

Music

Music

What is Music

Music is the artistic organisation of sounds and silences to communicate meaning.

List the different types of musics that you can identify.

Compare different types of music in different cultures, places and times

List the music teaching you have seen in schools.

Compare your experiences of music in schools with what is in the *Australian Curriculum: The Arts*.

What do we teach about music?

Students learning music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Learning through Music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing.

Responding in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' musical works.

Both Making and Responding involve developing aural understanding of the elements of music through experiences in listening, performing and composing.

<http://www.australiancurriculum.edu.au/thearts/learning-in-music>

Making in Music

active listening,
imitating,
improvising,
composing,
arranging,
conducting,
singing,
playing,
comparing and contrasting, refining,
interpreting,
recording and notating, practising,
rehearsing,
presenting and performing

Responding to music

being audience members
listening to,
enjoying,
reflecting,
analysing,
appreciating and evaluating their own
and others' musical works

Each Music lesson needs to engage directly with making and responding.



In Music we teach students to use:

- ◆ the Elements of Music
- ◆ Viewpoints*
- ◆ Forms

Elements of Music

Learning in music builds on the Early Years Learning Framework. It involves purposeful play through which students are connected with and contribute to the world and have strong sense of wellbeing. Purposeful play provides engagement, then purpose and form.

Musical ideas are conceived, organised and shaped by aspects and combinations of rhythm,

pitch, dynamics and expression, form and structure, texture and timbre.

rhythm	the organisation of sound in relation to time. Rhythm includes length of sound and silence, beat, and tempo
pitch	the relative highness or lowness of sound. Pitch occurs horizontally (as in a melody) and vertically (including chords and harmony)
dynamics and expression	the relative volume and intensity of sound and the way that sound is articulated and interpreted
form and structure	the plan or design of a piece of music described by identifying what is the same and what is different and the ordering of ideas in the piece
texture	the layers of sound in a musical work and the relationship between them
timbre	the particular tone colour or quality that distinguishes a sound or combinations of sounds

Elements of Music

Fundamental building blocks of Music learning

Each Music lesson needs to engage directly with these Elements of Music.

Viewpoints

In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters.

As students make, investigate or critique music, as composers, performers and audiences, they may ask and answer questions to interrogate, explore and investigate the composers' and performers' meanings, and the audiences' interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own music and the music they interpret as musicians and listen to as audiences

Forms

Students learn about increasingly complex forms of music as they make and respond to different musical styles and genres, from a range of historical and cultural contexts. These may include different types of songs and instrumental genres, music in film and media, contemporary and new music trends, folk and art music from varied cultures, traditions and times.

Students begin with music experienced in their own lives and community, and identify the purposes of music.

They draw on the histories, traditions and conventions of music from other places and times including Australia, Aboriginal and Torres Strait Islander cultures, Asia, Western Europe and other world cultures.

Skills, Techniques and Processes

When Making and Responding, students' musical skills are best developed through activities which integrate the techniques and processes of music; listening, composing, and performing.

	Skills	Techniques	Processes
Listening	Listening is the process through which music is experienced and learnt. This includes listening to, analysing and comparing a range of repertoire. Developing aural skill (ear training) as the technique for discriminating, identifying, interpreting and applying musical concepts is essential for all listening, performing and composition activities.		
Composing	Composing is a broad term for creating original music. In the classroom this involves improvising, organising musical ideas, creating accompaniment patterns, arranging and writing original works either individually or collaboratively.		
Performing	Performing involves playing instruments, singing or manipulating sound using technology as an individual or ensemble member. This includes learning songs, instrumental pieces, accompaniments, and works composed by self and others. Audiences can include the teacher, peers in class, the wider school community and public audiences.		

These learning experiences are supported by additional activities including learning and creating forms of notation to record and communicate musical ideas; reading, writing and interpreting a range of terminology, notation and scores; making audio recordings of compositions and performances using technology; developing skills and techniques to discuss their own music and the music of others.

Materials

Materials of Music	The initial materials of music are the voice and body, instruments and other sound sources.
	Additional materials include recorded music and scores, technologies such as recording and playback equipment and software, and spaces for creating, practising and performing.

Unpacking the Elements of Music

This is a suggested sequence for teaching each of the Elements of Music

rhythm	beat sound and silence long/short even/uneven rhythm as 'the words' symbols metre
pitch	going up/down higher/lower intervals solfa notation
dynamics and expression	faster/slower softer/louder symbols
form and structure	phrases echoes (A-A) verses question and answer (A-B) introduction coda repeat sign interlude forms
texture	sing/speak while moving to beat rhythmic cannon/ostinato melodic canon/ostinato
timbre	distinctive characteristics of sound body sounds found sounds instruments sound effects (SFX)

Students may not be consciously aware of these Elements of Music and you will need to teach them explicitly.

Music is sound.

Sounds occur naturally in the world – e.g. the sound of leaves rustling or of fingers tapping on a keyboard or of your heartbeat. Sounds create patterns of sound. Some patterns are regular and repeating while other sounds are uneven or random.

In music sounds are organised using rhythm.

When sounds occur with regular and repeating patterns they have an identifiable beat.

The common patterns we teach students to hear and use are:

Simple Time and Compound Time

We teach students to listen for and use rhythm and beat.

Listen to the sound of language. The sounds of words create their recognisable meaning through the patterns of sound. Sometimes, writers will pattern the words to create regular arrangements of sounds; for example, in Shakespeare's plays, like *Hamlet*, lines of speech are in patterns of five groups (called *iambic pentameter*) where the stress is on the second sound in the pattern:

To be, or not to be, that is the question

To be,| or not| to be,| that is| the question|

The rhythm of language is important to spoken word in Drama and Media Arts

In the Visual Arts and Media Arts we can also talk about rhythm – the regular or irregular patterning of images.



g c g c g c g c g c



Rhythm is important for the musical and visual aspects of Dance.

Rhythm is important for pace and editing in Media Arts

There are clear links between the different ways that rhythm is used in the Arts – and also specific ways we talk about rhythm in each art form.

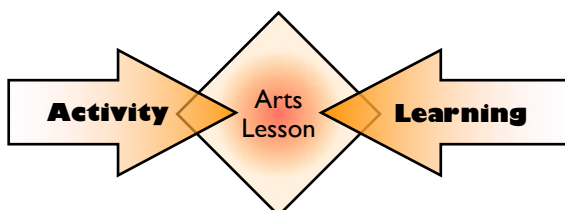
Students need to understand what's the same and what is different across the five arts subjects.

Shape of Music lessons

Music lessons follow similar patterns to those discussed in other arts subjects:

- ◆ warm up and orientation to the concept(s) being taught
- ◆ purposeful practical activities designed to engage students with concepts, knowledge, skills, techniques and processes, viewpoints of Music
- ◆ sharing and reflection
- ◆ warming down/conclusion

In designing your lessons with students you need to clearly identify what you will do (the activity) and the learning you intend.



Activity	What will students learn through these activities?
Warming up – focusing on the elements of music in action e.g. clapping rhythms and beat to a song learnt in earlier lesson	Focus and consolidation of knowledge of elements of music
Listening to examples of music from Africa to identify Elements of Music	Listening actively Connecting music with specific societies and cultures
Using untuned percussion instruments and graphic notation, students experiment with ways of using voices and instruments, combining sounds, silence, tempo and volume to create and perform their own music using the rhythms and beat of the music they listened to.	Application of elements of Music Composition Use of Graphic notation (informal notation)
Sharing their composition with other students	Performing
Providing constructive feedback to the compositions	Responding
Warming down	Consolidation

You teach your students to

To teach these Content Descriptions you engage your students with

F-2 Content Descriptions

2.1 Explore, improvise and imitate sounds and pitch and rhythm patterns using voice, body percussion and movement

*2.2 Sing, play instruments and move to a range of music, learning a repertoire of chants, songs and rhymes

2.3 Perform compositions they create, improvise and record and with traditional and invented notation to communicate music ideas

2.4 Respond to a range of music and consider where and why people make music, starting with music from Australia including music of Aboriginal and Torres Strait Islander Peoples

Knowledge and skills F-2

rhythm:

- sound/silence, long/short, fast/slow, beat and rhythm, rest, ostinato, tempo,



- crotchet ,



- crotchet rest ,

- quavers in pairs experience of duple and triple metres



pitch:

- high/low, pitch direction (going up or down), pitch matching, unison

dynamics and expression:

- loud (forte) f and soft (piano) p

form:

- same/different, patterns, repetition, echo, introduction, verse, chorus, round

timbre:

- every voice and instrument has its own distinct sound; how sound is produced including hit, blown, plucked and shaken

texture:

- unison, melody and accompaniment, round, drone

Skills

- Discriminate between sounds and silence
- Move and perform with an understanding of beat and tempo
- Demonstrate the difference between singing and speaking voice.
- Discriminate between loud and soft, long and short, high and low
- Recognise familiar instrument timbres
- Use technology as a tool for music learning
- Hold and play classroom instruments safely and correctly
- Understand turn taking in group music making
- Playing in time

Examples of key questions and level of complexity for this band:

Meanings and interpretations

- What did this music make you think about and why?

Forms and elements

- What sounds or musical phrases are in my composition?
- What instruments were used in the music and how was their sound different? How was their sound made?

Societies and cultures

- Where is this music from and why was it made?

Evaluations

- What did you like about the music you listened to/played or sang? Why?

This is an excerpt from the
Australian Curriculum: The Arts for
Foundation to Year 2

You must read the complete curriculum document.

The Australian Curriculum: The Arts includes content descriptions at each band. These describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn.

Check out Knowledge and skills for Music for the Year 3-Year 4 band Band and Years 5 to 6 Band.