



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	Video #1 SCULTHORPE Kakadu – Sydney Conservatorium of Music Symphony Orchestra with didgeridoo https://www.youtube.com/watch?v=uhXoYfFX6ZA Video #2 SCULTHORPE Kakadu – recording without didgeridoo https://www.youtube.com/watch?v=N2qqj1_ILyA Video #3 VAUGHAN WILLIAMS The Lark Ascending https://www.youtube.com/watch?v=ZR2JIDnT2l8		
Learning objectives	Students will use their imagination in responding to Sculthorpe's <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>Scoutle resources</i> http://www.scoutle.edu.au/ec/search?accContentId=ACAMUR091		



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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	<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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Listen and discuss

APPROX. 5 MINUTES

Measures of understanding

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- 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>