

MUSIC LESSON PLAN 1

Musical Approach/es employed

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 and 10 minutes

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)

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

- OL.2: Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place
- OL.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:

- Identify the importance of music in Aboriginal culture.
- Recognize the features of Aboriginal music including the rhythm, dynamics and expression, tempo and style.
- Evaluate how Aboriginal music makes students feel and what messages they believe it is trying to convey through exposure to different Aboriginal instruments.

Materials/ Equipment/ Instruments/ Resources/ Artefacts Needed:

Aboriginal Music – YouTube

Aboriginal Instruments: brought in by an Aboriginal community member

Pens and Paper

Student Music Journals

Computer

Preparation Required: (Room layout etc.)

Set up the music to be played with computer.

Instruments organised in room.

Area for children to sit comfortably to listen.

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

- Gather student journals at end of lesson to mark reflections. This will provide evidence of student's knowledge and understanding of content covered during the lesson.
- Informal observations: during incursion, teacher will observe students to assess their level of engagement and understanding of the topic to determine whether they meet the lesson objectives

Note:

- Students have had previous music lessons where they have had exposure to Aboriginal music instruments and pieces. Students also have a sound knowledge of the musical elements from previous music lessons.

Lesson Activities:

Introduction: 5 minutes - Rhythm Warm up Game

Whole Class:

- Students clap hands on their thigh's twice (pad, pad), followed by clapping their hands twice (clap, clap), followed by clicking their fingers twice (click, click).
- Students perform this as a group over and over.
- Whilst following the rhythm, students move around the circle to take it in turns of saying a word that they have learnt from their Indigenous studies. The word is said on the 'click click' and can be the name of an animal, a tool, a tradition or other appropriate words to do with Aboriginal culture.

Teacher Action:

Whilst explaining the game, the teacher should demonstrate the activity to ensure that students understand how to play. During the game, supervise and ensure that students are participating in game appropriately and guide them if they are having trouble.

Body of Lesson:

Activity 1 - Aboriginal Music

5 minutes: Whole Class

Ask students to spread out within the room and to sit quietly on the floor. Students are to listen to 5 minutes of traditional Aboriginal music. During this time, students are required to write down their thoughts when hearing the music. Students should record:

- What instruments or tools they think they can hear
- How the music makes them feel
- What message the music is trying to convey – is it happy or sad?
- What musical elements they can recognise? E.g. what rhythm, tempo and style of music are evident?

Music: https://www.youtube.com/watch?v=Y_6O2Rxzc-E

Teacher Action

Prior to playing students the music, write down on the whiteboard the elements of music that students should be listening for. This will prompt and support students who may find it difficult to recognise features of the music.

5 Minutes: Review

Students share their responses from the listening activity to the class.

Teacher Action:

Record student's responses on whiteboard as a mind map.

Activity 2: Aboriginal Music Incursion**Whole Class**

30 minutes: An Aboriginal community member will visit students during this lesson to discuss the importance of Aboriginal music in their culture and to provide examples of Aboriginal musical instruments and how they are used. The Aboriginal community member will also play a few of the instruments for students. During this talk, students have the opportunity to ask questions.

Note: the instruments will be left at the school to be used in the following lesson.

Teacher Action:

During the incursion, ensure that students are focused and that behaviour is appropriately managed. Record the session so that students are able to reflect on this in upcoming lessons.

15 minutes: Follow up Activity**Pair Work**

After the talk and performance, students are to work in pairs to reflect on the experience in their music journal. Students are to record:

1. One reason why music is an important part of Aboriginal culture.
2. Their favourite Aboriginal instrument that they heard being played.
3. The musical elements they recognised during the performance.

Teacher Action:

Teacher walks around the room and observes students ability to work collaboratively in pairs. Teacher assesses student's responses in their journal and whether they are recording appropriate responses. Assist students during this time who are having difficulty with the task.

10 minutes: Lesson Closure

Students gather in a circle and each pair shares their partner's responses.

Teacher Action

Teacher guides discussion and prompts students with questioning to deepen students understanding of the concepts.

E.g. 'Why was that your favourite instrument', 'Why did you find that particularly interesting about Aboriginal music?'

Follow Up/Extension Activities:

Extension Activity: The teacher may revisit the Aboriginal music from the beginning of the session and ask students to reflect on the music piece again. This will allow them to use the knowledge gained during the session. Students will be able to recognise if their reflections have changed from this experience.

Adaptations for other year levels: These activities can be used for students in upper primary by providing them with more complex Aboriginal music to listen to at the beginning of the lesson.

Students in upper primary may also independently research the significance of Aboriginal music and their instruments, prior to the incursion.

It would be suitable to allow lower primary children to play with some of the musical instruments during this session to provide hands on learning experiences and avoid restlessness from sitting for extended periods of time.

Lesson Reflection:

This lesson was effective for providing students with the foundational knowledge of Aboriginal music for future lessons. The lesson adheres to my philosophy, by providing students with well-rounded learning experiences that addresses the 'creative music' approach. This is evident as students are exposed to a 'range of creative music experiences that can be incorporated in a class music program'; such as insight from an Aboriginal community member (Grenfell, ECP711 - Creativity and the Arts in Childhood, Deakin University, cloud notes, 20 January 2016). This will enable students to develop a rich appreciation for Aboriginal music and culture, which they can compare to their own cultural backgrounds. Simultaneously, they will develop an understanding of the musical elements in Aboriginal music.

References:

Amazing Traditional Aboriginal Music 2014, YouTube, The Best Music of the World, 17 April, retrieved 30 January 2016, <https://www.youtube.com/watch?v=Y_6O2Rxzc-E>