

## 3.4 Program details

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Project 1		VMIPROJ1 Playing music and notation				
Estimated duration	14 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final		Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code	
<p>Students will play selected simple pieces demonstrating instrument maintenance, tuning and warm-up activities. They will develop technique for playing music accurately including rhythmic stability, intonation awareness and tone production. Students must be able to show evidence of playing from basic music notation, recognising symbols and structures, interpreting elements of melody, harmony, rhythm, and dynamics/ expression. Students are to create a plan to improve their music reading skills. Students will incorporate feedback from others and self-evaluation.</p>		<ul style="list-style-type: none"> <li>• CUAMPF111 – Develop skills to play or sing music</li> <li>• CUAMPF214 – Perform music from simple written notation</li> <li>• CUAMPF112 – Perform simple musical parts in ensembles</li> </ul>	Observation checklist	<input checked="" type="checkbox"/>	VMIOBS	
			Questions checklist	<input type="checkbox"/>		
			Review of product/service against specifications	<input type="checkbox"/>		
			Review folio of work against specifications	<input checked="" type="checkbox"/>	VMIFOL1	
			Third party report	<input type="checkbox"/>		
			Safety induction checklist	<input type="checkbox"/>		

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Project 2		VMIPROJ2 Group performance			
Estimated duration	10 Weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
<p>Students in small groups (minimum 3) must perform on at least two occasions on instrument or voice in front of an audience made up of their class. Students must produce and implement practice schedules, band responsibilities and organizational documentation. The first song is to be chosen from a set list and the second song is to be chosen by the students. For the “Gig” students will have to setup/ pack up their required music equipment observing safe work practices and liaise with venue staff as to their requirements in a simulated workplace experience in the school’s theatre. Students will contribute to evaluations of their group performances.</p>		<ul style="list-style-type: none"> <li>• BSBTWK201 – Work effectively with others</li> <li>• CUAMPF213 – Perform simple repertoire in ensembles</li> </ul>	Observation checklist	<input checked="" type="checkbox"/>	VMIOBS
			Questions checklist	<input type="checkbox"/>	
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	VMIFOL2
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	

### 3.4 Program details

Project 3		VMIPROJ3 WHS and basic audio			
Estimated duration	8 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
<p>Students are required to setup and pack up PA (public address) equipment for various scenarios. Students will need to become familiar with terminology specific to audio operations and equipment. Understanding of signal flow, gain, phase, filters, phantom power, graphic EQ, auxiliary sends, effects, panning, unity level, fold backs, FOH (front of house) and subgroups. Students will learn how use a range of hardware including passive and active instruments, condenser/ dynamic microphones, leads, DI's, multicores etc. Work, health and safety is paramount to using audio equipment, safe setup of hardware, power cables, power boards, correct use of leads and their placement and use of gaffer tape where necessary. Understanding the responsibility of musicians and technicians in the industry when playing music to live audiences and responsible decibel level levels for themselves and others.</p>		<ul style="list-style-type: none"> <li>• BSBWHS211 – Contribute to the health and safety of self and others</li> <li>• CUASOU211 – Develop basic audio skills and knowledge</li> <li>• CUAIN211 - Develop apply creative arts industry knowledge</li> </ul>	Observation checklist	<input checked="" type="checkbox"/>	VMIOBS
			Questions checklist	<input type="checkbox"/>	
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	VMIFOL3
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	