UNIT #6
Twentieth century rule breaking

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=ZzqjShL0oxY		
Learning objectives	Students will describe the melody in Sculthorpe's *Djilile*.		
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. *Scootle resources* http://www.scootle.edu.au/ec/search?accContentId=ACAMUR091		

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	*You may like to give students the following information or let them research it themselves if it links with your other learning.* Sculthorpe uses a melody based on an Aboriginal chant in the piece *Kakadu*. *Djilile* is a melody Sculthorpe heard in an early collection of recordings by A.P. Elkin, an Australian clergyman and anthropologist.
Questions	Listen to *Djilile* (**Video #4**). Have students answer the following questions individually while listening to the piece. - 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? (*Mostly steps, with some skips at the end*) - Is the pitch of the melody mainly ascending or descending? Can you draw the shape of the melody (melodic contour)? (*The pitch ascends for the first phrase and then descends in each phrase after that*)