



Canberra Symphony
Orchestra

UNIT #6

Twentieth century rule breaking

MUSIC ACTIVITY LESSON PLAN 6.4			
Focus element	Timbre	Focus piece	Peter SCULTHORPE Kakadu
Learning type	Creating	Lesson length	Approx. 20–25 minutes
Learning objectives	Students will experiment with timbre to create a soundscape of the Australian bush.		
Australian Curriculum alignment	ACAMUR085 Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community. <i>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM085		



Canberra Symphony
Orchestra

LESSON 6.4

Brainstorm

APPROX. 5 MINUTES

Discussion	<p>Tasmanian composer Peter <i>Sculthorpe</i> used instruments to sound like features in the Australian landscape.</p> <p>Tell the class that they will be creating their own 'soundscape' (like a landscape, but with sound) to represent the Australian bush around Canberra, Yass or Goulburn (depending on your school).</p> <p>Brainstorm what you might hear:</p> <ul style="list-style-type: none">• in the morning in spring• in the middle of the day in summer• in the afternoon in autumn• In the middle of the night in winter. <p>Think about animals, weather, atmosphere, etc.</p>
-------------------	--



LESSON 6.4

Create your own sounds

APPROX. 10 MINUTES

Measures of understanding

- Students alter and experiment with ways of using voice, body percussion and environmental / traditional instruments to create new timbres that represent particular sounds
- Students can play, draw and describe these sounds.
- Students can improvise these sounds into a soundscape that reflects the Australian bush.

Activity	Divide your class into four larger groups or eight smaller groups, depending on how students work best. Assign each group one of the areas from the brainstorm e.g. <i>the morning in spring</i> .			
	Give the groups 5–10 minutes to come up with 4–8 sounds they would hear and have the groups fill out a table like the below:			
		1	2	3
	Name of sound			
	Graphic representation			
Description / instructions				
Use classroom and / or students' own instruments or this if available, and / or voice, body percussion and 'environmental instruments' (improvised instruments using classroom items e.g. bins, pencil case zippers).				



Canberra Symphony
Orchestra

LESSON 6.4

Class soundscape

APPROX. 5–10 MINUTES

Measures of understanding

- Students alter and experiment with ways of using voice, body percussion and environmental / traditional instruments to create new timbres that represent particular sounds
- Students can play, draw and describe these sounds.
- Students can improvise these sounds into a soundscape that reflects the Australian bush.

Activity	<p>Ask groups to assign one or two members of their group to each of their sounds.</p> <p>As a class, create a two-minute soundscape by having each group produce their sounds in order of the seasons, from spring through to winter. Encourage students to improvise, explore and change their assigned sounds.</p> <p>Allow each group 30 seconds before moving onto the next group. Run the activity a few times to give students the chance to experiment with what sounds good.</p> <p>After each improvisation, discuss what worked well and what was less effective.</p>
Challenge activity	<p>Have students perform the class soundscape to another class.</p> <p>Ask students in the audience to guess what the sounds represented (e.g. cicadas).</p>