



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	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	<p>The singers use their voices in different ways to sound like telephones.</p> <p>As a class:</p> <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 <p>Discuss how each sound is produced.</p> <ul style="list-style-type: none">• What are the female singers doing to make their voices sound nasal?



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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.				