



Canberra Symphony
Orchestra

UNIT #6

Twentieth century rule breaking

MUSIC ACTIVITY LESSON PLAN 6.1			
Focus element	Timbre	Focus piece	Peter SCULTHORPE Kakadu
Learning type	Listening	Lesson length	Approx. 5–10 minutes
Resource links	<p>Video #1 SCULTHORPE Kakadu – Sydney Conservatorium of Music Symphony Orchestra with didgeridoo https://www.youtube.com/watch?v=uhXoYfX6ZA</p> <p>Video #2 SCULTHORPE Kakadu – recording without didgeridoo https://www.youtube.com/watch?v=N2qqj1_ILyA</p> <p>Video #3 VAUGHAN WILLIAMS The Lark Ascending https://www.youtube.com/watch?v=ZR2JIDnT2l8</p>		
Learning objectives	Students will use their imagination in responding to Sculthorpe's <i>Kakadu</i> .		
Australian Curriculum alignment	<p>ACAMUR087</p> <p>Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples.</p> <p><i>Scootle resources</i></p> <p>http://www.scootle.edu.au/ec/search?accContentId=ACAMUR087</p>		



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LESSON 6.1

Listen and respond

APPROX. 5 MINUTES

Measures of understanding

Students make observations about the music and draw connections between music and imagery, through:

- discussing the image / picture they see
- discussing instruments they can hear and how they sound like birds.

Watch and listen	<p>Briefly discuss where Kakadu National Park is and what you might see / hear there.</p> <p>Listen to the version of Sculthorpe's <i>Kakadu</i> without didgeridoo (Video #2), from 4'54" – 6'18". Encourage students to listen with their "ears wide open".</p> <p>This is a good activity to run after a break or transition to get students to refocus and calm down. You may like to ask students to lie on the floor or find a quiet space in the room and close their eyes / focus on their breathing.</p>
Watch and listen	<p>Play the segment a second time, asking students to focus on the following questions:</p> <ul style="list-style-type: none">• What do you think this segment of the music is representing from Kakadu? <i>(Birds – however, this is subjective)</i>• What image comes to mind when you listen to this? Why? <i>(Could be birds flying, nesting together, danger arising – also subjective)</i>• What instruments can you hear? <i>(Strings)</i>• What are the instruments doing? Can you hear a melody? <i>(They aren't being played traditionally – there is no clear melody)</i>
Discussion	<p>Briefly discuss the responses to the questions.</p>



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Listen and discuss

APPROX. 5 MINUTES

Measures of understanding

Students make observations about the music and draw connections between music and imagery, through:

- discussing the image / picture they see
- discussing instruments they can hear and how they sound like birds.

Watch and listen	Listen to the opening of The Lark Ascending by English composer Ralph Vaughan Williams (Video #3).
Discussion	<ul style="list-style-type: none">• What instrument is used to depict a skylark? <i>(Violin)</i>• Do you think this piece works well in depicting the bird? Why?• Do you know any other pieces of music that represent/depict birds or other animals? <p>You may like to listen to other pieces as a class.</p>