



An Introduction to Music 2 & Music Extension Stage 6 in the New HSC

The new *Music 2 and Music Extension Stage 6 Syllabus* replaces the current syllabus in Music 2 Unit (Common) and 3 Unit. The new syllabus is for implementation 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 2 and Music Extension Stage 6 Syllabus* is very similar to Music 2 Unit (Common) and 3 Unit. The content remains largely unchanged and the structure almost identical.

What are the overall improvements?

- Additional detail has been provided in both the content and assessment sections.
- Concerns with the content requirements in the Music 2 Preliminary course have been addressed.
- Slight modifications to the Music 2 HSC course have ensured the currency of the syllabus is maintained.

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

Rationale, Aim and Objectives (pp 6, 11, 55)

The rationale in the new syllabus is consistent with the rationale in the Music 2 Unit (Common) and 3 Unit syllabuses. The new syllabus includes a clear statement of purpose for Music 2 and Music Extension.

The Music 2 aim parallels that in Music 2 Unit (Common) and 3 Unit, and the Music Extension aim statement highlights the challenging nature of the Extension course.

The objectives are based on those from the previous syllabus but are presented in a more condensed format.

Course Structure (pp 12, 55)

The Music 2 course structure is the same as the course structure of the Music 2 Unit course. Students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

The Music Extension course is an extension of Music 2 and students will negotiate an individual program of study with their teacher. Students specialise in performance, composition or musicology as well as continuing to expand their aural awareness and understanding.

Outcomes (pp 14–15, 56–57)

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

In Music 2, the outcome statements have been revised and 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.

In Music Extension, the outcome statements indicate the equivalent levels of achievement across the three areas of performance, composition and musicology.

Content — Music 2 (pp 17–30)

A number of changes have been made to the mandatory and additional topics in Music 2:

- the mandatory HSC topic has been updated and is now Music of the Last 25 Years (Australian focus) in order to maintain the currency of the syllabus
- the additional topic, Music 1900–1970 has been divided into two topics, Music 1900–1945 and Music 1945 to Music of 25 Years Ago
- the excessive content requirements in the Preliminary course have been addressed by the removal of the integrated project on the additional topic.

Additional information has been included in the content section of Music 2:

- more detail has been provided on the concepts of duration, pitch, dynamics and expressive techniques, tone colour, texture and structure
- additional suggestions have been included on aspects for study on each topic
- further clarification of the Preliminary and HSC course mandatory topic requirement that five works are to be studied in detail.

In addition:

- the technology statement has been refined to more accurately reflect current practice and further references to the impact of technology have been included in the suggested aspects for study of additional topics
- the references to improvisation in the previous syllabus have been updated and extended. An improvisation statement is now included and references have been made to the role of improvisation in the topic descriptions.

Content —Music Extension (pp 58–60)

Music Extension retains the specialisation in one of three learning experiences from the current 3 Unit Syllabus.

Assessment (pp 32–51, 62–73)

The Music 2 course includes additional information on internal assessment including suggested assessment tasks. Similar information is included for the Music Extension course.

Significant changes have been made to the internal assessment of submitted works. This applies to the composition core, composition elective and musicology elective in Music 2 and to the composition and musicology options in Music Extension.

Submitted compositions

The requirement for internal assessment of a submitted composition in the 2 Unit (Common) and 3 Unit Syllabuses was that 50% of the final mark was to be based on a process diary and the remaining marks on an internal assessment of the finished composition.

The process diary has been replaced by a composition portfolio that is to form the entire internal assessment mark for a submitted composition. The completed composition will now be marked as part of the external HSC examination process and will not be part of the internal assessment.

Submitted essays

A musicology portfolio has been introduced for submitted musicology essays. This is to make the internal assessment requirements for submitted essays consistent with the requirements for submitted compositions.

The musicology portfolio will form the entire internal assessment and the completed essay will now be marked as part of the external HSC examination process.

The internal assessment of performance in Music 2 and Music Extension does not require a performance portfolio. However, students are required to complete at least two tasks in addition to performance tasks for the Music 2 performance elective and for Music Extension.

What will be needed to teach this subject?

- *Music 2 and Music Extension Stage 6 Syllabus.*
- Music 2 Higher School Certificate Examination, specimen examination paper, sample marking guidelines and draft performance scale.
- Music Extension sample marking guidelines and draft performance scale.

Current programs will still operate but with the following modifications:

- revision of the linkage of objectives and outcomes to teaching programs
- revision of the internal assessment structure for all submitted compositions to fulfil portfolio assessment requirements
- revision of the internal assessment structure for all submitted essays to fulfil portfolio assessment requirements
- revision of Music 2 programs for the HSC mandatory topic: Music 1970 Onwards (Australian Focus) to fulfil the revised mandatory topic: Music of the Last 25 Years (Australian Focus)
- possible use of existing 2 Unit (common) programs for the additional topic: Music 1900–1970 as the basis for the two new topics: Music 1900–1945 and Music 1945 to Music of 25 Years Ago.

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 2 and Extension 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.