

# Music of Our Region 1



Integrated Teaching activities	P	C	L	Resources
<p><b>Music of Our Region Part 1:</b> This material looks at the music and culture of the island states of our neighbours. Students will be learning about the different cultures in these regions through listening, responding, performing and composing. In this unit they will be extending their knowledge of notation, the concepts of music, and using the internet as a research tool.</p> <ul style="list-style-type: none"> <li>Teacher gives the students a map of Australia with the surrounding islands shown (see page 1 of textbook) for them to label the countries they know.</li> <li>Listening: teacher plays the 9 examples on Track 1 of the accompanying CD while students write down the country of origin and a description of the sounds they hear. After a discussion led by the teacher, the students then i) write a response to one of the excerpts, describing what they hear using the concepts of music; ii) choose an excerpt and work out a series of movements that go well with the music (this can be done in groups); iii) draw a response to one of the excerpts, showing pitch movement.</li> <li>Listening: Track 2 is a haka – <i>Te Haka a Wairangi</i> – a Maori war song. Students listen, following the words (noting the lead voices followed by a chorus). Students listen a number of times, using body percussion to find the beat and humming part of the chorus (“All”) as they respond to the solo voice. Next to the words or phrases, they write the number of times they are repeated. Teacher leads a discussion about repetition/musical patterns of melodies or rhythms – <b>ostinato</b>.</li> <li>Research: Students directed to the following website to listen to several repeated rhythm patterns: <b>San Francisco Symphony kids</b> <a href="http://www.sfskids.org">www.sfskids.org</a></li> <li>Composition: Students compose a rhythm pattern online, using the following website: <b>Making tracks</b> <a href="http://www.bbc.co.uk/radio3/makingtracks">www.bbc.co.uk/radio3/makingtracks</a> Students now compose a 16 beat rhythm pattern (See Assessment Activity i): <b>Composition</b>). On completion they can do the Self-Assessment questions 1 – 4 on page 104 of the workbook.</li> <li>Listening: On Track 3 is an extract of <i>Kapiraja</i>, performed by a traditional Balinese <b>gamelan</b>. As students listen, they are to answer questions 1 – 4 in Activity 5 (page 8 of workbook). The teacher then gives them background information on Balinese Gamelan instruments (see pages 9, 10). A useful website for research and interactive activities for the students is: <b>Gamelan Sekar Jaya</b> <a href="http://www.gsj.org/">www.gsj.org/</a> (Students can follow steps 1 to 4 on page 11 of the</li> </ul>				<p><i>Music of Our Region</i> Workbook and CD</p> <p>Track 1</p> <p>Track 2</p> <p>Track 3</p>

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<p>workbook). They listen again, following the Listening Guide on page 12, after which they complete Activity 6. (Track 4 – recording of <i>kempli</i> player keeping steady beat).</p> <ul style="list-style-type: none"> <li>Students locate Java on the map, and then listen to <i>Jipang Lontang</i> Track 5. New vocabulary: <i>gamelang degung, suling, kendang, saron, bonang, jengglong, goong, gambang</i></li> </ul> <p>They listen again to <i>Jipang Lontang</i> following the listening guide on page 14. Students then complete Activity 7 as Assessment Activity ii): <b>Listening</b> Task.</p> <ul style="list-style-type: none"> <li>Students practise performing the rhythm pattern on page 16 with Track 6 using body percussion (follow steps 1 to 3 of Activity 8).</li> <li>Listening: <i>Jali Jali</i> is a well known song from Jakarta (Track 7), performed by <i>angklung</i>, bamboo xylophones, drum machine and synthesizer. Teacher gives students information about <i>angklung</i>. A useful website for students to research (including an audio recording and a short video) is: <b>The Viva Zone</b> <a href="http://203.210.98.229/vivazone/">http://203.210.98.229/vivazone/</a></li> <li>Students follow the Listening Guide (page 18) as they listen again. After listening, they learn to perform the body percussion rhythm (see page 18) with Track 8, then Track 7.</li> <li>Students then learn the notation of the dotted note and complete Activity 10 (page 15)</li> <li><i>Barala Duit Barala Runtah (Piles of Money, Piles of Trash)</i> is a song by Krakatau, an Indonesian <b>fusion</b> group originating from Bandung in West Java. Students follow the Listening Guide on page 21 as they listen to Track 10, then complete Activity 11 finding the examples of rhymes and repeated sounds. (The lyrics of the chorus of this rap are on page 20). They also perform a body percussion pattern, compose their own pattern and perform it (see page 22). Students then write a response in their books about the <b>structure</b> of <i>Barala Duit Barala Runtah</i>.</li> <li>Students research the following websites to find out about the instruments of Krakatau:  <b>Music of a culture</b> (HSC Online under subject of Music/musicology/information on syllabus topics/music of a culture) <a href="http://www.hsc.csu.edu.au/music/musicology/info/topics/music_of_culture/indonesian_bradley/music_of_culture_bradley.htm">www.hsc.csu.edu.au/music/musicology/info/topics/music_of_culture/indonesian_bradley/music_of_culture_bradley.htm</a>  <b>Krakatau</b> <a href="http://www.krakatau2000.com">www.krakatau2000.com</a>                      They then write a brief report or give a presentation of their findings to the class.</li> <li>To conclude this unit of work, students jam along to Track 11, using the rhythm pattern they</li> </ul>				<p>Track 4</p> <p>Track 5</p> <p>Track 6</p> <p>Track 7</p> <p>Track 8, Track 7</p> <p>Track 10</p>



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performed with <i>Jipang Lontang</i> , improvising during the solo break (which has a simple accompaniment to keep a steady beat). When they feel comfortable with improvising, see: Assessment Task iii) <b>Performance</b>				Track 11

Outcomes	
	<p><b>5.1</b> performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</p> <p><b>5.2</b> performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology</p> <p><b>5.3</b> performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</p> <p><b>5.4</b> demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</p> <p><b>5.5</b> notates own compositions, applying forms of notation appropriate to the music selected for study</p> <p><b>5.6</b> uses different forms of technology in the composition process</p> <p><b>5.7</b> demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts</p> <p><b>5.8</b> demonstrates an understanding of musical concepts through aural identification , discrimination, memorisation and notation in the music selected for study</p> <p><b>5.9</b> demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study</p> <p><b>5.10</b> demonstrates an understanding of the influence and impact of technology on music</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 individually and in groups a range of repertoire and styles characteristic of the compulsory and additional topics studied</li><li>• Perform musical compositions and arrangements both individually and in groups characteristic of the compulsory and additional topics studied</li><li>• Perform and interpret music from a range of styles that uses different forms of musical notation and technologies</li><li>• Improvise and arrange both individually and in groups in the styles of the compulsory and additional topics studied</li><li>• Notate compositional work using a range of notational forms and technologies</li> <li>• Identify, compare and discriminate between ways in which musical concepts have been used and manipulated in a broad range of repertoire</li><li>• Interpret the range of repertoire used for listening and analysis</li></ul>	<p><b>Students learn about:</b></p> <ul style="list-style-type: none"><li>• Recognising the use of musical concepts in a range of repertoire and styles characteristic of the compulsory and additional topics studied</li><li>• Understanding how the musical concepts are used and manipulated in compositions and arrangements in a range of styles, periods and genres</li><li>• Understanding and interpreting various forms of musical notation and the impact of technology on musical styles, periods and genres</li><li>• Improvising and arranging music in various styles, periods and genres</li><li>• Notating compositions using various forms of traditional and non-traditional notation and technologies</li><li>• Identifying and discriminating between ways in which musical concepts have been used and manipulated</li> <li>• Interpreting and analysing a broad range of repertoire characteristic of the compulsory and additional topics studied</li></ul>
<p><b>Evidence of learning:</b></p> <ul style="list-style-type: none"><li>• Students are able to compose and perform using stave notation</li><li>• Students are able to explore the musical qualities of instruments from Indonesia and discuss them using the concepts of music</li><li>• Students are able to describe the treatment of the musical concepts in their performances, compositions and the listening works discussed in class</li></ul>	

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- Students are able to perform rhythm patterns with confidence using their voices and percussion instruments
- Students' written responses demonstrate their familiarity with Indonesian instruments and their understanding of composers' use of the musical concepts to create different structures
- Students are able to research terms and instruments of another culture
- Students demonstrate growing musical literacy

### Assessment Activities:

- Composing:** Students may use ideas found in "*Te Haka a Wairangi*". They are to compose a four bar or 16 beat rhythm pattern, using at least 2 repeated ideas within the pattern and composing 1 or more parts (up to 4 maximum). They are to notate the patterns using symbols to show the sounds they use. (This can be done on the grid found on page 7 of the workbook). Students then either record the patterns and play the finished product to the class, or rehearse others to play the rhythms and perform as a group to the class. (Repeat the rhythms at least 4 times).
- Listening:** Students respond to *Jipang Lontang* (Track 5), answering the questions in Activity 7 page 15 of workbook. They are practising using the vocabulary of the concepts of music: structure, duration, dynamics, pitch, tone colour, dynamics and expressive techniques.
- Performing:** Students to form groups of 4 to 6 to perform with *Jipang Lontang* (Track 11). Students to be assessed by each other (peer assessment) on their performance of the rhythms, their role in the improvisatory sections and their use of the concepts of music in the performance.

### Feedback:

- Oral feedback on research activities
- Oral feedback through discussion of music and listening activities
- Oral and written feedback on group interactions and performances
- Oral and written feedback on composition activities

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<b>Registration and Evaluation:</b> (units of work and tasks completed)

