

## Music of Our Place 2

Integrated Teaching activities	P	C	L	Resources
<p><b>Music of Our Place:</b> This unit of work is continuing an exploration of the music of Australia, in particular the music of Aboriginal and Torres Strait Islander peoples. The students will extend their listening repertoire and respond, perform and compose in the style of the music studies. In particular, they will extend their knowledge of the following terms and concepts of music: <b>pitch, (harmony, chords, keys, transposition), tone colour, structure (motifs, phrases, sentences, repetition), duration (rapping), anacrusis</b></p> <ul style="list-style-type: none"> <li>Teacher introduces the students to the music of the Yolngu people from north-east Arnhem Land in the Northern Territory and their use of the <b>yidaki</b> (didgeridoo) and <b>bilma</b> (clapsticks). They listen to Track 7 <i>Cora</i> by Yothu Yindi and complete Activity 5 drawing a graphic representation of the voice and pitch movement.</li> <li>Teacher gives the students background information on the band, Yothu Yindi. Students undertake some research by looking at the following internet sites: Yothu Yindi's website: <a href="http://www.yothuyindi.com">www.yothuyindi.com</a> Garma Festival <a href="http://www.garma.telstra.com">www.garma.telstra.com</a> Students complete Activity 6 (keeping a diary of their research).</li> <li>Students listen to <i>My Kind of Life</i>, by Yothu Yindi (Track 8), following the lyrics. As they listen, they answer the questions in Activity 7, looking at structure, pitch, tone colour and the chord pattern used. Students sing along with the song when it becomes familiar. In this song, Yothu Yindi use the sound of steel drums or pans. Students research the internet and complete Activity 8 (page 30) listening again to <i>My Kind of Life</i>. A useful site for research: <a href="http://www.jahpan.com/musicsamples.php">www.jahpan.com/musicsamples.php</a>.</li> <li>Teacher leads the students through an explanation of harmony and chords using the music of <i>My Kind of Life</i>. Students complete Activity 9 (page 31). Students then complete Activity 10 – playing along with Track 8 using their knowledge of body percussion rhythms.</li> <li>Teacher gives an explanation of chords and keys using the G major scale as a model (see page 33). Students then complete Activity 11. After an explanation of changing key, students complete Activity 12. Teacher gives examples of other songs that use chords I, IV and V. Students sing the song in the two different keys, accompanied by others who can play the chords on guitars. They learn to sing the chorus by following the recording on Track 9, then sing the complete song with Track 8</li> <li>Teacher leads revision of motifs, phrases, sentences, reinforcing that in this unit students have</li> </ul>				<p><i>Music of Our Place</i> workbook and CD</p> <p>Track 7</p> <p>Track 8 of CD</p> <p>Track 8</p> <p>Teacher's own resources Track 9 Track 8</p>

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<p>listened to and performed songs that use repetition of ideas to create larger pieces (motifs, phrases, sentences). Students complete Activity 14.</p> <ul style="list-style-type: none"> <li>• <b>Composition:</b> Students create a short composition based on one or more musical motifs after completing the tasks on pages 37 and 38. See Exercise 3 page 93 for description of composing using a musical motif (steps 1 – 7) (See Assessment Task i) <b>Composition</b>)</li> <li>• Improvisation/Jam: As the students listen to Track 10, they clap a steady beat on their clapping sticks and use their voice to improvise a short repeated melody or motif to the accompaniment. (Chord pattern follows the same as the chorus from <i>My Kind of Life</i>)</li> <li>• Teacher gives the students a background on the people of the Torres Strait Islands, their traditions, their cultural history of singing, dancing and playing instruments. Students are directed to websites to research some of the following information: the map of the Torres Strait Islands, dancing, the instruments they use, masks and headdresses they wear, and their traditional music. (See page 41). Teacher directs students to organise their research either as a class presentation, or individual work in books.</li> <li>• Listening: Teacher gives students 4 different tracks to listen to, (Track 11), focussing their listening the first time through (e.g., listening for instruments, the way the voices are used, if they sing in harmony/solo/both etc). (See Activity 2 page 42 as an example). The tracks will be played several times so that the students can answer questions 1 – 5 in Activity 2.</li> <li>• <b>Performance:</b> Students choose one of the songs from Tracks 11 – 14 and complete Assessment Task ii) <b>Performance</b>) improvising, adding movement, body percussion etc. (see below).</li> <li>• Teacher introduces the song <i>My Island Home</i> after giving them background information on Christine Anu and on the Warumpi Band. A useful website is: <a href="http://www.neilmurray.com.au/pages/song_gkislandhome.html">www.neilmurray.com.au/pages/song_gkislandhome.html</a></li> <li>• <b>Listening Task:</b> Students compare three versions of the song <i>My Island Home</i>: the original recording by the Warumpi Band and two versions sung by Christine Anu. (See Assessment Task iii) <b>Listening</b>)</li> <li>• Teacher lead the students through vocal warm-up exercises (see page 49). Students work towards a performance of Christine Anu's version of <i>My Island Home</i>, completing Activity 5,</li> </ul>				<p>Track 10</p> <p>Track 11: <i>Awgadh Noe Ayimdhin</i> sung by the Wongai Family Warriors; Track 12: <i>Vailia Wara</i> sung by Saibai Island State School; Track 13: <i>Up in the Sky</i> sung by Izzie Shibabaki; Track 14: <i>Kaiyar Mabaig</i> (Crayfish Diver) sung by Ray Wymarra Track 15 (The Warumpi Band) Track 16 (Christine Anu from <i>Stylin' Up</i>, 1995) Track 17 (Christine Anu</p>

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<p>taking special notice of the pitch contour of the phrases. (Song lyrics and chords on page 48). Students then work through Activity 6, listening to Track 16, then Tracks 18 – 27, which lead them through learning the song phrase by phrase, then verse, then chorus, building their confidence incrementally.</p> <ul style="list-style-type: none"> <li>Students perform the song as a class, singing along with Christine Anu on Track 15 (in the key of D major). They choose a rhythm to play during the verses, and to sing in the chorus. On Track 28 there is a backing track, and for the first listening, students are to follow the listening guide on page 51, which outlines the structure of the song. If they feel confident about performing without the vocal track, Track 29 provides the accompaniment only. For those who feel confident about their performance, they could try singing solo, and record their performance.</li> <li>Teacher gives the students background information on Contemporary Indigenous music (the Deadly Awards, Message Sticks Festival and <i>River Rhythm Beatbox</i> with its performances by young <b>rappers</b> from Wilcannia, Bourke and Broken Hill in outback NSW) (See pages 55, 56)</li> <li>Students listen to the song Down River performed by young rappers called The Wilcannia Mob. (Track 31). The first time they listen, they complete Activity 2 page 57. Then listen following the lyrics on page 58, and when confident, they could perform along with the recording making sure their speech is rhythmic.</li> <li>Teacher then explores the concept of <b>duration</b> further, reinforcing traditional notation methods. (See activities pages 59, 60, 61, 62, 63, 64). When students are confident, they create a composition from two rhythms, using body percussion and other sound sources. (See exercise 5, page 97, 98)</li> <li>Students create and notate their own rap after completing the tasks on pages 65, 66, 67, 68, 69. This is building on their notation skills and their performance skills. When students are confident they create their own rhythm from phrases (see activity 8 page 71)</li> <li>Teacher gives students background information on songwriting teams (see page 73). To conclude this unit of work, students will create their own rap about what they do on a typical day (writing lyrics and rhythm then performing the completed rap). Follow steps in Exercise 6 page 99 and extension exercise 7 pages 101 - 102). Class shares and performs their raps for each other.</li> </ul>				<p>from <i>Singers for the Red Black and Gold – Yil Lull</i>, 1998)</p> <p>Tracks 18 - 27</p> <p>Track 15</p> <p>Track 28</p> <p>Track 29</p> <p>Track 31</p> <p>Track 32</p> <p>Track 33, Track 34</p> <p>Track 35</p> <p>Track 36</p> <p>Track 37</p>

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<b>Outcomes</b>	<p><b>4.1</b> performs in a range of musical styles demonstrating an understanding of the musical concepts</p> <p><b>4.2</b> performs music using different forms of notation and different types of technology across a broad range of musical styles</p> <p><b>4.3</b> performs music demonstrating solo and/or ensemble awareness</p> <p><b>4.4</b> demonstrates an understanding of the musical concepts through exploring, experimenting, improvising, organising, arranging and composing</p> <p><b>4.5</b> notates compositions using traditional and/or non-traditional notation</p> <p><b>4.6</b> experiments with different forms of technology in the composition process</p> <p><b>4.7</b> demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas</p> <p><b>4.8</b> demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire</p> <p><b>4.9</b> demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study</p> <p><b>4.10</b> identifies the use of technology in the music selected for study, appropriate to the musical context</p>
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### Specific content focus for this unit

<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>• Perform music through singing, playing and moving to a range of repertoire</li> <li>• Perform musical compositions and arrangements individually and/or in groups</li> <li>• Perform music that uses different forms of musical notation and technologies</li> <li>• Organise musical ideas into simple compositions both individually and in groups</li> <li>• Listen to and analyse a range of repertoire</li> <li>• Identify how the concepts of pitch, duration, dynamics and expressive techniques, structure have been used and in a</li> </ul>	<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• Recognising the use of musical concepts in various repertoire characteristic of the topics studied</li> <li>• Understanding how the concepts of music are used and manipulated in compositions and arrangement</li> <li>• Understanding various forms of musical notation used in the repertoire studied</li> <li>• Experimenting and improvising music representative of various styles, periods and genres</li> <li>• Aurally exploring music of various styles, periods and genres</li> <li>• Identifying, understanding and discussing the varying repertoire used in class and in the world of music</li> </ul>
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<p>range of repertoire</p> <ul style="list-style-type: none"> <li>Respond to the range of repertoire used for listening</li> </ul>	<ul style="list-style-type: none"> <li>Responding to and discussing the varying repertoire used in class and in the world of music.</li> </ul>
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### Evidence of learning:

- Students are able to compose and perform using graphic and conventional notation
- Students are able to explore the musical qualities of instruments and voices and discuss them using the concepts of music
- Students are able to describe the treatment of the musical concepts in their performances, compositions and the listening works discussed in class
- Students are able to perform to backing tracks with confidence using their voices and experimenting with rhythms and percussion instruments
- Students' written responses demonstrate understanding of composers' use of the musical concepts to create different structures
- Students are able to plan, notate and perform a composition using rhythmic and/or pitch motifs
- Students demonstrate growing musical literacy

### Assessment Activities:

- i) **Composing:** Students create a composition based on a musical motif, which could be either a pitch or a rhythm pattern. They can use more than one motif, using any sound sources (voice, body percussion, instruments). Students notate the motif using graphic or traditional notation (or a combination of both).
- ii) **Performing:** In groups of 5 or 6, students select one of the songs they have heard and enjoyed (from Tracks 11 – 14). They practise improvising body percussion and movements to accompany the song. As they gain confidence, they add vocal sounds to the song (e.g., sing the chorus, or add mouth music to appropriate parts of the song). They are instructed to think about the sequence and the structure of the music. When ready, they could either perform their song live, or make a recording to play to the class.
- iii) **Listening:** Students divide their page into three columns headed with the three versions of the song My Island Home. As they listen (several times to each version), they describe the musical features/concepts, such as tempo, instrumental/vocal tone colour, structure, style. They may write their responses in point form. They then describe the similarities and differences between the three versions.

## ***Music of Our Place 2***

### **Feedback:**

- Oral feedback on progress with diary research entries
- Oral feedback on listening responses using the concepts of music
- Oral and written feedback on performance activities
- Oral and written feedback on composition activities

### **Registration and Evaluation: (units of work and tasks completed)**