**Year 9/10 Music**

**First Nations Music Exploration**

Using your knowledge from the in class exploration on First Nations Indigenous Australian Music respond in one of the following two ways.

**Option 1- Sound scape creation**

Choose a Bible story and create a graphic notation score that uses creative sources for sounds to represent the characters and actions in the story. Perform the score to the class.

**Option 2- Political activism in Music**

Choose an issue you feel passionately about and write spoken lyrics to be set to a piece of music of you choosing (with teacher approval) Perform to the class.

Due Date: Monday week 5

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|  | WA | AE | E | BE | WB |
| Finding a sense of passion and purpose | Demonstrates a strong and persistent curiosity, taking initiative to actively seek out new information and knowledge beyond immediate requirements. | Displays curiosity by occasionally exploring new topics and seeking information beyond what's readily available. | Shows some curiosity but tends to stick to familiar subjects and may not actively seek additional knowledge. | Demonstrates minimal curiosity and only seeks information when explicitly required. | Lacks curiosity and shows no interest in exploring new information or learning beyond the necessary. |
| Examine cultural perspectives | Nuanced and thoughtful evaluation of how their personal views and values affect the presentation of their cultural perspectives and world views | Well thought out evaluation of how their personal views and values affect the presentation of their cultural perspectives and world views | Competent evaluation of how their personal views and values affect the presentation of their cultural perspectives and world views | Basic evaluation of how their personal views and values affect the presentation of their cultural perspectives and world views | Very little evidence of evaluation of how their personal views and values affect the presentation of their cultural perspectives and world views |
| AC9AMU10E01Investigate composers | Participate fully in and lead the group in class tasks to analyse and learn from the choices that composers make in various times and cultural contexts | Engage with class tasks to analyse and learn from the choices that composers make in various times and cultural contexts | Participate in in class tasks to analyse and learn from the choices that composers make in various times and cultural contexts | Basic participation in in class tasks to analyse and learn from the choices that composers make in various times and cultural contexts | Limited or no participation in in class tasks to analyse and learn from the choices that composers make in various times and cultural contexts |
| AC9AMU10E02First nations identities in music | Participate fully and lead class in discussion about first nations music and compositional choices. | Engage in class discussion about first nations music and compositional choices. | Participate in discussion about first nations music and compositional choices. | Basic involvement in discussion about first nations music and compositional choices. | Limited or no discussion about first nations music and compositional choices. |
| AC9AMU10C01Communicate ideas through music | Explore and create a highly effective response to the class stimulus. | Explore and create an effective response to the class stimulus. | Explore and create a competent response to the class stimulus. | Create a basic response to the class stimulus. | Create a response that has little to do with the class stimulus. |