

Music of Our Region Part 2

Integrated Teaching activities	P	C	L	Resources
<p>Music of Our Region Part 2: Our northern neighbour: This material looks at the music and culture of Indonesia, one of our closest neighbours. Students will be learning about the styles of music in Indonesia and the pentatonic scale in Indonesian melody. In this unit students will listen, perform, compose using the pentatonic scale, and extend their notation skills and internet research skills.</p> <ul style="list-style-type: none"> Teacher gives the class a map of Indonesia and some general background information on the many cultures and ethnic groups that inhabit the islands (see pages 27 and 28). Students complete Activity 1 on page 26 to begin their journey into the culture and music. Teacher introduces the style of music called dangdut, which combines the influences from Indian film music and pop melayu (Malay pop). Students listen to the first example on Track 12 and write a response to the music. The Pentatonic Scale is introduced – (teacher uses own resources) – students sing, play, improvise over a drone or a simple ostinato pattern. Students then complete Activity 3 page 30. Activity 4 page 31 explores a pentatonic scale often used in Indonesia (notes 1 2 3 5 6). Students practise singing the scale and sing melodic patterns based on the scale. (See Activity 4 page 31). Students then learn traditional staff notation for the pentatonic scale. A useful website for further revision of pitch names and note values is: The music lab at San Francisco Symphony kids www.sfskids.org Students then complete Activity 5 page 34 as a practice in notating musical patterns. Listening: teacher plays the gamelan melody on Track 27 while students answer simple questions on structure. They learn to sing the melody phrase by phrase following the steps on page 35, then complete Activity 6 page 36 and Activity 7 page 37 (using Finale NotePad). Activity 8 – students complete a 2 bar phrase to the given pentatonic melody (page 40), after listening twice to the phrase on Track 30. This is in preparation for their first Assessment task: Composition: (A gamelan pentatonic melody) (See Assessment Task i) below) Teacher leads students through an exploration of more complex rhythms both in numerical notation and staff notation. Students complete Activity 9 page 41. In this activity they sing the sounds as they read them. 				<p><i>Music of Our Region</i> Workbook and CD</p> <p>Track 12</p> <p>Teachers' own resources Track 13</p> <p>Tracks 15 to 26</p> <p>Track 27</p> <p>Track 30</p> <p>Track 31</p>

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<ul style="list-style-type: none"> Activity 10 is for students to test their knowledge so far of numerical and staff notation. In this activity they listen, respond and notate (Track 32, Track 33) Two new pentatonic scales - one on “C” and one on “E” – are on Tracks 34 and 35. Students listen, sing and respond, then complete Activity 11 using Track 36. Listening and Composing: (Assessment Task ii) Listening and Composing: Track 37: Students learn about layers: melody and accompaniment. Students play the given melody and/or accompaniment after listening. They then complete Activity 12 page 45. Students then compose a pentatonic melody above a simple accompaniment either using Finale NotePad or stave paper. The task is to compose an 8 bar melody using the pentatonic scale E F G B C – notate, record or perform using a friend to play the ostinato. (See exercise 4 page 109). Students then complete self-assessment task page 110. To complete this unit of work, students “jam” using either rhythmic or melodic percussion to Track 41, demonstrating their understanding of the pentatonic scale, gamelan melody, ostinato and improvisation. 				<p>Track 32, Track 33</p> <p>Track 34, Track 35, Track 36 Track 37</p> <p>Track 41</p>

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Outcomes	<p>5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</p> <p>5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology</p> <p>5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</p> <p>5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</p> <p>5.5 notates own compositions, applying forms of notation appropriate to the music selected for study</p> <p>5.6 uses different forms of technology in the composition process</p> <p>5.7 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>5.8 demonstrates an understanding of musical concepts through aural identification , discrimination, memorisation and notation in the music selected for study</p> <p>5.9 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>5.10 demonstrates an understanding of the influence and impact of technology on music</p>
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Specific content focus for this unit

<p>Students learn to:</p> <ul style="list-style-type: none"> • Perform individually and in groups a range of repertoire and styles characteristic of the compulsory and additional topics studied • Perform musical compositions and arrangements both individually and in groups characteristic of the compulsory and additional topics studied • Perform and interpret music from a range of styles that uses different forms of musical notation and technologies • Improvise and arrange both individually and in groups in the styles of the compulsory and additional topics studied 	<p>Students learn about:</p> <ul style="list-style-type: none"> • Recognising the use of musical concepts in a range of repertoire and styles characteristic of the compulsory and additional topics studied • Understanding how the musical concepts are used and manipulated in compositions and arrangements in a range of styles, periods and genres • Understanding and interpreting various forms of musical notation and the impact of technology on musical styles, periods and genres • Improvising and arranging music in various styles, periods and
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<ul style="list-style-type: none">• Notate compositional work using a range of notational forms and technologies• Identify, compare and discriminate between ways in which musical concepts have been used and manipulated in a broad range of repertoire• Interpret the range of repertoire used for listening and analysis	<p>genres</p> <ul style="list-style-type: none">• Notating compositions using various forms of traditional and non-traditional notation and technologies• Identifying and discriminating between ways in which musical concepts have been used and manipulated• Interpreting and analysing a broad range of repertoire characteristic of the compulsory and additional topics studied
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Evidence of learning:

- Students are able to compose and perform using stave notation
- Students are able to explore the musical qualities of instruments from Indonesia 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 pentatonic melodies with confidence using their voices 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 the pentatonic scale E F G B C
- Students demonstrate growing musical literacy
- Students demonstrate a knowledge of Ostinato patterns and their function in gamelan music

Assessment Activities:

- Composing/Performing:** Students to compose a Gamelan pentatonic melody of 4 bars in length, consisting of two phrases. They are to notate the melody, practise singing it, and perform it to the class. (They may record it if they wish).
- Listening and Composing:** (Assessment Task ii) Listening and Composing: Students compose a pentatonic melody above a simple accompaniment either using Finale NotePad or stave paper. The task is to compose an 8 bar melody using the pentatonic scale E F G B C – notate, record or perform using a friend to play the ostinato. (See exercise 4 page 109). Students then complete self-assessment task page 110.

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Feedback:

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

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