



UNIT #6

Twentieth century rule breaking

Twentieth century composers experimented with different characteristics of music from previous periods, pushing the boundaries and taking risks.

One Australian composer who used instruments in different ways was Peter Sculthorpe. He often wrote pieces that depicted the Australian landscape and Indigenous heritage. One such piece is *Kakadu*. In one section of this piece he uses string instruments to suggest flocks of birds in the Kakadu National Park.

MUSIC ACTIVITY SUMMARY			
Focus element	Timbre	Focus piece	Peter SCULTHORPE Kakadu
Resource links	<p>Video #1 SCULTHORPE Kakadu – Sydney Conservatorium of Music Symphony Orchestra with didgeridoo https://www.youtube.com/watch?v=uhXoYfFX6ZA</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=ZR2JIDnT2I8</p> <p>Video #4 SCULTHORPE Djilile https://www.youtube.com/watch?v=ZzqiShL0oxY</p> <p>Video #5 LADY GAGA Telephone (performed by Perpetuum Jazzile) https://www.youtube.com/watch?v=n_6nqw2OYvY</p>		

MUSICAL ACTIVITIES

Listening Lesson plan 6.1	<p>Ask students to lie on the floor with their eyes closed and listen to their breathing. Play Video #2 from 4'54" to 6'18" and ask students to listen with their 'ears wide open.'</p> <ul style="list-style-type: none"> • What aspect of Kakadu National Park does this music suggest? • Can you draw a picture showing what the music is describing to you? • Why do you think Sculthorpe uses string instruments to depict birds? • What other instruments do you think would work well? Why? <p>Listen to the opening of <i>The Lark Ascending</i> by English composer Vaughan Williams (Video #3). The violin is used to depict a skylark.</p> <ul style="list-style-type: none"> • Do you think this piece works well in depicting the bird? Why?
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MUSICAL ACTIVITIES (cont.)

Listening Lesson plan 6.2	<p>Sculthorpe uses a melody based on an Aboriginal chant in the piece <i>Kakadu</i>. <i>Djilile</i> is a melody that Sculthorpe heard in an early collection of recordings by A. P. Elkin, an Australian clergyman and anthropologist.</p> <p>Listen to another piece for piano by Sculthorpe (Video #4), where he has used the same melody.</p> <ul style="list-style-type: none">• Can you describe features in the melody?• Does the melody move mainly in steps or leaps?• Is the direction of the pitch mainly ascending or descending?
Listening Lesson plan 6.3	<p>Watch Video #1 from 8'50''-10'35''.</p> <ul style="list-style-type: none">• Can you describe what the string players are doing?• Are they all playing at the same time?• Do they sound like string instruments or something else?
Listening Lesson plan 6.4	<p>Our voices can also be used to sound like different things. Listen to the opening of Video #5, where the singers use their voices in different ways to sound like telephones.</p> <ul style="list-style-type: none">• How could you use your voice to sound like a classroom machine?
Creating Lesson plan 6.5	<p>Tasmanian composer Peter Sculthorpe used instruments to sound like features in the Australian landscape.</p> <ul style="list-style-type: none">• Can you choose and play some instruments or classroom objects so that they sound like the Australian bush near where you live?• What sounds might you expect to hear in the bush?• Will the sounds be the same in the morning, evening, summer, winter etc.?
Responding Lesson plan 6.6	<p>Composers sometimes use instruments that are not traditionally part of the orchestra.</p> <ul style="list-style-type: none">• Is there an instrument in Video #1 that is used in Aboriginal music?• Which Australian animals do you think it could be representing?



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CROSS-CURRICULAR EXPLORATIONS

Sociology	<p>Peter Sculthorpe spent time throughout his life listening to and watching Aboriginal and Torres Strait Islander performances. Cultural groups around Australia use different instruments, chants, songs and dances in performance.</p> <ul style="list-style-type: none">• What is the name of the local Aboriginal community where you live? <i>(Ngunnawal people)</i>• Have you ever seen any performances in your local community by people from different cultural backgrounds?• Are their friends in your class from the Ngunnawal community?
Languages	<p>Aboriginal and Torres Strait Islander communities around Australia speak different Indigenous languages.</p> <ul style="list-style-type: none">• Do any students in your class speak a different language?
Science	<p>Peter Sculthorpe was concerned about protecting the Australian environment.</p> <ul style="list-style-type: none">• What are some special places near your school / home where the natural environment may need protection or is being protected?



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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=uhXoYfFX6ZA</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>ACAMUR091</p> <p>Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music.</p> <p><i>Scoutle resources</i></p> <p>http://www.scoutle.edu.au/ec/search?accContentId=ACAMUR091</p>		



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.

<p>Watch and listen</p>	<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>
<p>Watch and listen</p>	<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>
<p>Discussion</p>	<ul style="list-style-type: none"> • Why do you think Sculthorpe uses stringed instruments to depict the birds? • Are there other instruments you think would work well? Why?



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LESSON 6.1

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 <i>The Lark Ascending</i> 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>



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MUSIC ACTIVITY LESSON PLAN 6.2			
Focus element	Timbre	Focus piece	Peter SCULTHORPE Kakadu
Learning type	Listening	Lesson length	Approx. 5–10 minutes
Resource links	Video #4 SCULTHORPE Djilile https://www.youtube.com/watch?v=ZzqiShL0oxY		
Learning objectives	Students will describe the melody in Sculthorpe's <i>Djilile</i> .		
Australian Curriculum alignment	ACAMUR091 Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUR091		



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LESSON 6.2

Describe the melody

APPROX. 5 MINUTES

Measures of understanding

Students can describe and analyse the melody through:

- providing one or two adjectives to describe the melody
- accurately articulating that it moves mostly in steps
- showing the shape of the melody through description or drawing the contour.

Activity / discussion	<p><i>You may like to give students the following information or let them research it themselves if it links with your other learning.</i></p> <p>Sculthorpe uses a melody based on an Aboriginal chant in the piece <i>Kakadu</i>. <i>Djillile</i> is a melody Sculthorpe heard in an early collection of recordings by A.P. Elkin, an Australian clergyman and anthropologist.</p>
Questions	<p>Listen to <i>Djillile</i> (Video #4).</p> <p>Have students answer the following questions individually while listening to the piece.</p> <ul style="list-style-type: none">• Use adjectives to describe the melody.• Does the music move in steps (small, moving from one to another), skips (skipping over one note) or big leaps? <i>(Mostly steps, with some skips at the end)</i>• Is the pitch of the melody mainly ascending or descending? Can you draw the shape of the melody (melodic contour)? <i>(The pitch ascends for the first phrase and then descends in each phrase after that)</i>



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MUSIC ACTIVITY LESSON PLAN 6.3			
Focus element	Timbre	Focus piece	Peter SCULTHORPE Kakadu
Learning type	Listening	Lesson length	Approx. 5–10 minutes
Resource links	Video #1 SCULTHORPE Kakadu – Sydney Conservatorium of Music Symphony Orchestra with didgeridoo https://www.youtube.com/watch?v=uhXoYfFX6ZA		
Learning objectives	Students will describe the timbre (tone colour) of an excerpt from <i>Kakadu</i> .		
Australian Curriculum alignment	ACAMUR091 Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUR091		



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LESSON 6.3

Describe the timbre (tone colour)

APPROX. 5–10 MINUTES

Measures of understanding

Students show awareness of timbre through:

- identifying instruments correctly
- representing the sound they hear through a drawing or image
- describing the sound they hear
- identifying non-traditional ways of playing instruments.

Discussion	<p>Introduce students to the element of timbre (pronounced 'tam-buh'), sometimes called 'tone colour'.</p> <p>Timbre in music refers to the sound of instruments or performing media and the variety of ways these instruments can be played.</p>
Watch and listen / activities	<p>Listen to an excerpt (8'10" – 10"35) of the version of Sculthorpe's <i>Kakadu</i> with didgeridoo (Video #1).</p> <p>Ask students to</p> <ul style="list-style-type: none">• identify instruments they can hear• draw graphic representations of each interesting the sound they hear• write one adjective / simile underneath each sound. <p>It might be helpful to have a bank of adjectives / similes on the board for students to refer to.</p>
Discussion	<p>Share answers from the previous activity.</p> <ul style="list-style-type: none">• Are the instruments being played in a traditional manner? <p>This is a subjective activity – look for students' ability to identify instruments, and non-traditional ways of playing instruments and their ability to describe and represent the sound.</p>



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MUSIC ACTIVITY LESSON PLAN 6.4			
Focus element	Timbre	Focus piece	Peter SCULTHORPE Kakadu
Learning type	Listening	Lesson length	Approx. 5–10 minutes
Resource links	Video #5 LADY GAGA Telephone (performed by Perpetuum Jazzile) https://www.youtube.com/watch?v=n_6nqw2OYvY		
Learning objectives	Students will explore ways of using voice to create different timbres.		
Australian Curriculum alignment	ACAMUR088 Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUM088		



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LESSON 6.4

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.

Watch and listen	Listen to the opening of <i>Telephone</i> by <i>Lady Gaga</i> , performed by Perpetuum Jazzile (Video #5).
Activity / discussion	The singers use their voices in different ways to sound like telephones. As a class: <ul style="list-style-type: none">• Identify how many different 'telephone' sounds you can hear• Draw each sound on the board graphically. This is subjective – discuss options as a class. <i>For example</i> – the 'brr' of the telephone might be a small, wavy line.• Give each sound a name Discuss how each sound is produced. <ul style="list-style-type: none">• What are the female singers doing to make their voices sound nasal?



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LESSON 6.4

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.

Activity	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.			
		1	2	3
	Name of sound			
	Graphic representation			
Description / instructions				
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.				



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UNIT #6

Twentieth century rule breaking

MUSIC ACTIVITY LESSON PLAN 6.5			
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	ACAMUR090 Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience. <i>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUM090		



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LESSON 6.5

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>
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LESSON 6.5

Create your soundscape

APPROX. 20 MINUTES

Measures of understanding

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

Activity	<p>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>.</p> <p>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:</p>																	
	<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Name of sound</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Graphic representation</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Description / instructions</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				1	2	3	Name of sound				Graphic representation				Description / instructions		
	1	2	3															
Name of sound																		
Graphic representation																		
Description / instructions																		
	<p>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).</p> <p>Check in with students at this point. Then, have groups assign 1–2 group members a sound each. Have groups create 20–30 second soundscapes representing their theme e.g. <i>middle of the day in summer</i>.</p> <p>Encourage students to improvise, explore and change. Give groups about 5–8 minutes to do this.</p> <p>Have groups perform their soundscapes for the class. Ask students in the audience to guess what the sounds represent e.g. <i>cicadas</i>.</p>																	
Challenge activity	<p>Have students write out their soundscape as a graphic score.</p> <p>Stick together two A3 pages together (landscape) and write the seconds 0 – 30 along the bottom, evenly spaced. Down the far left-hand side, list each 'sound'. Have students draw their sounds in at the corresponding time.</p>																	



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MUSIC ACTIVITY LESSON PLAN 6.6			
Focus element	Timbre	Focus piece	Peter SCULTHORPE Kakadu
Learning type	Responding	Lesson length	Approx. 5–10 minutes
Resource links	Video #1 SCULTHORPE Kakadu – Sydney Conservatorium of Music Symphony Orchestra with didgeridoo https://www.youtube.com/watch?v=uhXoYfX6ZA		
Learning objectives	Students will identify and describe the use of the didgeridoo in <i>Kakadu</i> .		
Australian Curriculum alignment	ACAMUR091 Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music. <i>Scootle resources</i> http://www.scootle.edu.au/ec/search?accContentId=ACAMUR091		



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LESSON 6.6

Listen and respond

APPROX. 10 MINUTES

Measures of understanding

Students can identify the use of the didgeridoo in *Kakadu* and articulate which animals it is used to represent.

Watch and listen	Listen to <i>Kakadu</i> again (Video #1 – with didgeridoo) all the way through. You might like to do this while students are completing an easy, quiet activity at their desks. Ask students to listen out for an instrument that doesn't usually belong to the orchestra (<i>didgeridoo</i>). When they hear it, ask them to focus and think about which Australian animals it could be representing.
Discussion	<ul style="list-style-type: none">• Have students heard the didgeridoo played before?• Was it used to represent an animal?