

Introduction



The programming suggestions included as pdfs here are based on the following outline. NB Composers' Notes (CN) activities are included though teachers can find similar activities from alternative resources if they cannot access the program since it has been discontinued.

The concepts of music are addressed in each unit of work with each term's work building on skills learnt in the previous term. Teachers can add supplementary work as necessary.

Assessment activities are included for each unit of work, addressing the components of Performance, Listening and Composition. Teachers can modify the units to suit the students' needs and capabilities. Cross-curriculum content is addressed in each unit of work.

Unit 1: Why Music?

This program, targeting Stage 4 Year 7 and the Mandatory Course, introduces sounds, soundscapes, pitch and duration. The students listen to all types of music, create soundscapes and perform using their voices and percussion instruments.

Unit 2: Music of Our Place

This program, aimed at Year 8 students and the topic Music of a Culture, explores the music of Australia, Aboriginal and Torres Strait Islander peoples and addresses the compulsory topic in the syllabus, Australian Music. During these two units of work, students learn to improve their listening, performing and composing skills, while using the internet as a research tool, and improving their literacy skills through writing reviews and learning new vocabulary.

Unit 3: Music of Our Region

This unit of work, targeting Stage 5 students, looks at the music and culture of Australia's island neighbours including New Zealand and Indonesia (Bali, Central Java and West Java). It encompasses Group 1 topics such as *Music of a Culture* or *Music for Small Ensembles*. Though divided into four terms of work, any of the units can be done alone or in combination.

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Background

Five units of learning materials to support the Music 7-10 syllabus have been developed and produced by the Centre for Learning Innovation and are available for DET teachers on Tale. The first three were completed in 2007 with the two final units following in 2008. The common instruments chosen for these units of work were voice and body percussion.

The first unit entitled *Why Music* is an introduction to music in our environment and explores the place of music in our lives and the sounds around us. The next unit *Music of our place* explores music in Australia and the characteristic contemporary sounds of Indigenous Australia. The third unit *Music of our region* introduces various styles of Indonesian music, especially styles of gamelan and interlocking rhythms.

The fourth unit *Music of our world* looks at music from around the world, in particular African music, with body percussion using African and Egyptian rhythms as well as other activities including singing an African song and exploring Egyptian vocal styles. The fifth unit *Music now* looks at music of this time, recent technologies and music making in the Australian bush.

Each section concludes with a jam session where students are asked to improvise and solo using the knowledge, skills and understanding gained in the previous lesson. The content embraces a wide range of material from art music to rap including listening examples from African singer Youssou N'Dour as well as local singers Toni Nation.

Learning experiences encourage students to use voice with vocal and body percussion as well as found objects to create their own music. The material provides a wide variety of contexts and repertoire. Students respond to music, explore and organise sound while composing and recording their own work. They are encouraged to use the internet for research and to also engage in interactive activities on the web.