

## Creating a soundscape *continued*

# Unit plan

Students: **level 3, years 3–4**

Duration: **5 x 60 minute sessions**

## Achievement objectives

- **Developing Practical Knowledge in Music (PK) – Level 3**  
Students will identify through focused listening, and experiment with, a range of patterns, effects, sound qualities and structural devices.
- **Developing Ideas in Music (DI) – Level 3**  
Students will invent and represent musical ideas, to express mood, using shape and contrast.
- **Communicating and Interpreting in Music (CI) – Level 3**  
Students will prepare and present music, using basic performance skills and techniques, and respond to live or recorded music
- **Understanding Music in Context (UC) – Level 3**  
Students will identify and investigate characteristics of music associated with particular contexts, purposes, and styles in past and present cultures

## Lesson sequence

## Specific learning outcomes

The students will:

- identify, describe, and respond to contrasts within musical elements (PK);
- describe how musical elements are used to create particular moods and effects (PK, UC);
- explore sounds and musical ideas and improvise with them to create moods and effects (PK, DI);
- interpret graphic symbols using voice and mouth sounds (PK, CI);
- respond to a source of motivation to create a soundscape, which reflects contrasts in the musical elements using body percussion, percussion instruments and found sounds (DI, UC);
- represent soundscapes as simple graphic scores (PK, DI);
- present and discuss their compositions, using appropriate vocabulary (PK, CI);

- reflect critically on their own and other's performances (PK, CI).

## Assessment

Answer the following key questions:

- How well can each student keep the beat?
- Can the student use appropriate language to describe the features and mood of the music?
- Who has some good ideas for creating appropriate symbols for the sounds?

**Summative assessment:** Individual soundscape assessment sheet. See [example](#) for format to follow.

## Elements

The music elements used in this unit are:

- beat;
- rhythm;
- pitch;
- tempo;
- dynamics;
- tone colour.

## Structures

The music structures used in this unit are:

- texture;
- harmony;
- form;
- ostinato;
- mood;
- style
- other.

## Music skills and knowledge

The music skills and knowledge/understanding used in this unit are:

- listening;
- singing;
- playing;
- creating;
- reading;
- recording;
- analysing.

## Essential skills

Identify development opportunities for each of the following essential skills:

- communication;
- social and co-operative
- Problem-solving;
- self-management and competitive;
- physical;
- information;
- numeracy;
- work and study.

## Resources

- Chant – ‘Hip Hop, Diddly Pop’ chant. (The words of this chant can be printed out in either Word or PDF format.)
- CD – *Star Wars* soundtrack. (There are many recordings of this music, including the CD *A Tribute to the Star Wars Saga – Episode 1* performed by the Hollywood Symphony Orchestra, catalogue 50163442)
- *Our Music* by Elizabeth Kerr (1989). Wellington: Learning Media
- Graphic notation cards – teachers can create their own examples using a range of different shapes, or refer to pages 8, 9, and 11 of *Our Music*
- Newspapers – one for each student
- *Into Music 2: Classroom Music in Years 4–6* (2002). Wellington: Learning Media
- Poem – ‘Two-day wonder’ from pages 26–27 of *School Journal* – Part 2, No. 2, 2000
- Tuned and untuned percussion instruments

## Evaluation and reflection

- What worked well? Why?
- What changes would you make for next time?
- Where to next?