

MUSIC LESSON PLAN 3

Musical Approach/es employed

The Creative Music Approach with elements of Orff

Theme/Topic

Aboriginal Music

Grade Level: 4**Musical Element:**

Rhythm/ Dynamics, Structure, Expression/ Tempo and Style

Duration:

75 minutes

Links to Australian Curriculum: Years 3 and 4 Content Descriptors: Music

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

- 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:

- Plan a musical piece that considers a variety of viewpoints by highlighting the importance of the piece and its meaning.
- Rehearse and perform an Aboriginal musical piece that reflects the culture and traditions using non-traditional sources of sound.
- Explore rhythm, pitch patterns and structures to create musical piece.
- Explain the elements of music used in the music and its purpose.

Materials/ Equipment/ Instruments/ Resources/ Artefacts Needed:

Pens and Paper

Student Music Journals

Preparation Required: (Room layout etc.)

Set up room: create space for students to move freely around the room. Create easy access to outdoors and outside the classroom.

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

Students will be assessed based on their music recording and journal reflections. This will require the teacher to listen to each students recording and to assess these based on the following elements:

- Inclusion of the relevant music elements: e.g. rhythm, dynamics, structure, expression, tempo and style.
- The ability for the student to create a music piece that reflects their story.
- Whether the song reflects Aboriginal culture and traditions.

Student's self-reflection will be used to identify students understanding and areas for development for future lessons. It will also reveal their confidence within the music classroom.

Lesson Activities:

10 minutes: Introduction: Brainstorm

Whole Class

Begin lesson with a brainstorm based on the content covered in the last two lessons. Place the words 'Aboriginal Music' in the middle of the whiteboard and ask students to provide examples of the knowledge or skills they have developed. Students should offer suggestions in regard to:

- The importance of Aboriginal music in their culture and traditions
- What Aboriginal music sounds like and its features
- What instruments are used in Aboriginal music
- What musical elements are evident in Aboriginal music

Teacher Action

Record students' suggestions on the whiteboard. If they are finding it difficult to offer suggestions, probe them through questioning to promote discussions.

Body of Lesson: Creation of Individual Music Piece

Instruct students that this lesson will conclude the sequence based on Aboriginal music. As such, they will be required to utilize the skills and knowledge developed over these lessons to create their own Aboriginal musical piece.

15 minutes: Planning of Song

Individual work:

Students begin by writing a story in their music journals, based on what their song will be about. The story should be a small paragraph and should reflect Aboriginal culture and traditions. Students are familiar with dreamtime stories, so may also wish to take this approach.

Teacher action:

Teacher roams the room to read and observe students stories. The teacher will be required to check student's stories before they go and create their musical piece. Ensure that students' stories are appropriate and are respectful of the Aboriginal culture.

40 minutes: Recording of Song

- Following, students are required to record their song. Students will be given an iPad to record their Aboriginal music piece, based on the story written in their journal. Students will not be able to use any musical instruments; instead they will be required to use their body or items around the classroom to make sounds. Students may also use natural resources, such as leaves and rocks to create sounds that reflect the Aboriginal culture and importance to land.
- Students are required to show evidence of the relevant musical elements explored in previous lessons. This will include varying tempos, beats, rhythms and expression/ tempos.
- The musical piece must be around 2 minutes.

Teacher Action:

Ensure that students understand that this task must concentrate on the musical elements investigated throughout the last two lessons. Remind students that their piece must be based on the elements of Aboriginal music, and must respectfully and appropriately reflect their culture.

During recording, ensure that all students are on task both in and outside the classroom. Evaluate through observation, their progress and ability to plan and prepare a song that adheres to the learning outcomes. Observe students capabilities to effectively include the musical elements to create Aboriginal music.

10 minutes: Closure of Lesson

Students return to classroom with recording on their iPad. Instruct students to send their audio file to the teacher, so that they can be assessed.

Instruct students to perform a 'self reflection'. Allow students 5 minutes to record in their music journals, outlining:

- If they are happy with the recording produced
- What they would do in the future to improve their song
- Any challenges they faced during recording.

Teacher Action

Gather students' journals and recordings at the end of the lesson as for assessment. Instruct students to pack up and prepare for the following lesson.

Follow Up/Extension Activities:

An extension of this activity would be for students to record their musical pieces and send them to other students for assessment. It would be valuable for students to listen to their peers recording to identify differences between their music and others, as well as its strengths and potential areas for improvements.

Adaptations for Different Year levels

The lesson can be adapted for upper primary students by requiring them to create musical pieces that run for 3-5 minutes and that include more complex musical elements. The lesson can also be adapted for lower primary students by allowing them to work in pairs to create basic sounds using tools that are provided, such as cups and sticks.

Lesson Reflection:

The lesson adheres to my philosophy of music teaching by providing opportunities for the creative music approach. This is addressed, as students are able to use their body and natural instruments to communicate their understanding of the content. Similarly, elements of the Orff approach are evident as students create sounds through movements as a way of learning musical elements. This creates opportunities for students to cement their understanding of the musical elements and importance of Aboriginal music, which were explored in previous lessons. The lesson also allows students to demonstrate their musical skills independently.