



## **An Introduction to Music 1 Stage 6 in the New HSC**

The new *Music 1 Stage 6 Syllabus* replaces the current syllabus for Music 2 Unit Course 1. The new syllabus is to be implemented with Year 11 in 2000 and will be first examined in 2001.

The syllabus provides information that was formerly available in the KLA handbook. This includes descriptions of course requirements, assessment weightings for internal and external assessment and examination specifications.

### ***What is similar?***

The new *Music 1 Stage 6 Syllabus* is very similar to Music 2 Unit Course 1. The content remains largely unchanged and the structure is identical, with the exception of the opportunity to revisit a topic from the Preliminary course in the HSC course.

### ***What are the overall improvements?***

- Additional detail has been provided in the content section.
- The technology components have been updated to reflect current practice.
- Additional information has been provided on internal assessment.

### ***The following changes have been made to particular sections of the syllabus***

#### **Rationale, Aim and Objectives (pp 6, 9)**

The rationale for Music 1 in the Stage 6 curriculum is consistent with the rationale in the Music 2 Unit Course 1 syllabus: however, a clearer statement of purpose is included in Music 1.

The aim parallels that found in Music 2 Unit Course 1.

The objectives reflect the same knowledge, skills, understanding, values and attitudes as in the Music 2 Unit Course 1 Syllabus, but are presented in a more condensed format.

### **Course Structure (pp 10–11)**

The course structure in the new *Music 1 Stage 6 Syllabus* is identical to the course structure in Music 2 Unit Course 1, with the exception of the option to revisit a topic studied in the Preliminary course. The requirements for revisiting one topic are outlined on page 11 of the new syllabus and state that their study must show ‘greater depth of understanding, explore new repertoire and include a comparative study’.

### **Outcomes (pp 12–13)**

An outcomes-based approach to teaching and learning has been maintained in this syllabus.

The outcome statements have been revised to highlight the progression of learning from the Preliminary course to the HSC course.

The outcome statements reinforce the integration of the learning experiences of performance, composition, musicology and aural skills within the syllabus.

### **Content (pp 15–26)**

Additional information has been included in the content section of the syllabus.

#### *Concepts*

More detail has been provided on the concepts of duration, pitch, dynamics and expressive techniques, tone colour, texture and structure.

Working definitions of the concepts and suggested aspects for study have also been included.

#### *Learning experiences*

More detail has been provided on the learning experiences of performance, composition, musicology and aural.

#### *Contexts*

Additional suggestions have been included on aspects for study on each topic.

#### *Technology*

The technology statement included in the Music 2 Unit Course 1 Syllabus has been refined to more accurately reflect current practice.

Additional references to the impact of technology have been included in the suggested aspects for study.

### *Improvisation*

The references to improvisation in the previous syllabus have been updated and extended. An improvisation statement has been included and additional references have been made to the role of improvisation in the topic descriptions.

### **Assessment (pp 28–42)**

The assessment section of the new *Music 1 Stage 6 Syllabus* includes additional information on internal assessment.

There are two significant changes to the internal assessment requirements:

#### *Components and weighting for internal assessment*

The HSC course components and weightings for internal assessment have been revised to acknowledge the importance of aural skills in underpinning all learning experiences in music.

#### *Composition elective*

The internal assessment of the composition elective has been changed to portfolio assessment. The entire internal assessment for the composition elective is to be based on a composition portfolio. The finished composition will be marked externally as part of the HSC examination.

This replaces the 2 Unit Course 1 requirement of 50% of marks from a process diary and the remaining 50% from the finished composition.

#### ***What will be needed to teach this subject?***

- *Music 1 Stage 6 Syllabus.*
- Music 1 Higher School Certificate Examination, specimen examination paper, sample marking guidelines and draft performance scale.

Current programs will still be relevant but will require the following modifications:

- revision of the linkage of objectives and outcomes to teaching programs
- restructuring of assessment tasks for the composition elective to fulfil portfolio assessment requirements
- adjustment of assessment tasks to reflect the changed weightings of HSC internal assessment.

Current resources are appropriate for use with the new syllabuses although there may need to be some adjustment in the way teachers use them.

A further subject-specific document is being developed by the Board of Studies for distribution later in the year. This will assist teachers with the implementation of the revised syllabuses.

A list of a number of resources will be placed on the Board's website, <http://www.boardofstudies.nsw.edu.au>.

The Board of Studies will also provide assessment support materials, which will be generic across subjects.

Cross-sectoral professional development workshops (Department of Education and Training, Catholic Education Commission and members of the Association of Independent Schools) for Music 1 Stage 6 will be held. Venues and dates for these workshops have been published on the *New HSC* website — <http://www.newhsc.schools.nsw.edu.au> — and distributed to schools. The materials from the workshops will be available on this website.

*CURRICULUM SUPPORT for Teaching in Creative Arts 7–12* — a publication distributed each term by the Department of Education and Training — will carry an HSC supplement.

*Assessment and Reporting Bulletin* — published each term as a joint venture of the Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools — will build on principles outlined in Board of Studies' newsletters and assessment support materials.