

Year 8: Composing on computers
Unit outline

Integrated learning experiences, instruction and assessment	P	C	L	Evidence of learning	Feedback
Students establish a routine for opening up and closing down computers in music area and accessing music programs (in particular <i>Acid DJ</i>). Also establish routine for working in pairs, using and returning the headphones and content CDs.				Students understand procedures for working with computers in music.	
Students open <i>Acid DJ</i> program, view and listen to the demo. Students focus on using play, pause, stop and play from start on the main control panel; each track and master on the volume control; and select all and delete in editing. Students also experiment with drawing in blocks on different tracks.				Students demonstrate basic skills in operating <i>Acid DJ</i> program.	Teacher comments and observations made during the class.
Students spend several lessons exploring the loops on the content CD (approximately 300 loops). Students listen to and load loops onto main screen, explore layers of sound with different roles: rhythm tracks, bass lines, melodic riffs, sound effects.		√	√	Students create layers of sounds and experiment with varying the role of the layers.	Teacher comments and observations made during the class.
Listening activity using a range of sample pieces. Students identify the roles of different layers, observe changes in texture, use of unity and variety and the structure of the pieces. What makes a piece work and why do some pieces not work? Use of Acid analysis sheet.			√	Students are able to respond verbally and in writing, to use of texture and structure in selected musical examples.	Teacher comments and observations made during the class. Feedback on students' written responses.
Students work in pairs to compose a two-minute composition using a loop program. Students present their compositions to class and respond to questions about the musical decisions made. See assessment activity.		√	√	Student compositions and discussion reflect the treatment of texture, structure, unity and variety observed in the preparatory listening activities.	Verbal and written comments on student assessment task sheet.