



Canberra Symphony
Orchestra

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>																	
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Challenge activity	<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>																	
	<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>																	