

Duration: 4 sessions

Range: Years 4–8

- **Tone colour:** sound quality, techniques of playing.
- **Dynamics:** soft, loud sounds.
- **Rhythm:** patterns of duration.
- **Texture:** thin and thick layers of sound.
- **Melody:** pitched tune.
- **Structural devices:** contrast, repetition, variation, motif.

Manipulating elements, understanding purpose and function, and developing effectiveness through:

- listening,
- experimenting,
- inventing,
- playing,
- improvising,
- discussing.

- **English** –viewing visual language
- **Technology** – materials technology

Physical	Problem solving
Social and co-operative	

Ministry of Education (2002). *Into Music 2*.
Wellington: Learning Media Ltd
Bacon, R. & Smith, M. (1996). *Tane and the Stars*. Auckland: Waiaatarua Publishing
Kerr, E. (1989). *Our Music* Track 6; p.35
Melbourne, H. (1997). *Te Matauranga* Tk 7

Metal: triangles, slians, thunder sheets, cabaça, mini bells, mini cymbals.
Natural: stones; bamboo sticks, shells, poi, te harakeke (flax), rain-sticks.
Wooden: wooden claves, guiros, two-tone wood-blocks plus strikers, sand blocks.
Found sounds: variety of papers, corrugated card; plastic buckets, plastic sheeting; brushes, 'spun drones' (bull roarers). **Skin:** drums, tambourines.
Tuned percussion: autoharps, glockenspiels, xylophones, chime-bars.

Developing Practical Knowledge in Music (PK)

Students will identify through focused listening, and experiment with, contrast within musical elements.

Students will invent and represent musical ideas to express mood, using shape and contrast.

Students will prepare and present music, using basic performance skills and techniques, and respond to live or recorded music performances.

Students will identify and investigate characteristics of music associated with particular contexts, purposes, and styles in past and present cultures.

- invent sound-works by experimenting, selecting, combining, and listening to sounds we make (PK, DI);
- show ways of using contrast to make our sound-works more expressive and interesting (DI);
- use appropriate music vocabulary to ask questions and talk about our work (CI);
- recognise and develop a motif in music (PK, DI);
- identify some features of Māori chant (UC).

- identify and describe ways that we have chosen sounds and put them together;
- recognise the mood each group created for their part of the story, and how they have shown contrast;
- recognise a 'motif' as an idea in music;
- listen to, and recognise, a Māori chant.