



# **Mastering Music Australian Teacher's Guide**

**This guide is to be given to the  
Music Teachers who will be using  
Mastering Music**

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# Mastering Music Teacher's Guide

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### Overview

Mastering Music™ consists of the following elements.

- Online Lessons covering all aspects of music – performing, composing, arranging, mixing, notation, music theory, aural training and film scoring
- Online Help Pages with images, text and “how to” video tutorials
- Music Master Professional™ (MIDI Sequencing/Notation/Audio application)

Mastering Music™ lessons are accessed online from <https://masteringmusic.datasonics.net.au> or by clicking the User Log In button in the Mastering Music™ section of the home page of the Datasonics website <https://datasonics.com.au>. You need to log in with a username (your email address) and password.

If Music Master Professional™ is not already installed on your computer, you can download and install it as a number of lessons require Music Master Professional™ to complete them. Music Master Professional™ runs on Windows 7, 8 or 10.

This Teacher's Guide includes a **Users Guide** and lesson content guides to assist you in selecting the relevant lessons for the topics you are covering. Each of the lessons contains text hyperlinks that link to help pages to assist in completing that lesson. Most help pages also contain a video tutorial that demonstrates how to complete the required function.

This Teacher's Guide also includes information on Professional Development Training Courses that are available including the outcomes, overview and prerequisites for each level. Please contact Datasonics for further information on these courses.

## Mastering Music Users Guide

### Introduction

There are well over 400 lesson tasks to be completed across all years K-12 and beyond. The teacher must determine the best methodology to progress through these lessons in teaching music to their students. Datasonics has provided three methodologies that may assist the teacher in this task.

- ◆ **Curriculum Guide** – *follows the curriculum*
- ◆ **Year Level Guide** – *following a year level guideline*
- ◆ **Lesson Order Guide** – *sets out a “start to finish” approach*

### Class Management

Mastering Music™ includes a Class Management page that is accessible to teachers only from their main menu. Mastering Music™ uses a student log for each student to track their progress through the lessons and to store student e-portfolio and results from aural lessons. The Class Management application allows you to set up classes and students to considerably simplify the assessment and reporting operation and to produce student and class reports.

### Student Assessment

Each student log includes the lessons attempted including the time taken to complete the lesson and also contains links to the song files that they created so that they can be found later by the teacher for assessment and reporting in the Class Management page.

The teacher can review each student’s progress by selecting a student from the Class Management page and browsing their e-portfolio which will open their work into the same context that the student used when completing the lesson. Where required, the teacher can provide comments and a score for a lesson so that when the student next logs in, they will see the teacher’s comments and score.

Because all of the lessons are online, students can be working at school or at home and their work is also saved to the cloud.

### Operating Mastering Music

Mastering Music™ lessons are accessed online from <https://masteringmusic.datasonics.net.au> or by clicking the User Log In button in the Mastering Music section of the home page of the Datasonics website <https://datasonics.com.au>.

When a student opens Mastering Music™ they need to log in with their username (email address) and password. None of these lessons require piano keyboard skills to complete them, so these lessons are ideally suited for the computer lab in any school or university. However, MIDI keyboards can be connected and used for real-time recording either inside or outside of the lesson environment.

The lessons have been structured into four learning areas –

- **Performing** (playing songs on your chosen instrument)
- **Composing** (experimenting with creating and editing music)
- **Publishing** (learning about writing and printing notation)
- **Musicianship** (exercises that help to understand the language of music)

Mastering Music™ can operate in two different modes.

## 1. Normal Learning Mode

In this mode, the lessons page shows an icon for each of the 4 learning areas.



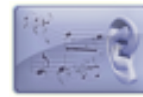
Performing



Composing



Publishing



Musicianship

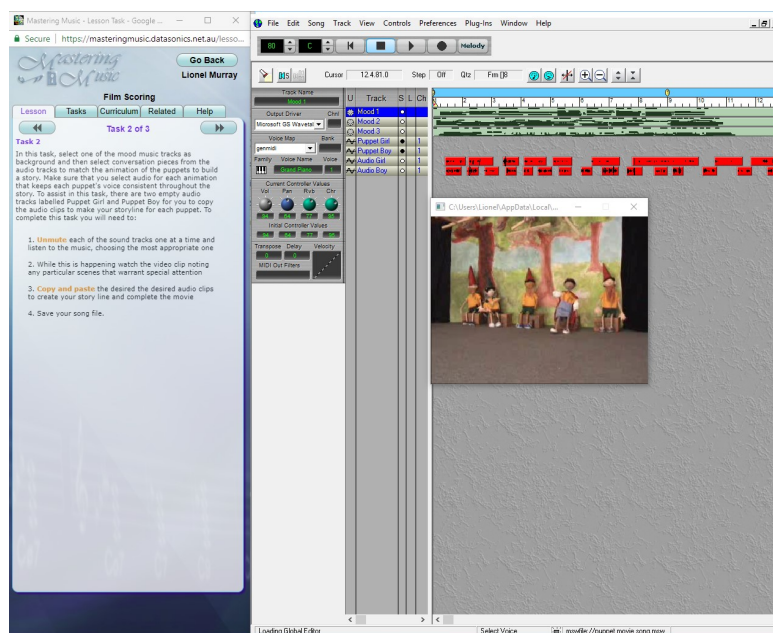
When clicked, each learning area contains a list of buttons representing different lesson topics. When you select a lesson topic, it opens the first lesson task for that lesson. Most of the lesson topics also contain additional challenges for the more-advanced students. These can be accessed by using the next and previous buttons at the top of the screen or accessed directly by using the tasks tab.

## 2. Lesson Plan Mode

In this mode, the teacher has previously selected a Lesson Plan for this class of students. This Lesson Plan has a set of pre-defined lesson tasks that need to be completed in a specific order. When the student selects Lessons from their main menu, the software knows where the student is up to and automatically opens the next lesson task in the lesson plan. The next and previous buttons at the top of the screen will open the next and previous lesson task in the lesson plan respectively.

### Opening a Lesson Task

Depending on the type of lesson, it either opens a lesson strip down the left with a Music Master page on the right for the student to complete the work or opens the lesson outline in full screen. At any stage, you can click on the text hyperlinks shown in the lesson outline to get help about the skills required to complete this task. This help screen also contains a link to the context-sensitive help and video tutorial if further information is required. This approach enables students to work at their own pace with minimal supervision.



Each lesson also contains a summary of the aims and objectives, activities, outcomes and assessment to map these lessons to your curriculum (Curriculum tab). Click on the lesson tab to view the lesson outline again or the related tab to work on a related lesson.

In the aural lessons contained in the Musicianship area, each student is required to listen to the aural examples and determine their type. Their answers will be automatically stored in their log and may also be printed.

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## Australian Curriculum for Music

The Australian Curriculum for Music was completed in December 2016. Previously, the Mastering Music™ lessons were mapped to each Australian State's curriculum, but this has now been replaced with a mapping to the Australian Curriculum that is set out in this document.

In the Australian Curriculum, The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places. The Australian Curriculum: The Arts comprises five subjects:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts.

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

The screenshot shows a web browser window with the URL <https://masteringmusic.datasonics.net.au/lesso...>. The page title is "Mastering Music - Lesson Task - Google ...". The page content includes a "Go Back" button, the name "Lionel Murray", and a navigation menu with "Lesson", "Tasks", "Curriculum", "Related", and "Help". The main content area is titled "Beginner Songs (MIDI)" and contains several sections:

- Musical Concepts:** A grid of checkboxes for Rhythm/Duration, Pitch, Dynamics/Expression, Tone Colour, Texture, and Structure, all of which are checked.
- Aims and Objectives:** A paragraph stating: "To foster a creative approach to incorporating technology into performance, to increase awareness of the possibilities of using midifiles, to gain a greater understanding of how sequencers operate and to explore a variety of musical styles and genres."
- Activities:** A paragraph stating: "Students will open a well known songfile, identify and select the melody part of this song, view that part in the notation editor, make changes to the instrument type and transposition as appropriate to their own instrument, be required to use sections of Music Master pertaining to notation, instrumentation and transposing; and will be exposed to a variety of musical examples."
- Outcomes:** A paragraph stating: "Students will be able to learn to use a sequencing program as an aid to instrumental performance; gain an understanding of instrument transposition; be able to adjust instrumentation and transposition in Music Master; and gain a wider awareness of different styles of music."
- Assessment:** A paragraph stating: "Completed examples can be submitted by electronic means for evaluation, although the student will be constantly self-assessing their work through listening to the resultant sounds. Assessment criteria for performance includes instrumental tone and tuning, melodic and rhythmic accuracy and expression such as dynamics, phrasing and articulation."

### Musical Aims

Individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

Music is learnt through developing skills and knowledge associated with the elements of music. Musical ideas or concepts are conceived, organised and shaped by aspects and combinations of rhythm, pitch, dynamics and expression, form and structure, timbre (tone colour) and texture and each lesson within Mastering Music™ indicates which of these musical concepts is presented and explored. Each lesson also contains the Aims, Activities, Outcomes and Assessment to assist in using the lessons that best suit the teacher's curriculum requirements.

### Structure

The Australian Curriculum covers Years K-12 and has been divided into year groups, normally known as Stages. These groups are Foundation (Kindergarten) to Year 2, Years 3-4, Years 5-6, Years 7-8, Years 9-10, Years 11-12. The pages that follow show the Mastering Music™ lessons mapped to each of these Stages or Year Groups.

## Foundation to Year 2

### Learning Experiences

Students:

- become aware of rhythm, pitch, dynamics and expression, form and structure, timbre (tone colour) and texture
- explore sounds as they learn to listen to and make music
- learn to discriminate between sounds and silence, and loud and soft sounds
- learn to move and perform with beat and tempo
- learn to listen as performers and as audience.

### Content Descriptors

1. Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080).

2. Sing and play instruments to improvise, practice a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081).

3. Create compositions and perform music to communicate ideas to an audience (ACAMUM082).

4. Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083).

### Knowledge and Skills

In this band students are introduced to the ways that ideas and intentions are communicated in and through Music. They develop knowledge, understanding and skills through music practices focusing on:

### Musical Concepts

#### Rhythm

- sound/silence, long/short, fast/slow, beat and rhythm, rest, ostinato, tempo, crotchet, crotchet rest, quavers in pairs, experience of duple and triple metres

#### Pitch

- high/low, pitch direction (going up or down), pitch matching, unison

#### Dynamics and Expression

- loud (forte) **f** and soft (piano) **p**

#### Form and Structure

- same/different, patterns, repetition, echo, introduction, verse, chorus, round

#### Timbre (Tone Colour)

- every voice and instrument has its own distinct sound
- how sound is produced including hit, blown, plucked and shaken

#### Texture

- unison, melody and accompaniment, round, drone

### Skills (including aural skills)

- discriminating between sounds and silence
- moving and performing with an understanding of beat and tempo
- demonstrating the difference between singing and speaking voice
- discriminating between loud and soft, long and short, high and low
- recognising familiar instrument timbres
- using technology as a tool for music learning
- holding and playing classroom instruments safely and correctly
- understanding turn-taking in group music making
- playing in time.

## Mastering Music Lessons

### Learning Area Legend

= Performing

= Composing

= Publishing

= Musicianship

Lesson Topic	Task	Musical Concepts	Musical Activities
Beginner Songs	1	Rhythm/Duration	Students will open a well known songfile, identify and select the melody part of this song, view that part in the notation editor, make changes to the instrument type and transposition as appropriate to their own instrument, be required to use sections of Music Master pertaining to notation, instrumentation and transposing; and will be exposed to a variety of musical examples.
	2	Pitch	
	3	Dynamics/Expression	
Easy Songs	1	Timbre/Tone Colour	
	2	Texture	
	3	Structure/Form	
Changing Instruments	1	Timbre/Tone Colour	Students will listen to a variety of sounds and be encouraged to experiment with standard and unusual instrumental timbres, explore the various instrumental sounds available through Music Master's midi output, and link these sounds with particular instrumental names, be required to use sections of Music Master pertaining to instrumental sounds and will be exposed to a variety of musical examples.
	2		
	3		
Correcting Instruments	1		
	2		
	3		
Using Dynamics	1	Dynamics/Expression	Students will listen to a song with no dynamic contrast present, make decisions as to which dynamics are the most appropriate at various points throughout the piece, experiment with and then insert those into the notation, continually monitor the dynamic changes they have made by playing the songfile with the new dynamics, be required to use sections of Music Master pertaining to notation and dynamics and they will be exposed to a variety of musical examples.
Intervals Aural	1	Pitch	Students will listen to intervals and make choices about the interval type.
	2		
Writing Counts	1	Rhythm/Duration	Students will open a songfile in which there is a melody with spaces beneath each note for entering the counting, play the song and listen to where the notes are placed against the pulse, insert counting into the manuscript by using the Lyrics function, listen to their completed response, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting lyrics.

## Year 3 to Year 4

### Learning Experiences

Students:

- extend their understanding of the elements of music as they develop their aural skills
- match pitch and show the direction of a tune with gesture or drawings
- recognise difference between notes moving by step and by leap
- recognise and discriminate between rhythm and beat
- explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music
- learn to listen as performers and as audience, extending their awareness of themselves and others as performers and as audience.

### Content Descriptors

1. Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084).

2. Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (ACAMUM085).

3. Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086).

4. Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087).

### Knowledge and Skills

In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:

### Musical Concepts

#### Rhythm

- simple metres, crotchet, crotchet rest, quaver, semiquaver, dotted crotchet, quavers in groups of 3 & identical rests in repertoire studied, ostinato, tempo changes (faster & slower)

#### Pitch

- pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff

#### Dynamics and Expression

- very soft (pianissimo) **pp** and very loud (fortissimo) **ff**, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached

#### Form and Structure

- question and answer (call and response), repeat signs, binary (AB) & ternary (ABA) forms

#### Timbre (Tone Colour)

- recognising familiar instrumental timbres in isolation and combination

#### Texture

- combining two or more rhythmic or melodic patterns which occur simultaneously in different voices

### Skills (including aural skills)

- matching pitch and showing the direction of a tune with gesture or drawings
- recognising the differences between notes moving by steps and leaps
- discriminating between rhythm and beat
- demonstrating beat and tempo changes

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- matching and varying dynamics
- varying instrumental timbres to create expressive effects using instruments and voices safely and correctly in the classroom
- taking on different roles in group music making, for example, accompaniment, lead
- using technology as a tool for music making and performance.

## Mastering Music Lessons

### Learning Area Legend

= Performing
  = Composing
  = Publishing
  = Musicianship

Lesson Topic	Task	Musical Concepts	Musical Activities
Play-along Songs	1	Rhythm/Duration Pitch Dynamics/Expression Timbre/Tone Colour	Students will open a well known songfile, identify and select the melody part of this song, view that part in the notation editor, make changes to the instrument type and transposition as appropriate to their own instrument, be required to use sections of Music Master pertaining to notation, instrumentation and transposing; and will be exposed to a variety of musical examples.
	2		
	3		
	4		
Folk Songs	1	Texture Structure/Form	
	2		
	3		
	4		
Tempo	1	Rhythm/Duration Dynamics/Expression	Students will open in the Tempo Editor a recognized song that traditionally involves varying tempi, consider such things as initial tempo, accelerando points, ralls, pauses etc, insert these into the tempo editor, check that the changes they make have been successful by replaying the songfile, evaluate and edit their new songfile; and be required to use sections of Music Master as pertain to tempo editing.
	2		
Identifying Instruments	1	Timbre/Tone Colour	Students will listen to an arrangement of a recognized tune and use the 'MUTE' and 'SOLO' functions of Music Master to aurally identify the various parts, use the 'TRACK NAME' function to label the various parts, be required to use sections of Music Master pertaining to instrumental sounds.
	2		
Drum Loops	1	Rhythm/Duration Structure/Form	Students will open Music Master into its Drum Editor, be shown ways of selecting drum timbres, be shown ways of inputting notes in this editor, experiment with the 'loop' function in the transport bar, create and edit an entire drum loop, be required to use sections of Music Master pertaining to drum sounds and will be exposed to a variety of musical examples.
Writing Manuscript	1	Rhythm/Duration Pitch Dynamics/Expression	Students will view the notation of a simple songfile, identify the various elements of that notation and then copy them to a new empty track and be required to use sections of Music Master as pertain to song structure.
Lyrics	1	Structure/Form	Students will view the notation of a recognized song that is yet to have lyrics placed under the melody, choose the position that lyrics should be entered, use the Lyrics/Text function to enter lyrics into the notation, experiment with both lyric and text entry and, play the song while looking at the notation to make sure it would be easy to read for a performer.
Intervals Written	1	Pitch	Students will open a songfile and be directed to create specific intervals, insert appropriate notation to create the required interval, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	2		
	3		
Intervals Aural	3	Pitch	Students will listen to intervals and make choices about the interval type.
	4		

## Year 5 to Year 6

### Learning Experiences

Students:

- further their understanding of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music
- extend their understanding and use of aural skills as they sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds
- explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose
- explore meaning and interpretation, forms and elements of music as they make and respond to music.

### Content Descriptors

1. Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).
2. Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089).
3. Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).
4. Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091).

### Knowledge and Skills

In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:

### Musical Concepts

#### Rhythm

- simple metres and time signatures (2/4, 3/4, 4/4), bars and barlines
- semibreve, minim, crotchet, crotchet rest, quaver, and associated rests, semiquaver
- compound metre (6/8), dotted crotchet, crotchet, quaver, quavers in groups of 3,
- semiquaver, dotted crotchet rest

#### Pitch

- pentatonic and major scales
- recognising pitch sequences such as an arpeggio or riff; treble and bass clef

#### Dynamics and Expression

- smoothly (legato), detached (staccato), accent

#### Form and Structure

- theme/motif, phrase, rondo (ABACA), riff, ostinato

#### Timbre (Tone Colour)

- acoustic, electronic sounds; voice and instrument types

#### Texture

- contrast within layers of sound

### Skills (including aural skills)

- identifying and notating metre and rhythmic groupings
- singing and playing independent parts against contrasting parts
- recognising instrumental and vocal timbres and digitally generated sounds

- using available technology and digital media as a tool for music learning
- holding and playing instruments and using their voices safely and correctly
- listening to others controlling volume and tone in ensemble activities.

## Mastering Music Lessons

### Learning Area Legend

= Performing

= Composing

= Publishing

= Musicianship

Lesson Topic	Task	Musical Concepts	Musical Activities
Christmas Solos	1	Rhythm/Duration Pitch Dynamics/Expression Timbre/Tone Colour Texture Structure/Form	Students will open a well known songfile, identify and select the melody part of this song, view that part in the notation editor, make changes to the instrument type and transposition as appropriate to their own instrument, be required to use sections of Music Master pertaining to notation, instrumentation and transposing; and will be exposed to a variety of musical examples.
	2		
	3		
	4		
Rock Songs	1		
Rock Songs	2		
Orchestral Songs	1		
Orchestral Songs	2		
Selecting Instruments	1	Timbre/Tone Colour	Students will listen to an arrangement of a recognized tune that is yet to have its various parts assigned to instruments, make decisions as to which instruments are best to perform the various parts, make considerations of instrumental family groupings, experiment and then assign to the various parts standard and unusual instrumental timbres, explore specific instrumental sounds available through Music Master's midi output, link these sounds with particular instrumental names, make decisions as to the appropriateness of varied sounds when they are playing simultaneously, be required to use sections of Music Master pertaining to instrumental sounds and will be exposed to a variety of musical examples.
Selecting Instruments	2		
Identifying Instruments	3	Timbre/Tone Colour	Students will listen to an arrangement of a recognized tune and use the 'MUTE' and 'SOLO' functions of Music Master to aurally identify the various parts, use the 'TRACK NAME' function to label the various parts, be required to use sections of Music Master pertaining to instrumental sounds.
Editing Notes	1	Pitch	Students will listen to a variety of tunes that have obvious mistakes in them, make musical decisions as to how they should edit the incorrect notes, experiment with and then insert those edits into the notation, continually monitor the melodic changes they have made by playing the songfile with the new notes, be required to use sections of Music Master pertaining to notation and editing and they will be exposed to a variety of musical examples.
Arranging	1	Rhythm/Duration Pitch	Students will listen to an arrangement that has all four parts assigned to a flute sound, make decisions as to which instruments would best perform the various parts, experiment and then assign to the various parts instrumental timbres, ensure that all parts are playable within the range of each chosen instrument, create a publishable score and parts complete with title, composer, arranger etc. by using the 'Page Layout' function, explore specific instrumental sounds available through Music Master's midi output, link these sounds with particular instrumental names, make decisions as to the appropriateness of varied sounds when they are playing simultaneously, print all parts and score ready for performance and be required to use sections of Music Master pertaining to instrumental sounds.
Arranging	2	Timbre/Tone Colour Texture	
Using Dynamics	2	Dynamics/Expression	Students will listen to a song with no dynamic contrast present, make decisions as to which dynamics are the most appropriate at various points throughout the piece, experiment with and then insert those into the notation, continually monitor the dynamic changes they have made by playing the songfile with the new dynamics, be required to use sections of Music Master pertaining to notation and dynamics and they will be exposed to a variety of musical examples.

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Writing Manuscript	2	Rhythm/Duration Pitch Dynamics/Expression	Students will view the notation of a simple songfile, identify the various elements of that notation and then copy them to a new empty track and be required to use sections of Music Master as pertain to song structure.
Lyrics	2	Structure/Form	Students will view the notation of a recognized song that is yet to have lyrics placed under the melody, choose the position that lyrics should be entered, use the Lyrics/Text function to enter lyrics into the notation, experiment with both lyric and text entry and, play the song while looking at the notation to make sure it would be easy to read for a performer.
	3		
Note Recognition	1	Rhythm/Duration Pitch	Students will view the notes in notation of a simple songfile, identify the various pitches and write these underneath the notes.
	2		
Intervals Written	4	Pitch	Students will open a songfile and be directed to create specific intervals, insert appropriate notation to create the required interval, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	5		
	6		
Intervals Aural	5	Pitch	Students will listen to intervals and make choices about the interval type.
	6		
	7		
Rhythmic Dictation	1	Rhythm/Duration	Students will open a songfile in which all but the first measure (which gives the examples of the notes that will be used) has no notation entered, press the number key on their computer keyboard that relates to the number of the exercise they are attempting, listen to the played musical example, aurally identify those notes that are playing, insert appropriate notation so as to transcribe that example, listen to their completed response by again pressing the number key on their computer keyboard that relates to the number of the exercise they are attempting, check that their response is correct both visually and aurally and be required to use sections of Music Master as pertain to inserting notes.
	2		
Clefs	1	Pitch	Students will open a songfile and be directed to copy that song into a different clef, insert appropriate notation to create the song in its altered clef, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	2		



## Year 7 to Year 8

### Learning Experiences

Students:

- build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing
- aurally identify layers within a texture
- sing and play independent parts against contrasting parts
- recognise rhythmic, melodic and harmonic patterns and beat groupings
- understand their role within an ensemble and control tone and volume
- perform with expression and technical control
- identify a variety of audiences for which music is made
- draw on music from a range of cultures, times and locations as they experience music
- explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of techniques used in traditional and contemporary styles of music as they explore form in music
- explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music
- consider social, cultural and historical contexts of music
- evaluate the expressive techniques used in music they listen to and experience in performance
- maintain safety, correct posture and technique in using instruments and technologies
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

### Content Descriptors

1. Experiment with texture and timbre in sound sources using aural skills (ACAMUM092).
2. Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093).
3. Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094).
4. Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095).
5. Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096).
6. Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097).
7. Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR098).

### Knowledge and Skills

In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:

## Musical Concepts

### Rhythm

- time signature, semiquaver subdivisions, dotted notes, minim and semibreve rests, quaver rest, dotted crotchet rest
- rhythmic devices such as anacrusis, syncopation, ties and pause

### Pitch

- melodic sequences based upon pentatonic, major and minor scales; key and key signatures; major and minor chords and primary triads (I, IV, V) in simple chord progressions; reading treble and bass clefs and ledger lines

### Dynamics and Expression

- dynamic gradations including *mp* and *mf*; articulations relevant to style, for example, glissando, slide, slap, melismatic phrasing

### Form and Structure

- repetition and contrast; call and response; digital sequences; theme and variation; 12 bar blues; popular song structures including verse, chorus, bridge, middle 8, intro and outro

### Timbre (Tone Colour)

- recognising instrumental types and groups; voice types; acoustic and electronic sound

### Texture

- identifying layers of sound and their role (accompaniment and melody); unison, homophonic (melody with chords), polyphonic (two or more independent layers played simultaneously)

## Skills (including aural skills)

- recognising rhythmic patterns and beat groupings
- discriminating between pitches, recognising intervals and familiar chord progressions
- identifying and notating metre and rhythmic groupings
- aurally identifying layers within a texture
- imitating simple melodies and rhythms using voice and instruments
- performing with expression and technical control, correct posture and safety
- understanding their role within an ensemble, balancing and controlling tone and volume
- using technology as a tool for music learning and to record their music
- holding and playing instruments and using their voices safely and correctly

## Mastering Music Lessons

### Learning Area Legend

= Performing

= Composing

= Publishing

= Musicianship

Lesson Topic	Task	Musical Concepts	Musical Activities
Folk Advanced	1	Rhythm/Duration	Students will open a well known songfile, identify and select the melody part of this song, view that part in the notation editor, make changes to the instrument type and transposition as appropriate to their own instrument, be required to use sections of Music Master pertaining to notation, instrumentation and transposing; and will be exposed to a variety of musical examples.
	2	Pitch	
	3	Dynamics/Expression	
Choir Songs	1	Timbre/Tone Colour	
Choir Songs	2	Texture	
Performance	1	Structure/Form	
Using Dynamics	3	Dynamics/Expression	Students will listen to a song with no dynamic contrast present, make decisions as to which dynamics are the most appropriate at various points throughout the piece, experiment with and then insert those into the notation, continually monitor the dynamic changes they have made by playing the songfile with the new dynamics, be required to use sections of Music Master pertaining to notation and dynamics and they will be exposed to a variety of musical examples.
Adding Chords	1	Pitch	Students will open a songfile and hear it playing without any harmony, make decisions as to which chords are the most appropriate to accompany the piece, experiment with and then insert those chords into the notation, continually monitoring the harmonic changes they have made by playing the songfile and being required to use sections of Music Master as pertaining to notation.
	2		
	3		

# Mastering Music

# Australian Curriculum Guide

Ensemble Arranging	1	Rhythm/Duration Pitch Timbre/Tone Colour Texture	Students will listen to an arrangement of Beethoven's Ode To Joy that has all four parts assigned to a choir sound, assign the stated instruments to the various parts, ensure that all parts are playable within the range of each chosen instrument, create a publishable score and parts complete with title, composer, arranger etc. by using the 'Page Layout' function, make decisions as to the appropriateness of varied sounds when they are playing simultaneously, print all parts and score ready for performance and be required to use sections of Music Master as pertain to instrumental sounds.
	2		
	3		
Ensemble Balance	1	Pitch Dynamics/Expression Tone Colour Texture	Students will listen to various musical examples and hear that some of the individual parts are obviously too loud or too soft, explore the use of Music Master's volume controls to address issues of ensemble balance, constantly edit and play the songfile while making these considerations of balance and will be exposed to a variety of musical examples.
	2		
	3		
Quantizing	1	Rhythm/Duration	Students will listen to and edit a variety of songs where the rhythmic performance is uneven and requires quantizing to improve the sound, make decisions as to which quantize values are the most appropriate, experiment with and then insert those values, continually monitor the rhythmic changes they have made by playing the songfile with the new quantizing, be required to use sections of Music Master pertaining to quantizing and they will be exposed to a variety of musical examples.
	2		
Drum Loops	2	Rhythm/Duration Structure/Form	Students will open Music Master into its Drum Editor, be shown ways of selecting drum timbres, be shown ways of inputting notes in this editor, experiment with the 'loop' function in the transport bar, create and edit an entire drum loop, be required to use sections of Music Master pertaining to drum sounds and will be exposed to a variety of musical examples.
Keyboard Editor	1	Rhythm/Duration Pitch	Students will enter a keyboard editor view and 'use their ear' to enter a simple melody by right clicking notes into that editor, explore the relationship of a keyboard to the pitch of performed notes, create, edit and perform their composition, make decisions as to the appropriateness of notes they have entered, be required to use sections of Music Master as pertain to keyboard note entry and will be exposed to a variety of musical examples.
Film Scoring	1	Rhythm/Duration Dynamics/Expression Timbre/Tone Colour Texture Structure/Form	Students will listen to and edit a variety of songs, make decisions as to which music and speech is most appropriate, experiment with and then collate these clips, continually monitoring the chosen clips to ensure that these capture the desired mood and atmosphere required. They will be playing the songfile with the chosen music clips using sections of Music Master pertaining to copy, paste and recording to synchronize with a video clip.
Writing Manuscript	3	Rhythm/Duration Pitch Dynamics/Expression	Students will view the notation of a simple songfile, identify the various elements of that notation and then copy them to a new empty track and be required to use sections of Music Master as pertain to song structure.
	4		
Time Signatures	1	Rhythm/Duration Structure/Form	Students will view the notation of a series of well-known tunes written with incorrect time signatures, identify the difficulty in reading that notation, use the time signature function to alter the appearance of the notation, select and insert the most appropriate time signatures into the exercise and, play the song while looking at the notation to make sure it would be easy to read for a performer.
Anacrusis	1	Rhythm/Duration Structure/Form	Students will view the notation of several well-known tunes that each contain possible points of anacrusis, identify the difficulty in reading that notation, use the anacrusis function to alter the appearance of the notation, experiment with possibilities of anacrusis, select and insert the most appropriate position to place the anacrusis in each tune and, play the song while looking at the notation to make sure it would be easy to read for a performer. In level 2, students will experiment with the resizing bars function to make the pick-up bar easier to read.
	2		
	3		
	4		

# Mastering Music

# Australian Curriculum Guide

Chord Symbols	1	Pitch	Students will view the notation of a recognized song that is yet to have chord symbols entered, experiment with various chords at each part of the song, select the most appropriate chord for each section of the song, choose the position that chord symbols should be entered, use the chords function to enter chord symbols into the notation and, play the song while looking at the notation to make sure it would be easy to read for a performer.
	2		
	3		
Intervals Written	7	Pitch	Students will open a songfile and be directed to create specific intervals, insert appropriate notation to create the required interval, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	to		
	24		
Intervals Aural	8	Pitch	Students will listen to intervals and make choices about the interval type.
	9		
	10		
	11		
Chords Aural	1	Pitch Texture	Students will listen to chords and make choices about the chord type.
Chords Written	1	Pitch Texture	Students will open a songfile and be directed to create specific chords, insert appropriate notation to create the required chords, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	2		
	3		
Melodic Dictation	1	Rhythm/Duration Pitch Structure/Form	Students will open a songfile in which all but the first bar (which gives the examples of the notes that will be used) has no notation entered, press the number key on their computer keyboard that relates to the number of the exercise they are attempting, listen to the played musical example, aurally identify those notes that are playing, insert appropriate notation so as to transcribe that example, listen to their completed response by again pressing the number key on their computer keyboard that relates to the number of the exercise they are attempting, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	2		
Creating Chords	1	Pitch Texture	Students will open a songfile and be directed to create specific chords, insert appropriate notation to create the required chords, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
Writing Dynamics	1	Dynamics/Expression	Students will listen to a well known tune that is lacking any dynamics, explore the various dynamic levels available in the Notation Editor, experiment with entering crescendos and decrescendos using the Dynamics Grade function, select appropriate dynamics that will enhance the sound of the song and then insert them into the notation, be required to use sections of Music Master pertaining to dynamics and will be exposed to a variety of musical examples.
	2		

## Year 9 to Year 10

### Learning Experiences

Students:

- continue to develop their aural skills as they build on their understanding and use of the elements of music
- extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms
- extend their use of and identification of timbre to discriminate between different instruments and different voice types
- build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- extend technical and expressive skills in performance from the previous band
- draw on music from a range of cultures, times and locations as they experience music
- explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles as they explore music forms
- reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music
- evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform
- maintain safety, correct posture and technique in using instruments and technologies
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

### Content Descriptors

1. Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099).
2. Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100).
3. Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (ACAMUM101).
4. Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102).
5. Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103).
6. Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104).
7. Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105).

## Knowledge and Skills

In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:

## Musical Concepts

### Rhythm

- regular and irregular time signature and beat subdivisions; triplets and duplets; further time signature
- complex metres, required note groupings: 5/4, 7/8, 9/8
- rhythmic devices including syncopation, rhythmic motif, rhythmic augmentation and diminution

### Pitch

- melodies and chords based on major, minor and modal scales; tonal centres; modulation; consonance and dissonance; chromaticism; pitch devices including riff, ostinato and pedal note

### Dynamics and Expression

- dynamic gradations; expressive devices and articulations relevant to style such as rubato, ornamentation, terraced dynamics, pitch bending, vibrato, oscillation, filters and pedals

### Form and Structure

- structures appropriate to styles and repertoire studied including theme, hook, motivic development, head, sonata form, interlude and improvisation

### Timbre (Tone Colour)

- identifying instruments and voice types by name and method of sound production; use of mutes, pedals, harmonics, digitally manipulated sound, distortion, and techniques appropriate to style

### Texture

- horizontal and vertical layers appropriate to styles and repertoire studied; homophonic and polyphonic writing, countermelody and white noise.

## Skills (including aural skills)

- singing and playing music in two or more parts in a range of styles
- performing with expression and technical control and an awareness of ensemble.

## Mastering Music Lessons

### Learning Area Legend

= Performing

= Composing

= Publishing

= Musicianship

Lesson Topic	Task	Musical Concepts	Musical Activities	
Jazz Songs	1	Rhythm/Duration Pitch	Students will open a well known songfile, identify and select the melody part of this song, view that part in the notation editor, make changes to the instrument type and transposition as appropriate to their own instrument, be required to use sections of Music Master pertaining to notation, instrumentation and transposing; and will be exposed to a variety of musical examples.	
	2			
	3			
Choir Songs	3	Dynamics/Expression Timbre/Tone Colour		
	Christmas Ensembles	1		Texture Structure/Form
		2		
3				
Audio Editing	1	Rhythm/Duration Pitch	This is a major project that will require several hours work by the students for satisfactory completion. Students commence by learning and using simple wavefile cutting and pasting. They learn to become specific with their editing by creating a human drum kit. Time will be spent explaining the importance and usage of the 'STEP' function in music software. MIDI tracks will be incorporated into their developing songfile and finally the student will use all these skills to create a whole new stereo mastered project in which they should display all of the learnt techniques.	
	2			
	3			
	4			
	5			

# Mastering Music

# Australian Curriculum Guide

Drum Loops	3	Rhythm/Duration Structure/Form	Students will open Music Master into its Drum Editor, be shown ways of selecting drum timbres, be shown ways of inputting notes in this editor, experiment with the 'loop' function in the transport bar, create and edit an entire drum loop, be required to use sections of Music Master pertaining to drum sounds and will be exposed to a variety of musical examples.
	4		
Film Scoring	2	Rhythm/Duration Dynamics/Expression Timbre/Tone Colour Texture Structure/Form	Students will listen to and edit a variety of songs, make decisions as to which music and speech is most appropriate, experiment with and then collate these clips, continually monitoring the chosen clips to ensure that these capture the desired mood and atmosphere required. They will be playing the songfile with the chosen music clips using sections of Music Master pertaining to copy, paste and recording to synchronize with a video clip.
Mixing	1	Rhythm/Duration Timbre/Tone Colour Texture Structure/Form	Students will listen to several tunes which have had all track volumes programmed at zero (ie. no sound), adjust each individual track volume to make it be heard, edit those volumes so that they are balanced with other audible tracks, complete a 'mix' of each of the various songfiles, be required to use sections of Music Master as pertain to instrument volume and will be exposed to a variety of musical examples.
	2		
	3		
Wavesample Editing	1	Rhythm/Duration Pitch Structure/Form	Students will be encouraged to identify inaccuracies in recorded performances and then use a variety of wavesample editing techniques to repair these. Edits will include correcting start and end points of audio tracks, deleting incorrect notes, replacing incorrect notes with better ones and moving regions of the wavesample to improve its sound.
	2		
	3		
Time Signatures	2	Rhythm/Duration Structure/Form	Students will view the notation of a series of well-known tunes written with incorrect time signatures, identify the difficulty in reading that notation, use the time signature function to alter the appearance of the notation, select and insert the most appropriate time signatures into the exercise and, play the song while looking at the notation to make sure it would be easy to read for a performer.
Anacrusis	5	Rhythm/Duration Structure/Form	Students will view the notation of several well-known tunes that each contain possible points of anacrusis, identify the difficulty in reading that notation, use the anacrusis function to alter the appearance of the notation, experiment with possibilities of anacrusis, select and insert the most appropriate position to place the anacrusis in each tune and, play the song while looking at the notation to make sure it would be easy to read for a performer. In level 2, students will experiment with the resizing bars function to make the pick-up bar easier to read.
	6		
	7		
	8		
Instrument Ranges	1	Pitch Timbre/Tone Colour	Students will edit the melody of the Australian National Anthem so that it is heard to be played by a variety of instruments, identify sections in that notation which fall outside the chosen instrument's playable range, use the transposition function to alter the appearance and sound of the notation, play the song while looking and listening to make sure the notes can in fact be performed on their chosen instrument and be required to use sections of Music Master pertaining to transposition and notation.
	2		
	3		
	4		
	5		
	6		
	7		
	8		
Rhythmic Beaming	1	Rhythm/Duration	Students will view the notation of a simple scale repeated several times with different accents, identify the difficulty in reading that notation, use the Rhythmic Beaming function to alter the appearance of the notation, experiment with various rhythmic beaming groupings, select and insert an appropriate rhythmic beaming groupings over each version of the scale and, play the song while looking at the notation to make sure it would be easy to read for a performer.
Enharmonic Notes	1	Pitch	Students will view the notation of several exercises and tunes that each contain possible enharmonic notes, identify the difficulty in reading that notation, use the Enharmonic Shift function to alter the appearance of the notation, experiment with enharmonic possibilities, select and insert the most appropriate enharmonic notes into each exercise or tune and, play the song while looking at the notation to make sure it would be easy to read for a performer.

# Mastering Music

# Australian Curriculum Guide

Writing Manuscript	5	Rhythm/Duration Pitch Dynamics/Expression	Students will view the notation of a simple songfile, identify the various elements of that notation and then copy them to a new empty track and be required to use sections of Music Master as pertain to song structure.
Repeats	1	Structure/Form	Students will view the notation of a simple songfile, identify the various sections of that notation, use repeat sections to alter the appearance of the notation, play the song while looking and listening to make sure the notation looks as it sounds and be required to use sections of Music Master pertaining to song structure.
	2		
	3		
1 <sup>st</sup> and 2 <sup>nd</sup> Endings	1	Structure/Form	Students will view the notation of a simple songfile, identify the various sections of that notation, use 1st & 2nd time endings to alter the appearance of the notation, play the song while looking and listening to make sure the notation looks as it sounds and be required to use sections of Music Master pertaining to song structure.
	2		
	3		
Intervals Written	25	Pitch	Students will open a songfile and be directed to create specific intervals, insert appropriate notation to create the required interval, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	to		
	36		
Intervals Aural	12	Pitch	Students will listen to intervals and make choices about the interval type.
	to		
	16		
Chords Aural	2	Pitch Texture	Students will listen to chords and make choices about the chord type.
	3		
	4		
Chords Written	4	Pitch Texture	Students will open a songfile and be directed to create specific chords, insert appropriate notation to create the required chords, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	to		
	12		
Scales Aural	1	Pitch	Students will listen to scales and make choices about the scale type.
	to		
	6		
Scales Written	1	Pitch	Students will open a songfile and be directed to create specific scales, insert appropriate notation to create the required scales, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	to		
	18		
Rhythmic Dictation	3	Rhythm/Duration	Students will open a songfile in which all but the first bar (which gives the examples of the notes that will be used) has no notation entered, press the number key on their computer keyboard that relates to the number of the exercise they are attempting, listen to the played musical example, aurally identify those notes that are playing, insert appropriate notation so as to transcribe that example, listen to their completed response by again pressing the number key on their computer keyboard that relates to the number of the exercise they are attempting, check that their response is correct both visually and aurally and be required to use sections of Music Master as pertain to inserting notes.
	4		
Melodic Dictation	3	Rhythm/Duration Pitch Structure/Form	Students will open a songfile in which all but the first bar (which gives the examples of the notes that will be used) has no notation entered, press the number key on their computer keyboard that relates to the number of the exercise they are attempting, listen to the played musical example, aurally identify those notes that are playing, insert appropriate notation so as to transcribe that example, listen to their completed response by again pressing the number key on their computer keyboard that relates to the number of the exercise they are attempting, check that their response is correct both visually and aurally and be required to use sections of Music Master as pertain to inserting notes.
	4		
Changing Tonality	1	Pitch Timbre/Tone Colour	Students will open a songfile in which there is a simple tune in a major key, play the song and listen to its tonality, use the key signature function to alter that tune to its tonic minor key, view the notation which will have many accidentals now present, use those accidentals as an indicator of where the tonality could be altered, edit each of those accidentals so that their note changes in pitch and becomes part of the new key, play the song and listen to its new natural minor tonality and be required to use sections of Music Master pertaining to editing notes and inserting key signatures.
	2		



## Year 11 to Year 12

There is currently no Australian Curriculum for Years 11-12. However, there are a number of lesson topics across the 4 learning areas that would be very useful for those students studying music in Years 11-12.

### Mastering Music Lessons

#### Learning Area Legend

 = Performing

 = Composing

 = Publishing

 = Musicianship

Lesson Topic	Task	Musical Concepts	Musical Activities	
Improvisation	1	Rhythm/Duration Pitch Dynamics/Expression Timbre/Tone Colour Texture Structure/Form	Students will open a well known songfile, identify and select the melody part of this song, view that part in the notation editor, make changes to the instrument type and transposition as appropriate to their own instrument, be required to use sections of Music Master pertaining to notation, instrumentation and transposing; and will be exposed to a variety of musical examples.	
	2			
	3			
Rock Songs	3			
Jazz Songs	4			
	5			
	6			
Orchestral Songs	3			
	4			
Advanced Performance	1			
Arranging	3	Rhythm/Duration Pitch Timbre/Tone Colour Texture	This is a major project that will require several hours work by the students for satisfactory completion. Students commence by learning and using simple wavefile cutting and pasting. They learn to become specific with their editing by creating a human drum kit. Time will be spent explaining the importance and usage of the 'STEP' function in music software. MIDI tracks will be incorporated into their developing songfile and finally the student will use all these skills to create a whole new stereo mastered project in which they should display all of the learnt techniques.	
	4			
Mixing	4	Dynamics/Expression Timbre/Tone Colour Texture Structure/Form	Students will listen to several tunes which have had all track volumes programmed at zero (ie. no sound), adjust each individual track volume to make it be heard, edit those volumes so that they are balanced with other audible tracks, complete a 'mix' of each of the various songfiles, be required to use sections of Music Master as pertain to instrument volume and will be exposed to a variety of musical examples.	
Remix	1	Dynamics/Expression Timbre/Tone Colour Texture Structure/Form	Students will listen to popular songs and at the same time take note of the various musical song sections that have been identified, open a new song and then cut and paste sections of the original song into this, make decisions about their preferred song structure and implement them and be required to use sections of Music Master pertaining to song structure.	
	2			
	3			
Radio Remix	1	Dynamics/Expression Timbre/Tone Colour Texture Structure/Form	Students will listen to popular songs and that are far too long for radio play, identify the various section of the song, make choices as to which sections of the song should remain in a shorter radio remix, open a new song and then cut and paste sections of the original song into this, making decisions about their preferred song structure and implementing them using sections of Music Master pertaining to song structure.	
	2			
Film Scoring	3	Rhythm/Duration Dynamics/Expression Timbre/Tone Colour Texture Structure/Form	Students will listen to and edit a variety of songs, make decisions as to which music and speech is most appropriate, experiment with and then collate these clips, continually monitoring the chosen clips to ensure that these capture the desired mood and atmosphere required. They will be playing the songfile with the chosen music clips using sections of Music Master pertaining to copy, paste and recording to synchronize with a video clip.	

# Mastering Music

# Australian Curriculum Guide

Composing Parts	1	Rhythm/Duration Pitch Timbre/Tone Colour Texture	Students will open three different songfiles, each with one obvious part missing. In the notation editor they will be encouraged to enter bass and melody notes using the mouse. In the level 2 example students will use Music Master's drum editor to create their beat. They will listen to the effect that their new parts have upon the rest of the music.
	2		
	3		
Sampling	1	Rhythm/Duration Pitch	Students will open a songfile and enable an audio track to record, enable a microphone to record into Music Master, record someone (or several people) speaking or singing, check that the recording has been successful by replaying the songfile, identify specific words or phrases (regions) that would be good to have in their sampled word song, define those regions and then cut and paste them into a new track; and be required to use sections of Music Master pertaining to audio recording and editing.
	2		
Note Spacing	1	Structure/Form	Students will view the notation of a simple songfile, identify the difficulty in reading that notation, use the Resizing Bars function to alter the appearance of the notation, experiment with various resizing values, select and insert an appropriate resizing value over sections of the notation where it is required and play the song while looking at the notation to make sure it would be easy to read for a performer.
DC al Fine	1	Structure/Form	Students will view the notation of a simple songfile, identify the various sections of that notation, use D.C. al Fine to alter the appearance of the notation, play the song while looking and listening to make sure the notation looks as it sounds and be required to use sections of Music Master pertaining to song structure.
	2		
	3		
DS al Fine	1	Structure/Form	Students will view the notation of a simple songfile, identify the various sections of that notation, use D.S. al Fine to alter the appearance of the notation, play the song while looking and listening to make sure the notation looks as it sounds and be required to use sections of Music Master pertaining to song structure.
	2		
	3		
DC al Coda	1	Structure/Form	Students will view the notation of a simple songfile, identify the various sections of that notation, use D.C. al Coda to alter the appearance of the notation, play the song while looking and listening to make sure the notation looks as it sounds and be required to use sections of Music Master pertaining to song structure.
	2		
DS al Coda	1	Structure/Form	Students will view the notation of a simple songfile, identify the various sections of that notation, use D.S. al Coda to alter the appearance of the notation, play the song while looking and listening to make sure the notation looks as it sounds and be required to use sections of Music Master pertaining to song structure.
	2		
Publishing Layout	1	Texture Structure/Form	Students will view the notation of a simple songfile, enter a series of publishing elements into the music such as title, arranger, copyright information etc., make considerations of print size and then edit appropriately and be required to use sections of Music Master pertaining to page layout.
	2		
	3		
Cadences Written	1	Pitch Texture	Students will open a songfile and be directed to create specific cadences, insert appropriate notation to create the required cadences, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	to		
	18		
Cadences Aural	1	Pitch Texture	Students will listen to cadences and make choices about the cadence type.
	to		
	6		
Chords Aural	5	Pitch Texture	Students will listen to chords and make choices about the chord type.
	to		
	12		

# Mastering Music

# Australian Curriculum Guide

Chords Written	16	Pitch Texture	Students will open a songfile and be directed to create specific chords, insert appropriate notation to create the required chords, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	to		
	36		
Scales Aural	7	Pitch	Students will listen to scales and make choices about the scale type.
	to		
	12		
Scales Written	19	Pitch	Students will open a songfile and be directed to create specific scales, insert appropriate notation to create the required scales, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	to		
	36		
Chord Inversions	1	Pitch Texture	Students will open a songfile and be directed to create specific chord inversions, insert appropriate notation to create the required chords, listen to their completed response by pressing the number key on their computer keyboard that relates to the number of the exercise they have completed, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	2		
	3		
	4		
Note Comparison	1	Rhythm/Duration Pitch	Students will open a songfile, press the number key on their computer keyboard that relates to the number of the exercise they are attempting, listen to the played musical example, aurally identify those notes that are playing, insert appropriate notation so as to transcribe that example, listen to their completed response by again pressing the number key on their computer keyboard that relates to the number of the exercise they are attempting, check that their response is correct both visually and aurally and be required to use sections of Music Master pertaining to inserting notes.
	to		
	10		
Transcription	1	Rhythm/Duration Pitch Structure/Form	Students will open a songfile and listen to pick out various instruments from the whole. They will then transcribe the chosen instrument onto the notation staff and play it back to confirm its accuracy.
	2		
4 Part Writing	1	Pitch Texture Structure/Form	Students will open a songfile and view but not hear a 4 part arrangement of a well known tune, insert appropriate notation to create a vocal 4 part version of that tune, listen to their completed arrangement, check that their response is correct both visually and aurally, extension activities involve creating the harmony to a given melody with chords, and be required to use sections of Music Master pertaining to inserting notes.
	2		
	3		
	4		

## Lesson Topic Guide

Lesson Topic	Musical Concepts						Learning Experience			
	Duration	Pitch	Dynamics	Tone Colour	Texture	Structure	Performing	Composing	Listening	Contexts
<b>Performing</b>										
Beginner Songs	✓	✓	✓	✓	✓	✓	✓		✓	✓
Easy Songs	✓	✓	✓	✓	✓	✓	✓		✓	✓
Play-along Songs	✓	✓	✓	✓	✓	✓	✓		✓	✓
Folk Songs	✓	✓	✓	✓	✓	✓	✓		✓	✓
Christmas Solos	✓	✓	✓	✓	✓	✓	✓		✓	✓
Choir Songs	✓	✓	✓	✓	✓	✓	✓		✓	✓
Jazz Songs	✓	✓	✓	✓	✓	✓	✓		✓	✓
Rock Songs	✓	✓	✓	✓	✓	✓	✓		✓	✓
Folk Advanced	✓	✓	✓	✓	✓	✓	✓		✓	✓
Christmas Ensembles	✓	✓	✓	✓	✓	✓	✓		✓	✓
Orchestral Songs	✓	✓	✓	✓	✓	✓	✓		✓	✓
Improvisation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advanced Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Composing</b>										
Changing Instruments				✓					✓	
Correcting Instruments				✓					✓	
Selecting Instruments				✓					✓	
Identifying Instruments				✓					✓	
Arranging	✓	✓		✓	✓		✓	✓	✓	✓
Ensemble Arranging	✓	✓		✓	✓			✓	✓	✓
Using Dynamics			✓					✓	✓	
Adding Chords		✓							✓	
Ensemble Balance		✓	✓	✓	✓				✓	✓
Mixing			✓	✓	✓	✓			✓	✓
Remix			✓	✓	✓	✓		✓	✓	✓
Radio Remix			✓	✓	✓	✓		✓		✓
Tempo	✓		✓						✓	
Quantizing	✓								✓	
Editing Notes		✓								
Keyboard Editor	✓	✓								
Audio Editing	✓	✓							✓	✓
Wavesample Editing	✓	✓				✓			✓	✓
Sampling	✓	✓					✓	✓	✓	✓
Drum Loops	✓					✓	✓	✓	✓	✓
Composing Parts	✓	✓		✓	✓		✓	✓	✓	✓
Film Scoring	✓		✓	✓	✓	✓	✓	✓	✓	✓

Lesson Topic	Musical Concepts						Learning Experience			
	Duration	Pitch	Dynamics	Tone Colour	Texture	Structure	Performing	Composing	Listening	Contexts
<b>Publishing</b>										
Writing Manuscript	✓	✓	✓				✓	✓	✓	
Note Recognition	✓	✓						✓	✓	
Note Spacing						✓				
Lyrics						✓				
Rhythmic Beaming	✓									
Enharmonic Notes		✓								
Chord Symbols		✓					✓	✓	✓	
Instrument Ranges		✓		✓			✓	✓	✓	
Publishing Layout					✓	✓		✓		✓
Time Signatures	✓					✓		✓	✓	✓
Anacrusis	✓					✓		✓	✓	✓
Repeats						✓		✓	✓	✓
1 <sup>st</sup> & 2 <sup>nd</sup> Endings						✓		✓	✓	✓
D.C. al Fine						✓		✓	✓	✓
D.S. al Fine						✓		✓	✓	✓
D.C. al Coda						✓		✓	✓	✓
D.S. al Coda						✓		✓	✓	✓
<b>Musicianship</b>										
Intervals Aural		✓					✓	✓	✓	✓
Intervals Written		✓					✓	✓	✓	✓
Chords Aural		✓			✓		✓	✓	✓	✓
Chords Written		✓			✓		✓	✓	✓	✓
Scales Aural		✓					✓	✓	✓	✓
Scales Written		✓					✓	✓	✓	✓
Cadences Aural		✓			✓		✓	✓	✓	✓
Cadences Written		✓			✓		✓	✓	✓	✓
Rhythmic Dictation	✓						✓		✓	✓
Melodic Dictation	✓	✓				✓	✓		✓	✓
Note Comparison	✓	✓							✓	✓
Transcription	✓	✓				✓			✓	✓
Changing Tonality		✓		✓					✓	
Writing Counts	✓								✓	
Writing Dynamics			✓						✓	
Clefs		✓						✓		
4 Part Writing		✓			✓	✓			✓	✓
Creating Chords		✓			✓				✓	
Chord Inversions		✓			✓				✓	

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# Mastering Music

# Year Level Guide

## Year Level Guide

These lessons have been designed for Years K-12. The Year columns below should be used as a guide only. Each student will achieve different levels of understanding and results based on their ability and experience.

Lesson Topic	Tasks	K-2	3-4	5-6	7-8	9-10	11-12
<b>Performing</b>							
Beginner Songs	3	✓					
Easy Songs	3	✓					
Play-along Songs	4		✓				
Folk Songs	4		✓				
Christmas Solos	4			✓			
Choir Songs	3				✓	✓	
Jazz Songs	6					✓	✓
Rock Songs	3			✓			✓
Folk Advanced	3				✓		
Christmas Ensembles	3					✓	
Orchestral Songs	4			✓			✓
Improvisation	3						✓
Performance	1				✓		
Advanced Performance	1						✓
<b>Composing</b>							
Changing Instruments	6	✓					
Correcting Instruments	4	✓					
Selecting Instruments	2			✓			
Identifying Instruments	3		✓	✓			
Arranging	4			✓			✓
Ensemble Arranging	2				✓		
Using Dynamics	3	✓		✓	✓		
Adding Chords	3				✓		
Ensemble Balance	3				✓		
Mixing	4					✓	✓
Remix	3						✓
Radio Remix	2						✓
Tempo	2		✓				
Quantizing	2				✓		
Editing Notes	1			✓			
Keyboard Editor	1				✓		
Audio Editing	5					✓	
Wavesample Editing	3					✓	
Sampling	2						✓
Drum Loops	4		✓		✓	✓	
Composing Parts	3						✓
Film Scoring	3				✓	✓	✓

# Mastering Music

# Year Level Guide

These lessons have been designed for Years K-12. The Year columns below should be used as a guide only. Each student will achieve different levels of understanding and results based on their ability and experience.

Lesson Topic	Tasks	K-2	3-4	5-6	7-8	9-10	11-12
<b>Publishing</b>							
Writing Manuscript	5		✓	✓	✓	✓	
Note Recognition	1			✓			
Note Spacing	1						✓
Lyrics	3		✓	✓			
Rhythmic Beaming	1					✓	
Enharmonic Notes	1					✓	
Chord Symbols	3				✓		
Instrument Ranges	1					✓	
Publishing Layout	3						✓
Time Signatures	2				✓	✓	
Anacrusis	8				✓	✓	
Repeats	3					✓	
1 <sup>st</sup> & 2 <sup>nd</sup> Endings	3					✓	
D.C. al Fine	3						✓
D.S. al Fine	3						✓
D.C. al Coda	2						✓
D.S. al Coda	2						✓
<b>Musicianship</b>							
Intervals Aural	16	✓	✓	✓	✓	✓	
Intervals Written	16		✓	✓	✓	✓	
Chords Aural	12				✓	✓	✓
Chords Written	12				✓	✓	✓
Scales Aural	12					✓	✓
Scales Written	12					✓	✓
Cadences Aural	6						✓
Cadences Written	6						✓
Rhythmic Dictation	4			✓		✓	
Melodic Dictation	4				✓	✓	
Note Comparison	2						✓
Transcription	2						✓
Changing Tonality	2					✓	
Writing Counts	3	✓					
Writing Dynamics	2				✓		
Clefs	4			✓			
4 Part Writing	4						✓
Creating Chords	1				✓		
Chord Inversions	4						✓



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# Mastering Music

# Lesson Order Guide

Legend:  = Performing  = Composing  = Publishing  = Musicianship

These lessons have been designed for ages 11-18. The age column in each entry below should be used as a guide only. Each student will achieve different levels of understanding and results based on their ability and experience.

	Lesson	Levels	Age	Mins		Lesson	Levels	Age	Mins
1	Beginner Songs	1	11	45	57	Drum Loops	3-4	14	45
2	Beginner Songs	2	11	45	58	Remix	1-2	14	75
3	Beginner Songs	3	11	45	59	Radio Remix	1-2	14	75
4	Changing Instruments	1-3	11	45	60	Arranging	1	14	45
5	Mixing	1-2	11	45	61	Ensemble Arranging	1	14	90
6	Correcting Instruments	1-2	11	45	62	Composing Parts	1	14	45
7	Using Dynamics	1-2	11	45	63	Adding Chords	1-3	14	45
8	Writing Manuscript	1	11	45	64	Audio Editing	1	14	45
9	Lyrics	1-3	11	45	65	Wavesample Editing	1	14	45
10	Intervals Aural	1-2	11	45	66	Christmas Solos	1	14	45
11	Intervals Written	1-2	11	45	67	Christmas Solos	2	14	45
12	Chords Aural	1-4	11	90	68	Christmas Solos	3	14	45
13	Chords Written	1-4	11	90	69	Christmas Solos	4	14	45
14	Writing Counts	1-3	11	45	70	Changing Tonality	1-2	14	45
15	Easy Songs	1	11	45	71	Clefs	1-4	14	90
16	Easy Songs	2	11	45	72	Note Spacing	1	15	45
17	Easy Songs	3	11	45	73	Anacrusis	1-8	15	45
18	Tempo	1-2	12	45	74	Rhythmic Beaming	1	15	45
19	Selecting Instruments	1-2	12	45	75	Instrument Ranges	1	15	45
20	Ensemble Balance	1-3	12	45	76	Chord Symbols	1-3	15	45
21	Keyboard Editor	1	12	45	77	Rock Songs	1	15	90
22	Drum Loops	1-2	12	45	78	Choir Songs	1	15	90
23	Note Recognition	1	12	45	79	Jazz Songs	1	15	90
24	Time Signatures	1	12	45	80	Folk Advanced	1	15	90
25	Enharmonic Notes	1	12	30	81	Christmas Ensembles	1	15	90
26	Writing Manuscript	2	12	45	82	Identifying Instruments	3	15	45
27	Rhythmic Dictation	1	12	45	83	Remix	3	15	45
28	Melodic Dictation	1	12	45	84	Arranging	2	15	45
29	Writing Dynamics	1-2	12	45	85	Ensemble Arranging	2	15	45
30	Scales Aural	1-3	12	90	86	Quantizing	1-2	15	45
31	Scales Written	1-3	12	90	87	Cadences Aural	1-2	15	45
32	Play-along Songs	1	12	45	88	Cadences Written	1-2	15	45
33	Play-along Songs	2	12	45	89	Intervals Aural	6-8	15	90
34	Play-along Songs	3	12	45	90	Intervals Written	6-8	15	90
35	Play-along Songs	4	12	45	91	Improvisation	1	15	90
36	Identifying Instruments	1-2	13	45	92	Rock Songs	2	15	90
37	Changing Instruments	4-6	13	45	93	Choir Songs	2	15	90
38	Mixing	3-4	13	90	94	Jazz Songs	2	15	90
39	Correcting Instruments	3-4	13	45	95	Repeats	1	16	45
40	Using Dynamics	3	13	45	96	1 <sup>st</sup> & 2 <sup>nd</sup> Endings	1	16	45
41	Film Scoring	1-2	13	90	97	DC al Fine	1	16	45
42	Writing Manuscript	3	13	45	98	DS al Fine	1	16	45
43	Time Signatures	2	13	45	99	DC al Coda	1	16	45
44	Scales Aural	4-6	13	90	100	DS al Coda	1	16	45
45	Scales Written	4-6	13	90	101	Scales Aural	7-9	16	90
46	Rhythmic Dictation	2	13	45	102	Scales Written	7-9	16	90
47	Melodic Dictation	2	13	45	103	Cadences Aural	3-4	16	45
48	Note Comparison	1	13	45	104	Cadences Written	3-4	16	45
49	Intervals Aural	3-5	13	90	105	Rhythmic Dictation	3	16	45
50	Intervals Written	3-5	13	90	106	Melodic Dictation	3	16	45
51	Chords Aural	5-6	13	45	107	Chords Aural	7-9	16	90
52	Chords Written	5-6	13	45	108	Chords Written	7-9	16	90
53	Folk Songs	1	13	45	109	Editing Notes	1	16	45
54	Folk Songs	2	13	45	110	Audio Editing	2-4	16	90
55	Folk Songs	3	13	45	111	Sampling	1-2	16	90
56	Folk Songs	4	13	45	112	Wavesample Editing	2-3	16	90

# Mastering Music

# Lesson Order Guide

Legend:  = Performing  = Composing  = Publishing  = Musicianship

These lessons have been designed for ages 11-18. The age column in each entry below should be used as a guide only. Each student will achieve different levels of understanding and results based on their ability and experience.

113	Jazz Songs	3	16	90	139	Audio Editing	5	18	45
114	Folk Advanced	2	16	90	140	Film Scoring	3	18	90
115	Christmas Ensembles	2	16	90	141	Orchestral Songs	4	18	90
116	Orchestral Songs	2	16	90	142	Jazz Songs	4	18	90
117	Improvisation	2	16	90	143	Performance	1	18	90
118	Arranging	3-4	17	90	144	Advanced Performance	1	18	90
119	Composing Parts	2-3	17	90	145	Publishing Layout	1-3	18	45
120	Jazz Songs	5	17	90	146	Writing Manuscript	5	18	45
121	Choir Songs	3	17	90	147	Creating Chords	1	18	45
122	Rock Songs	3	17	90	148	Chord Inversions	1-4	18	45
123	Folk Advanced	3	17	90	149	Chords Aural	10-12	18	90
124	Writing Manuscript	4	17	45	150	Chords Written	10-12	18	90
125	Repeats	2-3	17	45	151	Scales Aural	10-12	18	90
126	1 <sup>st</sup> & 2 <sup>nd</sup> Endings	2-3	17	45	152	Scales Written	10-12	18	90
127	DC al Fine	2-3	17	45	153	Intervals Aural	13-16	18	90
128	DS al Fine	2-3	17	45	154	Intervals Written	13-16	18	90
129	DC al Coda	2	17	45	155	Cadences Aural	5-6	18	45
130	DS al Coda	2	17	45	156	Cadences Written	5-6	18	45
131	4 Part Writing	1-2	17	90	157	Rhythmic Dictation	4	18	45
132	Intervals Aural	9-12	17	90	158	Melodic Dictation	4	18	45
133	Intervals Written	9-12	17	90	159	Transcription	1-2	18	90
134	Note Comparison	2	17	45	160	4 Part Writing	3-4	18	90
135	Jazz Songs	6	17	90					
136	Christmas Ensembles	3	17	90					
137	Orchestral Songs	3	17	90					
138	Improvisation	3	17	90					

### Training Packages

#### In-Service Training Level 1

Level 1 training is a 3-hour in-service training course for up to 4 music teachers. On completion an In-Service Certificate is issued to all attendees.

The Level 1 training provides hands on training on how to use Mastering Music™ to a basic level including, Lesson Navigation and Layout, Lesson Outline, Lesson Task operation (Concepts & Terminology, MIDI Recording, Song Arranging, Basic Notation Editing, Aural Lessons)

Level 1 training is designed to deliver the following outcomes.

- Confidently operate the Mastering Music™ software
- Use Mastering Music™ to structure a set of tasks for students
- Be able to compose and arrange songs
- Instruct students in the use of the software

The prerequisites for this training module are:

- Correct Installation of Mastering Music™ and Music Master Professional™,
- A basic level of knowledge of the Windows® Operating System
- A reasonable understanding of music

#### In-Service Training Level 2

Level 2 training is a 3-hour in-service training course for up to 4 music teachers. On completion an In-Service Certificate is issued to all attendees.

The Level 2 training provides hands on training on how to use Mastering Music™ to an intermediate level including, able to achieve a basic level of audio recording by converting MIDI to audio, first level competency in using Keyboard, Drum and Tempo editors, first level competency in understanding and using the Mixer and reaching an intermediate level of competency in using Notation.

Level 2 training is designed to deliver the following outcomes.

- Ability to “burn a CD” of own or any compositions
- Able to take editing of song arrangements to a higher level
- Print individual and conductor scores of band arrangements

The prerequisites for this training module are:

- Mastering Music In-Service Training Level 1

## **In-Service Training Level 3**

Level 3 training is a 3-hour in-service training course for up to 4 music teachers. On completion an In-Service Certificate is issued to all attendees.

The Level 3 training provides hands on training on how to use Mastering Music™ to an advanced level including, audio recording of live instruments including voice, second level competency in using Drum editor and Mixer, first level competency in understanding and using the Event editor and reaching an advanced level of competency in using Notation.

Level 3 training is designed to deliver the following outcomes.

- Produce CD albums ready for release
- Prepare individual and conductor scores ready for publishing

The prerequisites for this training module are:

- Mastering Music In-Service Training Level 2

## **Mastering Music Custom Lessons and Plans Training**

Custom Lessons and Plans training is a 3-hour in-service training course for up to 4 music teachers. On completion an In-Service Certificate is issued to all attendees.

This in-service course provides hands on training on how to add/modify lessons including customising lesson content and screen layout for lesson tasks and producing new multi-level normal and aural lessons including curriculum details.

Customised training is designed to deliver the following outcomes.

- Customise existing Mastering Music™ lessons and plans
- Create new lessons and add into menus

The prerequisites for this training module are:

- Mastering Music In-Service Training Level 1

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