



Canberra Symphony
Orchestra

UNIT #6

Twentieth century rule breaking

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		



Canberra Symphony
Orchestra

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 <i>timbre</i> (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>