

MUSIC LESSON PLAN 2

Musical Approach/es employed (O) =Orff

The Creative Music Approach with elements of Orff

Theme/Topic

Aboriginal Music

Grade Level: 4

Musical Element:(example: beat/rhythm/harmony/notation)

Rhythm/ Dynamics and Expression/ Tempo and Style

Duration:

1 hour

Links to Australian Curriculum: Year 3 and 4 content descriptors: Music

- Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084)
- 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)
- 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)
- Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)

Cross-Curriculum Priority: Aboriginal and Torres Strait Islander Histories and Culture - Connection to Learning Areas

- OI.2: Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place
- OI.3: Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways

Objectives: (What do you hope the students will achieve?)

By the end of the lesson students will be able to:

- Create Aboriginal style music through experimentation with Aboriginal instruments.
- Explore elements by creating music that has rhythm patterns.
- Explore elements by creating music that has dynamics and expression by experimenting with volume and intensity of sounds.
- Perform an Aboriginal music piece that demonstrates an understanding of Aboriginal culture and traditions.

Materials/ Equipment/ Instruments/ Resources/ Artefacts Needed:

Aboriginal Instruments: brought in by Aboriginal community member

Pens and Paper

Student Music Journals

Preparation Required: (Room layout etc.)

Set up room: musical instruments organised in room appropriately so that children have easy access to them.

Assessment Criteria: (How will you assess the students?)

Students will be assessed through informal observations during the warm-up game. During the preparation and performance of the musical pieces, students will also be observed and informally assessed on their ability to include the appropriate musical elements, their ability to work collaboratively and their knowledge and understanding of music in Aboriginal culture. Students exit tickets will also provide evidence of student's understandings or misunderstandings and areas for future development.

Lesson Activities:

Warm up Activity: 5 minutes - 'Don't clap this one back'

Whole Class:

- Begin with a warm-up game, similar to 'Simon Says'. The teacher claps a variety of rhythms no longer than 4 beats long, which the students clap back and repeat.
- There is one rhythm that students do not clap back when they hear it. If students clap this back when they are not supposed to, they are required to sit down and are out of the game.

Teacher Action:

This game will provide the teacher with the opportunity to assess students ability to copy basic rhythms. Teacher should also lead the game and monitor student behaviour.

Adapted from:

<http://www.teachingideas.co.uk/musical-elements/dont-clap-this-one-back>

Body of Lesson

30 mins: Creation of Musical Piece

This lesson is an extension of the previous lesson. As such, students have an understanding of the various Aboriginal instruments and how they are used. During this lesson, students are placed into groups of 3. In groups, students will be assigned two Aboriginal instruments to develop a short musical piece to be performed to the class. The third person will need to utilise their body or the floor to create sound. In the musical piece, students are required to demonstrate:

- Rhythm: with a combination of long and short sounds
- Dynamics and Expression: by including a variety of intensities and sounds
- Tempo: using quick and slow combinations of music
- Beat: a steady beat throughout the song

The music piece should go for 1 – 2 minutes.

Teacher Action

Teacher walks around the room to monitor student activity. Informally assess students through observation. Observations will reveal students' ability to work collaboratively, as well as their understanding of the musical elements and how these can be included in the musical piece.

20 mins: Performance of Musical Piece

Students perform their Aboriginal musical piece to their peers and the teacher. Students in the audience should show respect for their peers by sitting and listening quietly. The musical piece should be delivered appropriately to show respect for Aboriginal culture.

Teacher Action:

Before performances, the teacher must remind students about the importance of delivering a piece of music that is respectful to the Aboriginal people and their culture. During performances, the teacher observes students abilities to perform and assess the inclusion of the appropriate musical elements.

5 minutes: Closure and Reflection

Students are required to finish the lesson by providing the teacher with an 'exit ticket'. On the exit ticket, students must write one thing that they learnt during today's lesson and one thing they would like to learn in future music lessons in regard to Aboriginal culture and music.

Follow Up/Extension Activities:

An extension of this activity would be for students to record their musical piece on an iPad. This could then be accompanied with a personal reflection that describes the purpose for the music piece, the elements involved and what the song is about.

Adaptations for different year levels:

The lesson can be adapted for upper primary students by placing them in larger groups, with more instruments to create more complex pieces of music. Conversely, this can be adapted for younger primary by providing students with simple instruments such as clapping sticks, to create basic and short songs in pairs.

Lesson Reflection:

This lesson was valuable for addressing the creative music approach, as students had the opportunity to explore numerous instrumental sounds and body percussion to create music. Moreover, by using Aboriginal instruments, students are exposed to non-traditional sound sources (Grenfell, ECP711 - Creativity and the Arts in Childhood, Deakin University, cloud notes, 20 January 2016). Elements of Orff are evident during this lesson as students address the musical concepts and elements through movement and playing of instruments. This provides opportunities for students to develop their understanding of Aboriginal music and its importance in Australian culture and history. This also affords students prospects to convey messages through the musical elements for their audiences.

References:

Teaching Ideas 2005, Don't Clap This one Back, Teaching Ideas UK, retrieved February 1 2016,

<<http://www.teachingideas.co.uk/musical-elements/dont-clap-this-one-back>>