Creating a soundscape continued

Unit plan

Students: **level 3, years 3–4**
Duration: **5 x 60 minute sessions**

Achievement objectives

- **Developing Practical Knowledge in Music (PK) – Level 3**
  Students will identify through focused listening, and experiment with, a range of patterns, effects, sound qualities and structural devices.

- **Developing Ideas in Music (DI) – Level 3**
  Students will invent and represent musical ideas, to express mood, using shape and contrast.

- **Communicating and Interpreting in Music (CI) – Level 3**
  Students will prepare and present music, using basic performance skills and techniques, and respond to live or recorded music

- **Understanding Music in Context (UC) – Level 3**
  Students will identify and investigate characteristics of music associated with particular contexts, purposes, and styles in past and present cultures

Lesson sequence

Specific learning outcomes

The students will:
- identify, describe, and respond to contrasts within musical elements (PK);
- describe how musical elements are used to create particular moods and effects (PK, UC);
- explore sounds and musical ideas and improvise with them to create moods and effects (PK, DI);
- interpret graphic symbols using voice and mouth sounds (PK, CI);
- respond to a source of motivation to create a soundscape, which reflects contrasts in the musical elements using body percussion, percussion instruments and found sounds (DI, UC);
- represent soundscapes as simple graphic scores (PK, DI);
- present and discuss their compositions, using appropriate vocabulary (PK, CI);
• reflect critically on their own and other's performances (PK, CI).

Assessment

Answer the following key questions:
• How well can each student keep the beat?
• Can the student use appropriate language to describe the features and mood of the music?
• Who has some good ideas for creating appropriate symbols for the sounds?

Summative assessment: Individual soundscape assessment sheet. See example for format to follow.

Elements
The music elements used in this unit are:
• beat;
• rhythm;
• pitch;
• tempo;
• dynamics;
• tone colour.

Structures
The music structures used in this unit are:
• texture;
• harmony;
• form;
• ostinato;
• mood;
• style
• other.

Music skills and knowledge
The music skills and knowledge/understanding used in this unit are:
• listening;
• singing;
• playing;
• creating;
• reading;
• recording;
• analysing.
**Essential skills**

Identify development opportunities for each of the following essential skills:

- communication;
- social and co-operative
- Problem-solving;
- self-management and competitive;
- physical;
- information;
- numeracy;
- work and study.

**Resources**

- Chant – ‘Hip Hop, Diddly Pop’ chant. (The words of this chant can be printed out in either Word or PDF format.)
- CD – *Star Wars* soundtrack. (There are many recordings of this music, including the CD *A Tribute to the Star Wars Saga – Episode 1* performed by the Hollywood Symphony Orchestra, catalogue 50163442)
- Graphic notation cards – teachers can create their own examples using a range of different shapes, or refer to pages 8, 9, and 11 of *Our Music*
- Newspapers – one for each student
- Tuned and untuned percussion instruments

**Evaluation and reflection**

- What worked well? Why?
- What changes would you make for next time?
- Where to next?