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| Planning brief by | Kate Page |
| Date | 4 July 2014 |

*Teaching Artists are referred to the Briefing for the information to be included in these briefs.*

***Context***

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| Arts subject | * **Music**
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| Context | B Ed Primary August to October 2014 **Arts Challenge 2 for Music**This is planning for an introductory activity for **Music** that can be completed by a student on her/his own in about an hour. |
| Title of activity/brief | * Explore! Experiment!
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| Overview | * Develop an awareness of the alternative or non-traditional processes, tools and resources we can use in teaching and learning about music
* Explore cross-curricular links in music
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| The big picture/ Enduring questions/understandings | * Music is a cross-curricular subject, I can use music as a tool for learning in other subject areas
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| Resources*Resources include any PowerPoint presentations/videos /etc.* | * Students will need the following equipment to complete these tasks:
* 1 drinking glass (glass)
* 1 pencil
* A jug of water
* 1 empty glass bottle (small diameter of c. 2cm maximum e.g. coke bottle)
* A selection of jars and containers, 2 minimum (ideally 1 glass, 1 plastic)
* A selection of fillings for jars, 2 minimum (e.g. rice, beans, pulses, pasta, screws, shells etc)
* 2-3 pieces of standard A4 paper
* Reflective journal and pen

*\*Please note that timings for activities also include resourcing/prep time* |

**The TA Activity outlined:**

Remember that it is possible to set out this same information in other formats. See the example provided for more detail. If another format is used please attach as an appendix to this document.

Remember there are some givens: e.g. warm up/cool down; space for reflection

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| **Activity** | **Learning** | **Links** | **Extensions** |
| The activity step by step | Explicit statement of the intended learning in terms of the Australian Curriculum: The Arts  |  |  |
| ACTIVITY 1:Experiment 1: Water Xylophone (This activity should take about 10min to complete)*\*Please note that timings for activities also include resourcing/prep time*For this experiment, you will need:* Water
* 1 drinking glass (glass)
* 1 pencil (for use as a beater)

Step 1:Fill the glass until it’s roughly ¼ full. Using the pencil, tap the side of the glass. Reflect:Listen carefully to the pitch of the glass – is it high or low? Step 2:Fill the glass until it’s roughly ½ full. Using the pencil, tap the side of the glass. Reflect:Listen carefully to the pitch of the glass – is it high or low? How did this pitch differ from the last – was it higher or lower?Step 3:Fill the glass until it’s roughly ¾ full. Using the pencil, tap the side of the glass. Reflect:Listen carefully to the pitch of the glass – is it high or low? How did this pitch differ from the last – was it higher or lower?Reflection/writing task 1:* What happened to the pitch when we added water (volume) to the glass – did it go higher or lower?
 | * Exploring musical elements such as pitch, timbre
* Exploring elements of instrumental design and impact upon timbre and pitch
* Exploring elements of instrumental design and relationship to scientific and mathematical concepts
 | ScienceMathematicsTechnology | Create a set of water xylophones to create a musical scaleInvestigate how different size glasses or other variables may affect the experiment results (i.e. some glasses may look the same but they aren’t the same pitch)Create a set of water xylophones and use them to learn or create a piece of musicInvestigate the non-traditional xylophone next to a traditional xylophone |
| ACTIVITY 2:Experiment 2: Water Flute (This activity should take about 10min to complete)*\*Please note that timings for activities also include resourcing/prep time*For this experiment, you will need:* Water
* 1 glass bottle (small diameter of c. 2cm maximum)

Step 1:Take in a medium breath. With a mini-smile shape, blow across the lip of the bottle to produce a sound. (It may take a few tries to make a sound, if you get dizzy, take a break).Step 2:Now, add some water to the bottle, filling it about 1/3 full. Blow across the top of the bottle as before. Reflect:Listen carefully to the pitch of the glass – is it high or low? How did this pitch differ from the last – was it higher or lower?Step 3:Again, add some water to the bottle, filling it about 2/3 full. Blow across the top of the bottle as before.Reflect:Listen carefully to the pitch of the glass – is it high or low? How did this pitch differ from the last – was it higher or lower?Reflection/writing task 2:* What happened to the pitch when we added water (volume) to the glass – did it go higher or lower?
* How did an increase in water volume compare between the water xylophone and the water flute?
 | * Exploring musical elements such as pitch, timbre
* Exploring elements of instrumental design and impact upon timbre and pitch
* Exploring elements of instrumental design and relationship to scientific and mathematical concepts
 | ScienceMathematicsTechnology | Create a set of water flutes to create a musical scaleInvestigate how different size bottles or other variables may affect the experiment results (i.e. some bottles may look the same but they aren’t the same pitch)Create a set of water flutes and use them to learn or create a piece of musicInvestigate the non-traditional water flute next to a traditional flute. Also compare to other blown instruments like the recorder. Compare playing techniques, elements, shapes. Explore different types of flutes from around the world and the materials they are made of.Investigate how different materials might affect the sound – thicker liquids, solid materials. |
| ACTIVITY 3:Experiment 3: Shakers (This activity should take about 15min to complete)*\*Please note that timings for activities also include resourcing/prep time*For this experiment you will need:* A selection of jars and containers, 2 minimum (ideally 1 glass, 1 plastic) labeled as A, B, C, D etc
* A selection of fillings for jars, 2 minimum (e.g. rice, beans, pulses, pasta, screws, shells etc) labeled as i, ii, ii, iv etc

Step 1:Experiment filling the different jars/containers with ONE of your fillings e.g. Ai, Bi, Ci, Di. Shake the jar/container to produce a sound. Reflect:How would you describe what sound was produced? How does the material and size of the jar/container affect the sound?Step 2:Repeat the process. This time, experiment by filling the different jars/containers with an alternative filling e.g. Aii, Bii, Cii, Dii. Shake the jar/container to produce a sound.Reflection/writing task 3:* Use descriptive language to describe the different sound/tone quality or timbre that each shaker made. (Suggested table headers: Jar type, Filling type, Sound qualities). How did the material and size of the jar/container affect the sound?
 | * Exploring musical elements such as pitch, timbre
* Exploring elements of instrumental design and impact upon timbre and pitch
* Exploring elements of instrumental design and relationship to scientific and mathematical concepts
 | ScienceMathematicsTechnology | Experiment with a greater variety of jar/containers and fillings. Get children to find like instruments within the classroom to create groups.Imagine how the sounds may look if they were a drawing e.g. spiky sound = spiky lines. ‘Draw’ the sounds created (as group types), and use them as a graphic or visual score to create a soundscape ensemble piece. Use the shakers as real instruments to explore pulse and rhythms in songs/recorded music.Decorate the shakers. Explore different types of shakers from around the world and the materials they are made of. |
| ACTIVITY 4:Paper Challenge:(This activity should take about 15min to complete)*\*Please note that timings for activities also include resourcing/prep time** You have 5 minutes to explore as many ways possible to produce sounds using a piece of A4 standard paper

Reflection/writing task 4 (5-10min):* Write down your 5 favourite techniques for creating an inventive sound using paper including the playing technique (e.g. striking, blowing) and what you did to the paper (e.g. folding into x shape). Use drawings if they help you describe what you have done.
* What benefit do you think activities like this have for children’s learning and development?
 | * Exploring musical elements such as pitch, timbre
* Exploring elements of instrumental design and impact upon timbre and pitch
* Exploring elements of instrumental design and relationship to scientific and mathematical concepts
* Exploring alternative (playing) techniques for producing a sound
* Generating creative technical solutions
 | ScienceMathematicsTechnology | Create a paper orchestraTry the challenge with different materials or toolsUse as a basis for other subject involving creativity – this links well with imagination required in drama when using adaptable props |
| ACTIVITY 5:Curriculum links:(This activity should take about 10min to complete)Reflection/writing task 5:* How were the activities related to general subject and content areas of the primary school curriculum?
* Describe one idea for how you might incorporate one of these activities as part of a larger lesson plan (4-6 sentences maximum)
 |  | ScienceMathematicsTechnology |  |

*The MU pedagogy focus activity will be outlined in response to the information from the TAs.*