

# Yr 12 – day one stuff



- Outline the Yr 12 music course
- Marking criteria and grading process
- Goals
- Equipment policies

# Core values of music @ MIC



- There's no such thing as good or bad genres of music, all are equal.
- An open mind is essential to growing as a musician.
- “Doing” is the best way to learn, even if you don't understand what it is you're doing at first.
- Encountering difficulty doesn't necessarily mean you're doing something wrong, it just means it's unfamiliar.
- What others think isn't important, be yourself.

# Yr 12 Music Course



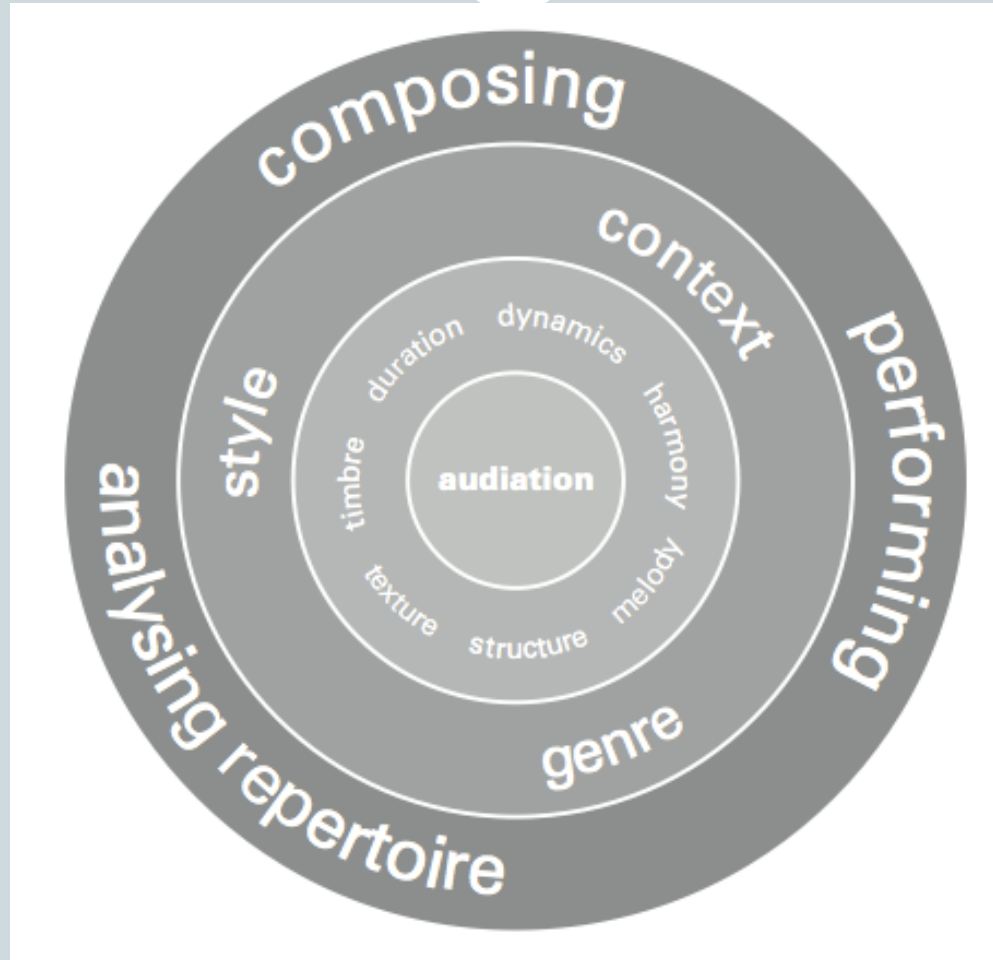
- **Term 1**
  - Music in the technological realm (performance)
- **Term 2**
  - The purposes of music (composition)
- **Term 3**
  - The music video (analysis)
- **Term 4**
  - Unleashing the artist within (negotiated assessment)

# Audiation



- Audiation is the process by which the brain makes sense of what the ear hears
- When audiation is developed, students think spontaneously, subconsciously and confidently in sound the same way they think in language
- As with any language, some of aspects of audiation may develop before the ability to understand them.
- Everything we do in the MIC music course is aimed towards helping students to develop audiation. Even things that don't seem relevant at the time.

# Audiation

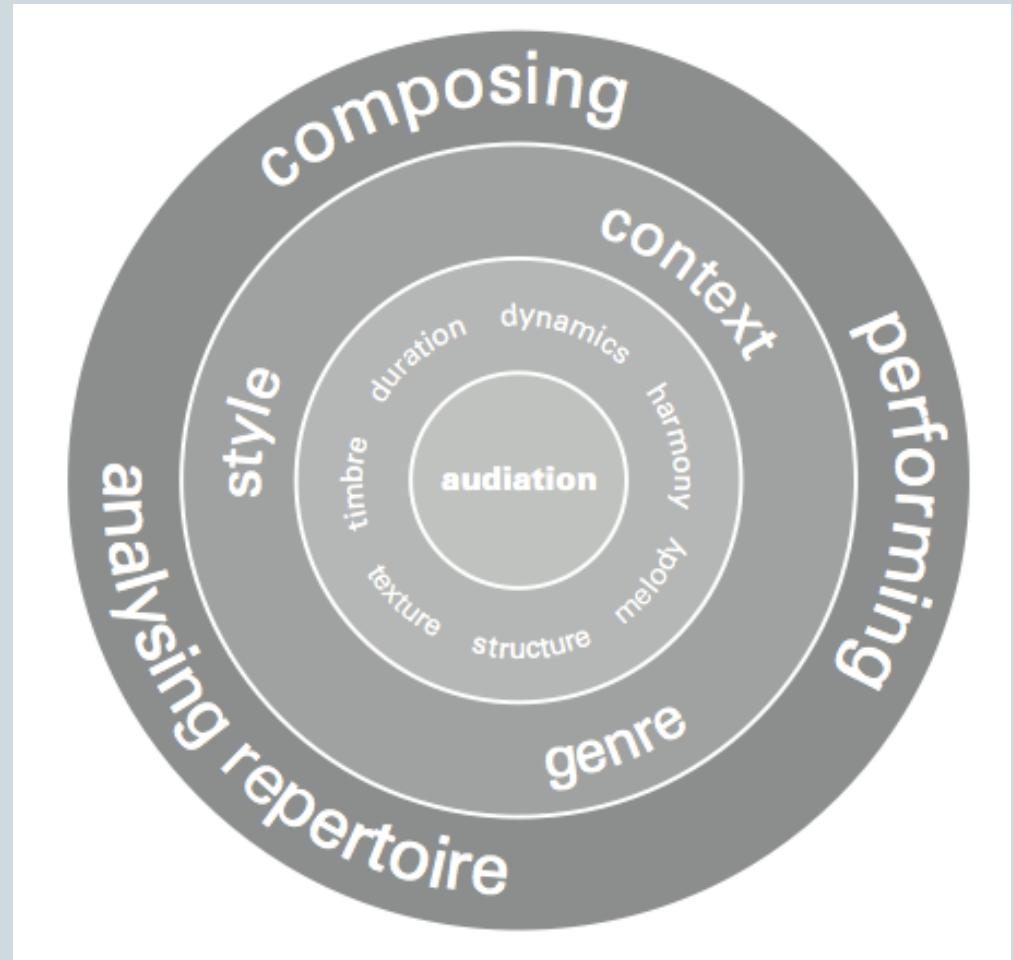


# Marking criteria



All assessment in the music course falls under three categories.

- Performing
- Composing
- Analysing



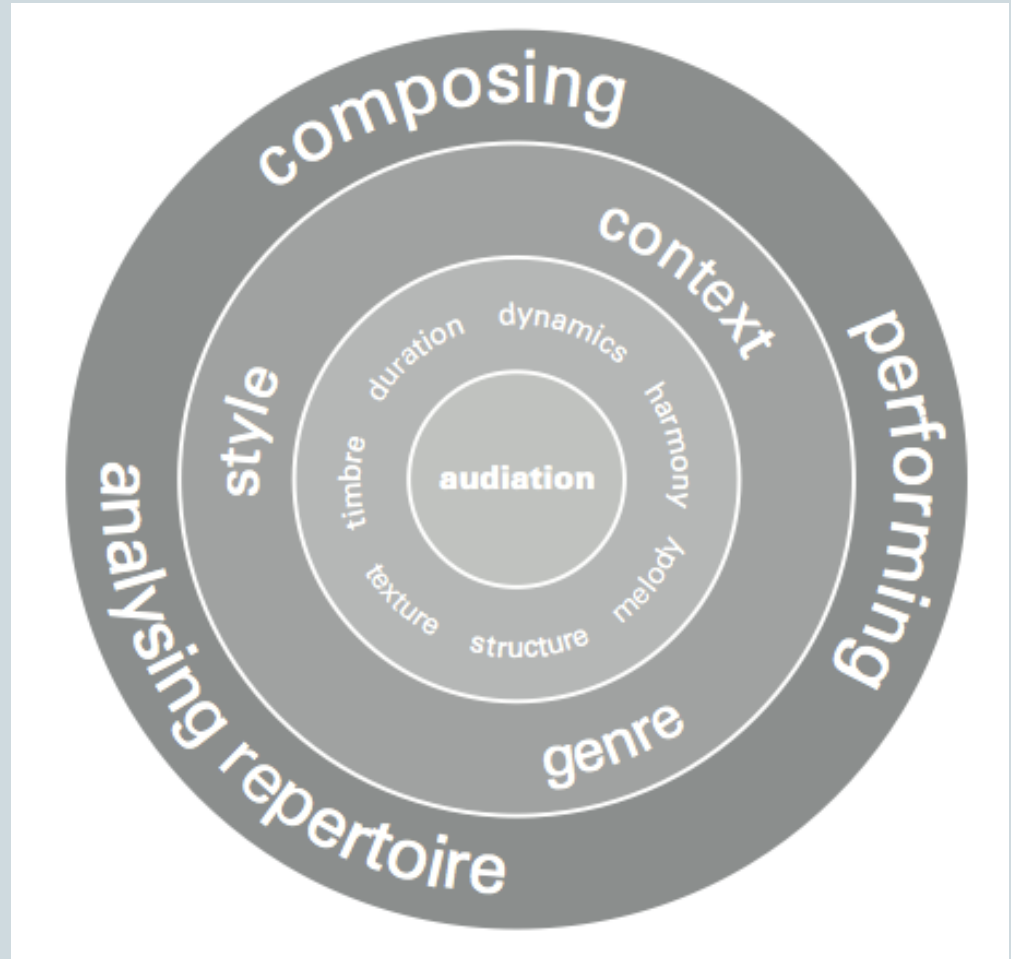
# Marking criteria



## PERFORMING

In order to achieve an A standard, a student must demonstrate the ability to:

*“sensitively and consistently interpret musical elements through playing, singing or conducting to communicate a convincing and cohesive performance to an audience (real or virtual) within a context while expressing style.”*



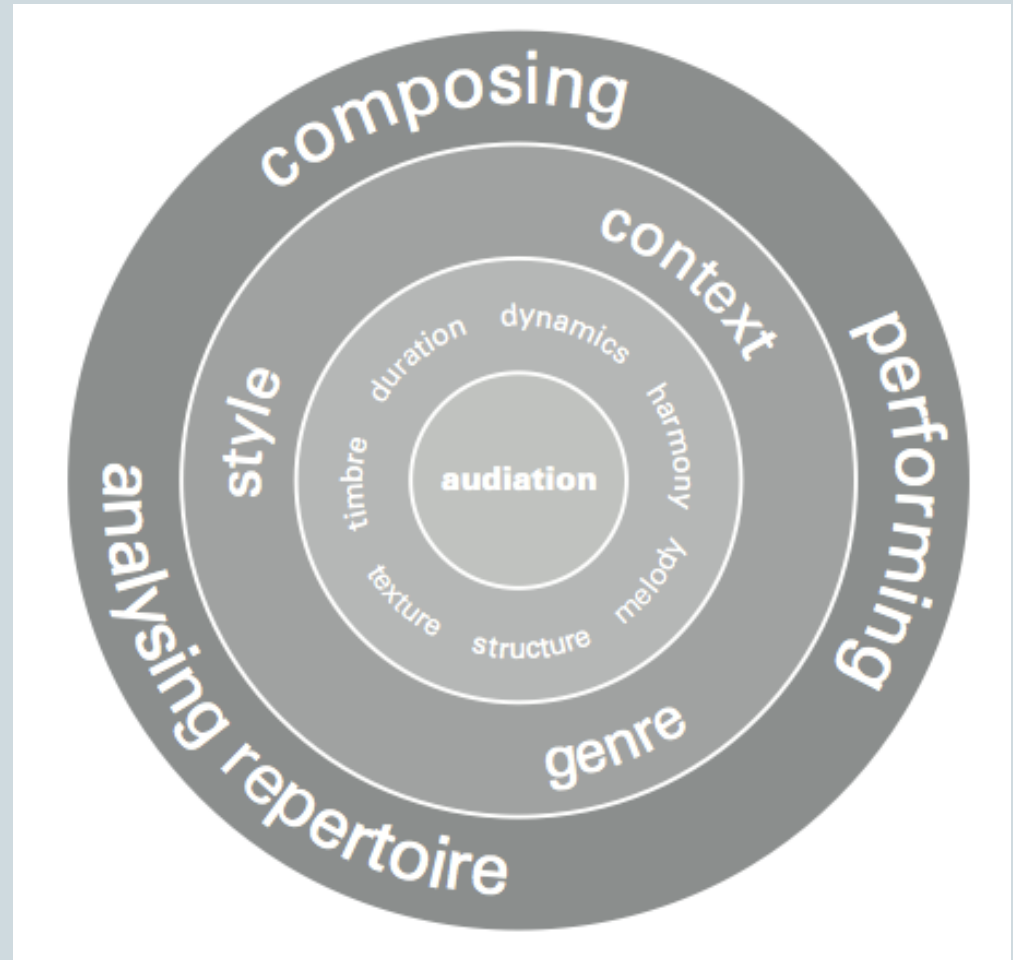
# Marking criteria



## COMPOSING

In order to achieve an A standard, a student must demonstrate the ability to:

*“skillfully manipulate musical elements and compositional devices to create cohesive music that is within a context, relates to genre and effectively and convincingly expresses style”*

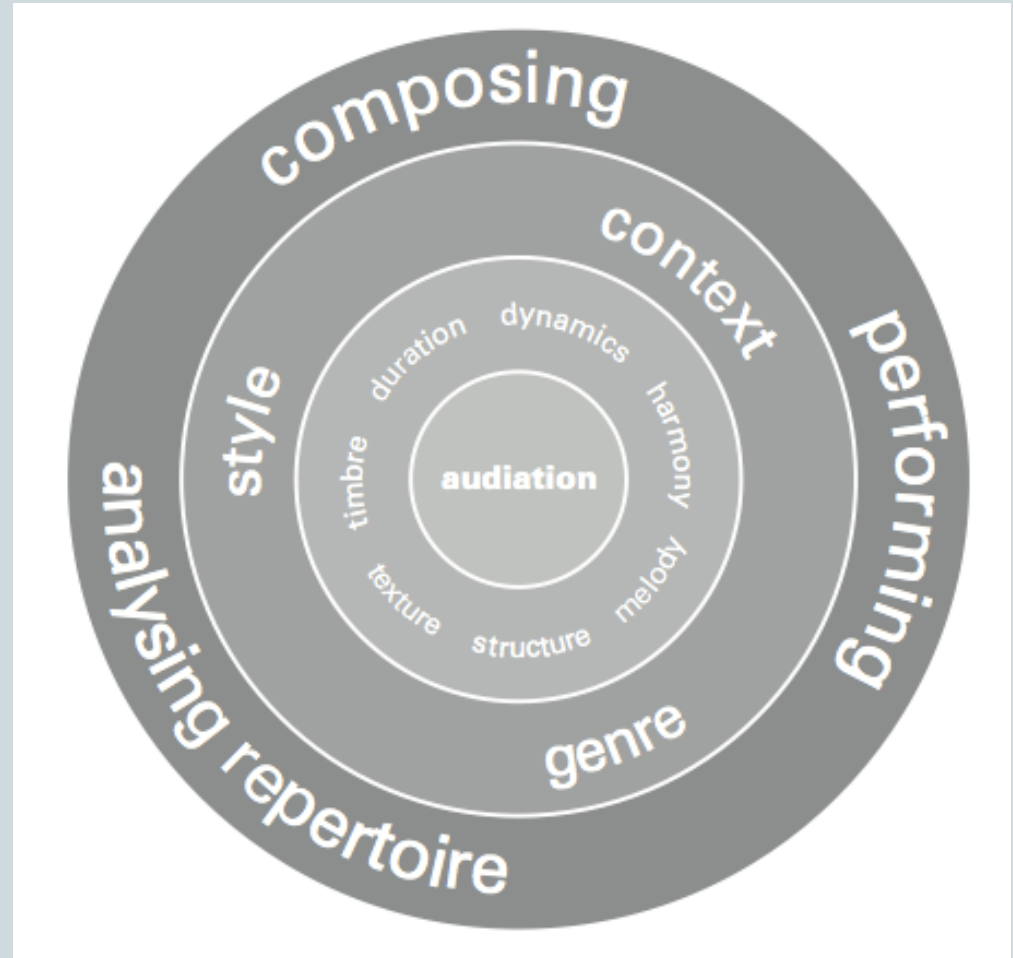


# Marking criteria

## ANALYSING

In order to achieve an A standard, a student must demonstrate the ability to:

*“perceptively evaluate music by thoroughly deconstructing repertoire and determining the manipulation of and relationships between identified musical elements and compositional devices, communicating substantiated judgments about how these relate to context and genre and the expressed style”*



# How exit grades are calculated



- In terms 1-3 you will receive separate grades for Performance, Composition and Analysis.
- In term 4 you can choose to do one of these aspects again in order to raise your average grade. Generally, you should negotiate to repeat the area with the worst result.
- Your term 4 mark does not replace your old mark, it is averaged with your old mark.

# Example



	Performing	Composing	Analysis
<b>Term 1</b>	A		
<b>Term 2</b>		C	
<b>Term 3</b>			B
<b>Term 4</b>		A	
<b>Adjusted marks</b>	A	B (average)	B
<b>Final Grade</b>	HA+		

- To get a VHA, you need to achieve at least two A's and one B.
- To get an HA, you need to achieve at least two B's and one C etc..
- If you receive two A's and a C, the highest grade you could earn is an HA.
- If you receive two B's and a D, the highest grade you could earn is an SA.

# Goals & your MAP



- While there are many things you *need* to learn, don't ever lose touch with what you *want* to learn. When you're struggling with practice or losing direction, having goals will help you stay on track.
- Take 5-10 mins to write down your personal musical goals and hand them in to your teacher.
  - Term 1
  - The whole year
  - The next 5 years

# Goals & your MAP



- Now that you've thought about goals, you need a way to get there. You need a MAP! (Music Action Plan)
- Each week, some class time will be devoted to individual MAP time. A chance for you to work towards your musical goals.
- As well as your own goals, you will be required to work towards core music skills such as theory, scales, chords, aural training, sight reading. Acquiring these skills are essential for senior music students.

# Equipment etiquette



- Always respect music equipment
- Whoever gets equipment out is responsible for putting it back, regardless of who else has used it in the meantime.
- Avoid leaning guitars against things. Use a stand, or lay them flat somehow.
- Don't leave headphone jacks plugged in by mistake
- Always roll leads before packing them away
- If you abuse equipment, you'll lose the privilege

# Classroom etiquette



- MIC is not about rules, it's about respect.
- In order to make class time work:
  - Please be on time (all the important stuff happens at the start)
  - Please don't talk when the teacher is addressing the class
  - Please participate fully
  - Please complete homework when required
  - Drinks yes, food no
  - Never leave the classroom without letting me know

# Resources & links



- MIC Music Page
  - [www.mic.org.au](http://www.mic.org.au)
  - Click on **Student Resources/Music**
  - Password = mic2010
- [www.guitargames.net](http://www.guitargames.net)
- [www.musictheory.net](http://www.musictheory.net)
- [www.andrewkennedymusic.com](http://www.andrewkennedymusic.com)
  - [info@andrewkennedymusic.com](mailto:info@andrewkennedymusic.com)
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