

Music Years 7–10 Life Skills unit: Australian music

<p>Unit title: Australian music</p> <p>Description: In this unit students explore a wide variety of traditional and contemporary Australian music through experiences in listening and performing that may involve individual, group and whole class activities. Students also experiment with musical sounds, and explore ways in which environmental sounds may be incorporated into musical works. <i>Learning activities address selected ‘learn about’ and ‘learn to’ statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.</i></p>	
<p>Life Skills Outcomes</p> <p>A student:</p> <p>LS.1 uses movement, vocalisation or instruments to respond to a range of music</p> <p>LS.2 vocalises, sings or plays an instrument</p> <p>LS.3 vocalises, sings or plays an instrument as part of a group</p> <p>LS.4 experiments in making musical sounds</p> <p>LS.5 experiments in organising musical sounds</p> <p>LS.6 experiments in representing and recording musical sounds</p> <p>LS.7 experiences music from a variety of social, cultural and historical contexts</p> <p>LS.8 communicates responses to a variety of music</p> <p>LS.9 appreciates a variety of music</p> <p>LS.10 engages in performing, composing and listening experiences for enjoyment.</p>	<p>Resources</p> <p>Examples of the following types of music – Aboriginal & Torres Strait Islander; Contemporary Aboriginal music, eg Yothu Yindi, Christine Anu; Australian folk music, eg Waltzing Matilda, Click Go the Shears, Botany Bay.</p> <p>Dreamtime stories</p>
<p>Links</p> <p>A student:</p> <p>Dance</p> <p>LS.1.1 demonstrates a range of movement skills</p> <p>LS.2.2 explores, selects and sequences movement to express feelings and ideas</p> <p>English</p> <p>ENLS-1A listens and responds in familiar contexts</p> <p>ENLS-9A composes texts for a variety of purposes and audiences</p> <p>Geography</p> <p>LS.7 explores the diversity of Australian communities.</p>	<p>A student:</p> <p>History</p> <p>HTLS-5 recognises the significance of people and events in the past</p> <p>Languages</p> <p>LS.MBC.1 experiences cultural diversity</p> <p>LS.MBC.2 explores own and other cultures</p> <p>Mathematics</p> <p>MALS-4NA recognises language used to represent number</p> <p>MALS-5NA counts in familiar contexts</p> <p>MALS-18NA recognises and continues repeating patterns.</p>
<p>For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 4 unit ‘Australian Music’ in <i>Music Years 7–10: Advice on Programming and Assessment</i> (pp 24–30).</p>	

Life Skills Outcomes	Life Skills content	
LS.1 LS.2 LS.3 LS.4 LS.5 LS.6	Students learn to: Performing <ul style="list-style-type: none"> • move all or part of body in response to music • vocalise hum and/or whistle along with the music • use non-melodic percussion instruments to keep the beat of the music Composing <ul style="list-style-type: none"> • vocalise and/or sing to a variety of known music • sing new songs • vocalise on cue in the context of a group song • play and cease playing an instrument on cue • play an individual part within a musical piece • experiment with voice to produce musical sounds • produce a sound on cue • reproduce a sound at determined intervals on cue • reproduce a sound at determined intervals when playing in a group • compose a simple repeated rhythm (ostinato) for performance individually and/or in a group • use graphic notation for representing musical sounds • use equipment to record musical sounds • organise musical experiments into a composition 	Students learn about musical concepts through: <ul style="list-style-type: none"> • responding to a range of music through the use of the body and body percussion • vocalising to a range of music • responding to a range of music through the use of percussion • performing individually in informal and formal situations • performing as part of a group in informal and formal situations • making a variety of musical sounds • organising musical sounds • experimenting in representing and recording musical sounds through graphic forms • experimenting with recording technologies • structuring simple musical ideas

continued

Life Skills Outcomes	Life Skills content (cont)	
LS.7	<p data-bbox="300 213 1196 245">Students learn to:</p> <p data-bbox="300 245 1196 277">Listening</p> <ul data-bbox="300 277 1196 708" style="list-style-type: none"><li data-bbox="300 277 1196 309">• experience music of various styles<li data-bbox="300 309 1196 341">• experience music of different cultures<li data-bbox="300 341 1196 373">• recognise sound sources <li data-bbox="300 405 1196 437">• recognise the manipulation of sound<li data-bbox="300 437 1196 469">• recognise high and low sound <li data-bbox="300 501 1196 533">• recognise louds and softs <li data-bbox="300 596 1196 628">• recognise sections/patterns<li data-bbox="300 628 1196 660">• respond appropriately to music in a range of social contexts<li data-bbox="300 660 1196 708">• demonstrate appropriate audience behaviour when listening to music in different performance situations	<p data-bbox="1196 213 2101 245">Students learn about musical concepts through:</p> <ul data-bbox="1196 277 2101 660" style="list-style-type: none"><li data-bbox="1196 277 2101 309">• experiencing a variety of music <li data-bbox="1196 341 2101 405">• understanding that different instruments and instrument groups produce different sounds<li data-bbox="1196 405 2101 437">• understand ways in which sound can be changed in different instruments<li data-bbox="1196 437 2101 501">• understanding the concept of high and low and that smaller instruments produce smaller sounds<li data-bbox="1196 501 2101 596">• understanding that changes in dynamics can be sudden or gradual and these changes can be sudden or gradual and these changes can be used for different effects<li data-bbox="1196 596 2101 628">• understanding that music works within various structures and sections<li data-bbox="1196 628 2101 660">• understanding how people value and appreciate music in a variety of settings
LS.8	<ul data-bbox="300 708 1196 804" style="list-style-type: none"><li data-bbox="300 708 1196 740">• use nonverbal communication to indicate like or dislike for particular music<li data-bbox="300 740 1196 772">• use verbal communication to indicate like or dislike for particular music<li data-bbox="300 772 1196 804">• give reasons for their response to particular music	<ul data-bbox="1196 708 2101 804" style="list-style-type: none"><li data-bbox="1196 708 2101 740">• non-verbally communicating responses to a variety of music<li data-bbox="1196 740 2101 772">• verbally communicating responses to a variety of music<li data-bbox="1196 772 2101 804">• discussing their responses to a variety of music

Life Skills Outcomes	Integrated learning experiences, instruction and assessment	P	C	L	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
LS.1 LS.7 LS.8 LS.9 LS.10	<ul style="list-style-type: none"> • Teacher plays examples of traditional music of Aboriginal and Torres Strait Islander Peoples and explains how this music was used for a variety of purposes, eg for ceremonial, social and sacred occasions; to communicate between groups, and to pass on stories, customs and traditions • Students listen to examples of traditional music and respond using: <ul style="list-style-type: none"> – body movements such as nodding head, waving arms – body percussion such as clapping hands, tapping legs, stamping feet – vocalisation and humming – non-melodic percussion instruments such as tambourine, triangle, drums and rain sticks • Students listen to and describe the role of particular instruments, eg <ul style="list-style-type: none"> – didgeridoo – provides a long sustained note (drone) – clap sticks – provide rhythm – vocals – provide melodic line • Students simulate the sounds of the above instruments using available classroom instruments 	[] []		[] []	<p>Listening and responding to traditional music may involve <i>experiencing music from a variety of social, cultural and historical contexts</i> and/or <i>using movement, vocalisation or instruments to respond to a range of music</i> and/or <i>engaging in performing, composing and listening experiences for enjoyment.</i></p> <p>Listening to and describing the role of instruments may involve <i>experiencing music from a variety of social, cultural and historical contexts</i> and/or <i>communicating responses to a variety of music</i> and/or <i>appreciating a variety of music</i>. Simulating the sounds of traditional instruments may involve <i>engaging in performing, composing and listening experiences for enjoyment.</i></p>	<p>Oral, visual and tangible feedback prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> • responses to a variety of traditional music • description of the roles of particular instruments • simulation of the sounds of individual instruments using available resources.

P – Performing C – Composing L – Listening

Life Skills Outcomes	Integrated learning experiences, instruction and assessment	P	C	L	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
LS.1 LS. 6 LS.10	<ul style="list-style-type: none"> Teacher presents a traditional Dreamtime story and assists students to experiment with vocal sounds, body percussion and available classroom instruments to portray the story Students may notate their composition using traditional graphic notation, and perform their composition as part of a group while the Dreamtime story is being read 	☐	☐ ☐	☐	Experimenting with vocal sounds, body percussion and instruments to portray a story may involve <i>using movement, vocalisation or instruments to respond to a range of music</i> and/or <i>engaging in performing, composing and listening experiences for enjoyment</i> . Notating their composition may involve <i>experimenting in representing and recording musical sounds</i> .	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students': <ul style="list-style-type: none"> experimentation with vocal sounds, body percussion and classroom instruments to portray a story notation of their composition in an appropriate format.
LS.1 LS.10	<ul style="list-style-type: none"> Teacher plays examples of contemporary indigenous music, eg Yothu Yindi, Christine Anu Students listen to the music and indicate the similarities and differences between traditional and contemporary Aboriginal and Torres Strait Islander music. Students may identify the elements of the work that are traditional and those that are contemporary, eg traditional may involve the use of didgeridoo and Aboriginal language; contemporary may involve the use of rock instruments and English language Students listen to the music and clap, sway and/or play appropriate instruments to the beat of contemporary music 	☐		☐ ☐	Listening to and responding to contemporary Aboriginal music may involve <i>using movement, vocalisation or instruments to respond to a range of music</i> and/or <i>engaging in performing, composing and listening experiences for enjoyment</i> .	Oral, visual and tangible feedback prompting by the teacher to guide and affirm effective listening and responses to music.

P – Performing C – Composing L – Listening

Outcomes	Integrated learning experiences, instruction and assessment	P	C	L	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
LS.2 LS.8 LS.10	<ul style="list-style-type: none"> Teacher plays examples of traditional Australian folk music, eg 'Waltzing Matilda', 'Click go the Shears', 'Botany Bay' Students listen to the examples, indicate their preferences and give reasons for these Teacher assists students to: <ul style="list-style-type: none"> vocalise and/or sing a chosen traditional song perform the lyrics of a particular song individually or as part of a group accompany the lyrics with body percussion and non-melodic percussion Students may rewrite the lyrics of a verse of a song, eg 'Botany Bay' through: <ul style="list-style-type: none"> sequencing images substituting individual words retelling the narrative in their own words and/or rewriting the whole verse using contemporary language and themes 	☐		☐	<p>Listening to traditional Australian folk/country music and indicating preferences may involve <i>vocalising, singing or playing an instrument</i> and/or <i>engaging in performing, composing and listening experiences for enjoyment</i> and/or <i>communicating responses to a variety of music</i>.</p> <p>Rewriting the lyrics of a song may involve <i>vocalising, singing or playing an instrument</i> and/or <i>engaging in performing, composing and listening experiences for enjoyment</i>.</p>	<p>Oral, visual and tangible feedback prompting by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> indication of preferences to traditional Australian folk music experimentation and responses writing of new lyrics.
LS.2 LS.3 LS.10	<ul style="list-style-type: none"> Teacher assists students to play chordal accompaniment or bass line to selected songs, eg 'Click go the shears' (A D E) or 'Botany Bay'(C F G). Students may: <ul style="list-style-type: none"> sing song with accompaniment discuss the words of the songs – find meanings for slang terms/Australian words, eg 'jumbuck', 'billabong', 'swagman', 'ringer' experiment with sound sources to find suitable rhythmic accompaniment to songs, eg 'Click Go the Shears' (rulers on desk, tapping pencils for the 'click') add percussion part to the melody and accompaniment discuss the structure of the songs, eg verse, chorus dramatise a song, using instruments/vocals to add meaning 	☐	☐	☐	<p>Playing chordal accompaniments, singing songs with accompaniment and related activities may involve <i>vocalising, singing or playing an instrument</i> and/or <i>vocalising, singing or playing an instrument as part of a group</i>. It may also indicate <i>engaging in performing, composing and listening experiences for enjoyment</i>.</p>	<p>Oral, visual and tangible feedback prompting by the teacher to encourage and affirm students' active participation.</p>

P – Performing C – Composing L – Listening

Outcomes	Integrated learning experiences, instruction and assessment	P	C	L	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
LS.7 LS.9 LS.10	<ul style="list-style-type: none"> • Teacher plays a variety of contemporary music from Australian country music artists, eg Slim Dusty, John Williamson, Kasey Chambers, and assists students to focus on the words, the melody and the instruments being used in the songs • Students may: <ul style="list-style-type: none"> – listen to selected songs and indicate/give reasons for their preferences – indicate the instruments being used and identify those that are typically Australian, eg lagerphone, washboard – clap/sway/move to the beat of the music – use percussion instruments or preset functions on keyboards to create and perform a suitable rhythmic accompaniment to the music individually or as part of a group – create and perform a simple bass line to the song following the chordal structure 	☐	☐	☐	Listening to and giving preferences for Australian folk/country/bush music may involve <i>experiencing music from a variety of social, cultural and historical contexts</i> and/or <i>appreciating a variety of music</i> . It may also indicate <i>engaging in performing, composing and listening experiences for enjoyment</i> .	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students': <ul style="list-style-type: none"> • indication of preferences and responses to words, melody and instruments used in contemporary Australian music.
LS.1 LS.3 LS.6 LS.10 LS.5	<ul style="list-style-type: none"> • Teacher plays examples of music by Australian Jazz artists, eg James Morrison, Vince Jones, Monica and the Moochers, Don Burrows and focuses students attention on melodies and instruments • Students listen to and: <ul style="list-style-type: none"> – indicate a preference for a particular piece of music – clap/sway/play appropriate instrument to the beat of the music – compose a short rhythmic pattern to be repeated to the music – notate the rhythm using traditional and/or graphic notation – vocalise/sing/play along with recorded examples as part of a group – play/sing versions of the examples without the recording in a simplified form if appropriate • Students experiment with organising musical sounds. A variety of melodic and non-melodic instruments as well as body percussion and vocalisation can be used. Experimentation may involve: <ul style="list-style-type: none"> – producing a sound when prompted – producing a sound at intervals when prompted – repeating a sequence of sounds – repeating a rhythm consisting of sounds of different duration and pitch 	☐	☐	☐ ☐	Listening to, indicating preferences for, and responding to examples of music by Australian jazz artists may involve <i>using movement, vocalisation or instruments to respond to a range of music</i> and/or <i>vocalising, singing or playing an instrument as part of a group</i> . Experimenting with structuring musical sounds may involve <i>experimenting in organising musical sounds</i> .	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students': <ul style="list-style-type: none"> • active participation and response to examples of Australian Jazz • experimentation with structuring musical sounds.

P – Performing C – Composing L – Listening

Outcomes	Integrated learning experiences, instruction and assessment	P	C	L	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
LS.2 LS.10	<ul style="list-style-type: none"> • Teacher plays a variety of music featuring the sounds of Australia, eg bird calls, waterfalls • Students listen to the music and indicate recognition of particular features such as source of the sounds, eg sounds of living things, sound of the weather, sound of water, city noises 			☐	Listening to music featuring the sounds of Australia may involve <i>vocalising, singing or playing an instrument</i> and/or <i>engaging in performing, composing and listening experiences for enjoyment.</i>	Oral, visual and tangible feedback prompting by the teacher to affirm or encourage students' active listening and responses to sounds of Australia.
LS.6 LS.10	<ul style="list-style-type: none"> • Students observe sounds in the environment outside the classroom. Responses to sounds may include: <ul style="list-style-type: none"> – using facial expression and/or gesture – exploring the source of sounds through senses such as touch and sight – imitating sounds – describing sounds in terms of the musical concepts such as tone, pitch and volume 			☐	Identification of sounds heard outside the classroom may involve <i>engaging in performing, composing and listening experiences for enjoyment.</i>	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students' active listening and identification of sounds.
LS.4 LS.5 LS.6 LS.10	<ul style="list-style-type: none"> • Students create a soundscape of individual sounds identified in the environment in response to teacher cues/prompts. Student participation may include: <ul style="list-style-type: none"> – recording and playing sounds – reproducing one sound vocally or instrumentally – producing sequences of sounds either as individuals or in groups 	☐	☐		Participation in creating a soundscape may involve <i>experimenting in making musical sounds</i> and/or <i>organising, musical sounds.</i>	Oral, visual and tangible feedback prompting by the teacher to guide and affirm students' experimentation with methods of reproducing sounds and demonstration of the use of these sounds in a soundscape performance.

P – Performing C – Composing L – Listening