

Machine Music unit plan

for level 4/years 7–10

Achievement objectives	Learning outcomes	Learning activities	Assessment
<p>Level 4 Strands</p> <p>Strand PK: Developing Practical Knowledge in Music Students will identify through focused listening, and experiment with, a range of patterns, effects, sound qualities, and structural devices.</p> <p>Strand DI: Developing Ideas in Music Students use musical elements, instruments, and technologies to improvise and compose simple musical pieces.</p> <p>Strand CI: Communicating and Interpreting in Music Students will prepare, rehearse, present, and evaluate brief music performances.</p>	<p>Students will:</p> <ul style="list-style-type: none"> experiment with sound and silence, using different tone colours, textures, and other elements of music (PK, DI) *develop musical ideas and movements to reflect a source of motivation (PK, DI) create and represent a short piece in groups (PK, DI) *appropriately perform (play and move to) their own compositions from a graphic score (CI). <p>Extension activity Students will:</p> <ul style="list-style-type: none"> *perform and evaluate another group's piece of music from their graphic score (CI). <p>Note: *denotes learning outcomes to be assessed</p>	<ul style="list-style-type: none"> Read and discuss School Journal (1980/1) article 'Designing a carpet'. Experiment with sound sources and musical ideas to reflect and connect motivation from article to creative musical ideas. Share and evaluate musical ideas with others to refine work in progress. In groups, finalise composition and fill in the score grid. Rehearse in groups. Create non-locomotor movements to interpret the music. Combine music and movement. Perform as a group, using own musical score and movements. Evaluate own and others' performances. <p>Extension activity:</p> <ul style="list-style-type: none"> Perform a score written by another group. Discuss interpretations, and any modifications. Refine scores and performances. 	<p>Formative assessment</p> <ul style="list-style-type: none"> Teacher monitors and conferences throughout creative process. Students use peer conferencing to reflect on effectiveness of movements, score, and overall machine music composition ideas. Video-recordings of performances are viewed to facilitate further evaluation and refinement. <p>Summative assessment</p> <ul style="list-style-type: none"> Assess the student's final performance live or from video recording. <p>Extension</p> <ul style="list-style-type: none"> Assess the student's performance from their own and/or another group's score, either live or from video recording.
<p>Resources</p> <ul style="list-style-type: none"> 'Designing a Carpet' (from <i>School Journal</i> 1980, Part 4 , No. 1) to promote discussion on machines (e.g. repetitive and rigid movement) – see below. Variety of untuned percussion instruments, and/or found sound/body percussion, for each student Machine score for each student, pencils and erasers. <p>Requirements: Divide class into pairs of groups, with equal numbers of members (preferably 4–6) in each group in the pair.</p>			