgements

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Victorian Essential Learning Standards

In style provides opportunities to assess students against elements of Level 6 standards and facets of employability skills as detailed below:

For further information see the [Employability Skills](#) section.

Strand	Domain	Dimension	Element of standard	Related employability skill
Physical, Personal and Social Learning	Interpersonal Development	Working in teams	... describe how they respect and build on the ideas and opinions of team members ...	Teamwork <i>... is supportive of others in a group.</i>
Discipline-based Learning	The Arts (Music)	Creating and making	... collaboratively, they apply their knowledge and understanding to design, create and produce arts works ...	
Interdisciplinary Learning	Communication	Presenting	... use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information.	Communication – <i>written</i> <i>... writes accurately and conventionally.</i>

For further information see the [Assessment](#) section.

Teaching, Learning and Assessment Activities

This unit focuses on students preparing and presenting a contemporary style musical performance or designing and making production elements.

The activities include:

- Activity 1: Forming groups and selecting a music style
- Activity 2: Composing, rehearsing and preparing for the performance
- Activity 3: Performance and presentation.

Activity 1: Forming groups and selecting a music style

Activities	Supporting the activities	Assessment
<p>Explain to students that they will be working in teams to plan and present a music performance in a contemporary style. They will also design and make production elements of the performance.</p> <p>Each team will consist of:</p> <ul style="list-style-type: none"> • musicians (performers and composers) • production team (designers and producers of production elements). 	<p>It would be useful to emphasise that students will not only be assessed on their Music knowledge and skills but also on their ability to work in teams.</p> <p>Present students with details of the performance as appropriate to selected venue and intended audience.</p>	
<p>Brainstorm as a class the skills required for the music and production tasks.</p> <p>Ask students to identify their skills and interests and use this information to form music and production teams.</p> <p>Organise students into small groups and ask them to discuss what contributes to effective teamwork.</p> <p>Ask each team to:</p> <ul style="list-style-type: none"> • identify their specific roles, musician or production, based on skills and interest • select a target audience • brainstorm suitable contemporary music styles for the target audience. 	<p>Examples of <u>Brainstorming strategies</u> and <u>Establishing Roles</u> can be found in the <u>Teaching and learning Resource</u>.</p> <p>Students to discuss what they might do as a team to achieve common goals. This could include:</p> <ul style="list-style-type: none"> • setting timelines for each stage of planning • being organised • listening to others and providing feedback. 	<p>Assessment as learning: Use feedback and questioning strategies to help teams focus and refine their approach to the task</p> <p>See <u>Assessment Resource Negotiated tasks</u></p>

<p>Show students videos of performances. Advise them to:</p> <ul style="list-style-type: none"> • make notes about the role of particular instruments • use the notes to help develop an understanding of techniques used by the performers. <p>Ask each group (musicians and production team) to describe their music style according to elements such as:</p> <ul style="list-style-type: none"> • instrumentation • feel • lyrics • staging. 	<p>Provide students with audio and visual examples of performers working in selected music style/s. Where possible use performances in venues that have similar features to the venue selected for this performance.</p> <p>Examples of music styles include:</p> <ul style="list-style-type: none"> • art rock • alternative country • chamber jazz • bluegrass • acid rap. 	
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Activity 2: Composing, rehearsing and preparing for the performance

Activities	Supporting the activities	Assessment
<p>Introduce students to the session summary journal.</p> <p>Explain to students that they will need to write in their journals at the end of each session. To complete the journal, the music students and the production students will need to report back to each other on their progress.</p> <p>Ensure students understand that the journal will be used to assess:</p> <ul style="list-style-type: none"> • how well their team works to build on each other's ideas • their use of music language and terminology. 	<p>Provide each student with a copy of the <u>Session summary journal</u> (See <i>Unit Resources</i> page 11).</p> <p>Ideas to consider when filling in the session summary journal:</p> <ul style="list-style-type: none"> • how effective were our rehearsal strategies • what did I contribute to the group • what did we have to change and reasons why • did the planning assist in developing the presentation and performance • was communication between the team effective • recommendations for improvement. 	<p>The <u>Session summary journal</u> (See <i>Unit Resources</i> page 11) can be used to assess Interpersonal Development – <i>Working in teams</i> and Communication – <i>Presenting</i>. See <u>Assessment rubric</u> (See <i>Assessment</i> page 8).</p>

<p>Ask students to search the Internet and other resources, to find guidelines and tips on song-writing.</p> <p>Ask music students to complete the music tasks identified by their team. This could include:</p> <ul style="list-style-type: none"> • creating an original work in their selected style • composing the music • learning vocal harmonies or solos • using rehearsal time effectively. 	<p>A suggested website is Writingsongs.com (http://writingsongs.com).</p> <p>The link 'Song writing basics' in the menu bar leads to useful information.</p> <p>Remind students:</p> <ul style="list-style-type: none"> • that they will be performing their work using available resources (acoustic and electronic/digital) • about the venue and audience • of the performance date. <p>The group could use the journal to record their ideas, steps in the process, evaluation and refinement of ideas.</p> <p>Provide students with options for presenting descriptions of their selected music style, for example, writing, slide show (with text, audio and images).</p>	
<p>Ask design and production students to complete the production tasks identified by their team.</p> <p>This could include:</p> <ul style="list-style-type: none"> • developing a lighting plan • working on sound management • organising costumes • creating the choreography • producing a marketing and advertising plan • designing posters to advertise the performance. <p>Remind students that their work needs to suit:</p> <ul style="list-style-type: none"> • the selected music style • the audience • the chosen venue. 	<p>Availability of resources needs to be considered when production team tasks are being considered, for example, if the school doesn't have lighting equipment that the students can use, the production team could develop a virtual lighting plan and present using a multimedia application.</p>	

	<p>Allow time at the end of each session for performing students and design and production students to report back to each other on their progress.</p> <p>Remind students that each team member needs to complete an entry in their <u>Session summary journal</u> (See <i>Unit Resources</i> page 11)</p>	<p>Collect <u>Session summary journal</u> (See <i>Unit Resources</i> page 11) to assess Interpersonal Development – <i>Working in teams</i> and Communication – <i>Presenting</i>. See <u>Assessment rubric</u> (See <i>Assessment</i> page 8).</p>
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Activity 3: Performance and presentation

Activities	Supporting the activities	Assessment
<p>Organise the venue and ask the music students to present their performances to an audience.</p> <p>Ensure that the production elements designed and produced by the production team are incorporated into the presentations (for example, the performances' advertising is presented).</p>	<p>Recording student performances (including the presentations by design and production students) on DVD or videotape may assist teachers in assessing student achievement as a means of having permanent documentation that can be referred back to if and as required.</p>	<p>View student performances and collect production elements to assess The Arts (Music) – <i>Creating and making</i>.</p> <p>Collect <u>Session summary journal</u> (See <i>Unit Resources</i> page 11) to assess Interpersonal Development – <i>Working in teams</i> and Communication – <i>Presenting</i>.</p> <p>See <u>Assessment rubric</u> (See <i>Assessment</i> page 8).</p>

Assessment

The Victorian Essential Learning Standards support a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (formative).

The assessment tasks in this unit focus on collection of evidence of student learning for summative purposes. Some components could also be used to support assessment for learning and assessment as learning.

Assessment guide

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows the assessment criteria related to the assessment task/s and relevant standards and the expected evidence to be used as the basis for assessment.

The table can also be used to assist teachers to make judgments about whether students are working *at* the standard (achieved the standard), progressing *towards* the standard (have not met expectations of the standard) or progressing *beyond* the standard (have exceeded expectations of the standard) for specific assessment criteria. It is provided as a guide only and may be adapted or modified to suit particular classrooms and/or student reporting.

See the Assessment Resource for advice on developing [rubrics](#).

Assessment Task: In Style

Evidence	Element of standard	Assessment criteria	Progressing towards the standard	At the standard	Progressing beyond the standard
The Arts (Music) – <i>Creating and making</i>					
Performance or presentation. (Activity 3)	... collaboratively, they apply their knowledge and understanding to design, create and produce arts works.	Ability to present their chosen music style through performance of an original work.	Presentation (original work) reflects aspects of their chosen music style.	Presentation (original work) reflects their chosen music style.	Convincing presentation (original work) of music style.
		Ability to contribute to a performance or presentation.	Limited contribution to the team's performance or presentation.	Effective contribution to the team's performance or presentation.	Outstanding contribution to the team's performance or presentation.

Interpersonal Development – Working in teams					
Session summary journal. (Activities 2 and 3)	... describe how they respect and build on the ideas and opinions of team members.	Ability to reflect on the progress towards meeting intended outcomes.	Uses the journal to describe, in basic terms, why ideas were accepted or rejected (for example, 'we thought it was a good idea').	Uses the journal to thoughtfully evaluate their progress within each session.	Uses the journal to clearly articulate the implementation of ideas and strategies across each session.
Communication – Presenting					
Session summary journal. (Activities 2 and 3)	... use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information.	Ability to use music language and terminology.	Limited or incorrect use of music-specific language and terminology.	Use of music language and terminology consistent with purpose.	Use of music language and terminology is integral to the development of ideas and purpose.

Unit Resources

Teacher resources

For information on the Department of Education and Early Childhood Development's Assessment Advice (www.education.vic.gov.au/studentlearning/assessment/default.htm)

For information on the Department of Education and Early Childhood Development's Principles of Learning and Teaching (PoLT) (www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm)

The Writing songs website (<http://writingsongs.com>) is a recommended starting point. It includes information and images suitable for use by students at this level.

Teaching and Learning Resource

This document provides information about teaching and learning strategies referred to in the task.

Assessment Resource

This document provides information about assessment strategies referred to in the task.

Design Awareness in Schools

Design Process: Design Briefs, Producing, Analysing and evaluating

Student resources

Session summary journal (See page 11)

Your session summary journal will be used to assess:

- how well the team worked to develop the emerging ideas
- your use of music language and terminology.

What did the team achieve in this session?

List up to three ideas that were raised during this session.

Which ideas were developed? Explain why and how the ideas were developed.

Which ideas were rejected? Explain why the ideas were rejected.

What does the team hope to achieve in the next session?