



Canberra Symphony  
Orchestra

## UNIT #6

### Twentieth century rule breaking

| MUSIC ACTIVITY LESSON PLAN 6.3         |  |                      |  |
|--|--|----------------------|--|
| <b>Focus element</b>                   | Timbre   | <b>Focus piece</b>   | <b>Peter SCULTHORPE</b><br><b>Kakadu</b> |
| <b>Learning type</b>                   | Listening  | <b>Lesson length</b> | Approx. 5–10 minutes                     |
| <b>Resource links</b>                  | <b>Video #4</b> LADY GAGA Telephone (performed by Perpetuum Jazzile)<br><a href="https://www.youtube.com/watch?v=n_6nqw2OYvY">https://www.youtube.com/watch?v=n_6nqw2OYvY</a>  |                      |  |
| <b>Learning objectives</b>             | Students will explore ways of using voice to create different timbres.   |                      |  |
| <b>Australian Curriculum alignment</b> | <b>ACAMUR084</b><br>Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns.<br><i>Scootle resources</i><br><a href="http://www.scootle.edu.au/ec/search?accContentId=ACAMUM084">http://www.scootle.edu.au/ec/search?accContentId=ACAMUM084</a> |                      |  |



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## LESSON 6.3

### Listen and discuss

**APPROX. 5 MINUTES**

#### **Measures of understanding**

Students show awareness of timbre through identifying, describing and drawing the differing uses of voice in the voice clip.

|                              |  |
|------------------------------|--|
| <b>Watch and listen</b>      | Listen to the opening of <i>Telephone</i> by <i>Lady Gaga</i> , performed by Perpetuum Jazzile ( <b>Video #4</b> ).  |
| <b>Activity / discussion</b> | The singers use their voices in different ways to sound like telephones.<br>As a class: <ul style="list-style-type: none"><li>• Identify how many different 'telephone' sounds you can hear</li><li>• Draw each sound on the board graphically. This is subjective – discuss options as a class.<br/><i>For example</i> – the 'brr' of the telephone might be a small, wavy line.</li><li>• Give each sound a name</li></ul> Discuss how each sound is produced. <ul style="list-style-type: none"><li>• What are the female singers doing to make their voices sound nasal?</li></ul> |



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## LESSON 6.3

### Create your own sounds

**APPROX. 5–10 MINUTES**

#### Measures of understanding

Students show awareness of timbre through:

- experimenting with their voices to create a representation of another sound
- representing their sound through a drawing and description.

|  |   |          |          |          |
|--|---|----------|----------|----------|
| <b>Activity</b>  | Find a machine / device in your classroom that produces a sound e.g. electric pencil sharpener. Listen to the sound as a class. |          |          |          |
|  | Ask students to come up with three ways of mimicking the sound with their voices and complete a table representing the sounds.  |          |          |          |
|  |   | <b>1</b> | <b>2</b> | <b>3</b> |
|  | <b>Name of sound</b>  |          |          |          |
|  | <b>Graphic representation</b>   |          |          |          |
| <b>Description / instructions</b>  |   |          |          |          |
| Have students swap their ideas with a peer.  |   |          |          |          |
| See if students can perform the sounds of their peers using only the information in the table. |   |          |          |          |
| Have students perform some of the sounds for the class.  |   |          |          |          |