

Lunch box rap: Stage 3 music program

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| <p>Outcomes</p> <p>Performing MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts</p> <p>Organising sound MUS3.2 Improvises, experiments, selects, combines and orders sounds using musical concepts.</p> <p>Organising sound MUS3.3 Notates and discusses own work and the work of others.</p> <p>Listening MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.</p> | <p>Indicators</p> <ul style="list-style-type: none"> • Chants syncopated scat rhythms in unison and in parts • Performs a class arrangement of <i>Lunch box rap</i>. • Performs original compositions in small groups. • Devises movements to represent the five rhythm patterns • Experiments with an ending for the class chant • Develops an original rap, in small groups. • Devises symbols to graphically represent sounds • Develops a class score which illustrates the staggered entries of <i>Lunch box rap</i>. • Discriminates between the five vocal patterns • Discusses rhythmic features, pitch contour and tone colour of each part and use of dynamics • Observes the relationship between beat and rhythm. |
| <p>Teaching and learning process</p> | |
| <p>Students learn to:</p> <p>Identify and describe the sounds in the opening. Improvise movements to represent the sounds. Devise symbols to represent the sounds. Perform the chant patterns. Create their own rap.</p> <p>Students learn about musical concepts:</p> <p>Duration – beat and rhythm, syncopation, varying rhythm patterns Pitch – pitch contour Dynamics – varying dynamic levels Tone colour – experimenting with tone colour Structure – contrasting sections, recognising large sections and small sections.</p> | <p>Sequence of activities</p> <ul style="list-style-type: none"> • Listening to <i>Lunch box rap</i> • Improvising movements • Sounds and symbols • Learning and performing the chant • Creating a class rap • Working in small groups. |
| <p>Assessment</p> <ul style="list-style-type: none"> • Discriminates between the five vocal patterns and discusses characteristics of the rhythm, pitch and tone colour. • Performs an original chant in small groups which use some of the techniques observed in <i>Lunch box rap</i>. | <p>Literacy links</p> <ul style="list-style-type: none"> • Describing the way sounds vary in a piece of music. |
| <p>Resources</p> <p>CD player <i>Vocal Ease</i> Modules 3 and 4 Portfolio sheet</p> | <p>Evaluation</p> |