

Title: Music has Form

A Learning Sequence devised from the Music Starter Template **Vini Vini**

Starting Point

Vini Vini *Traditional*

Vin - i vin - i vin - i vin - i van - a van - a van - a van - a Ta loos - ey Ta loos - ey Ah_____

5
 Vin - i vin - i vin - i vin - i van - a van - a van - a van - a Ta loos - ey Ta loos - ey Ay.

9
 Sum - ma Las - sa Mo - a Ooh Ah Ooh Ah Sum - ma Las - sa Mo - a Ooh Ay Ay!

Generative topic:
 Music has patterns

Rewritten as a question:
 What are some kinds of musical patterns?

Overview:
 Students will perform stick rhythm patterns and sing *Vini Vini*, participating in ensemble work, dance and lummi.

Intended grades: 5/6
Standards: 3 / 4
Duration: 3 x 45 minute lessons

Connections with Cognitive, Personal and Social Development:

- Understands that there are different arts forms through which enjoyment is gained and meanings expressed and derived
- Understands how to use simple strategies that assist in organising thoughts, and how to modify their own actions in the light of reflection
- Understands some of the ways that communication works and how non-verbal, spoken, written and visual forms carry messages
- Understands that mathematical language and ideas can be used to describe situations encountered through play and interaction with the environment
- Understands that their actions affect their own wellbeing and that of significant others
- Understands that self and others have unique characteristics

Throughlines	Understanding goals
Music is made up of patterns.	1. The structure of chords
	2. 1 – 5 harmonic progressions
	3. The difference between melody and harmony
	4. The connection between pitch and movement
	5. Basic rhythmic patterns

This unit makes provision for:

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- ✓ individual activity
- ✓ guided / scaffolded inquiry
- ✓ self-assessment
- ✓ peer-assessment
- ✓ independent student demonstration of understanding.

Development of understanding of these concepts:

Concept	Specific aspects
	Students can:
✓ Beat	maintain a steady beat whilst singing and playing rhythmic patterns
✓ Rhythm	identify various rhythm patterns including syncopation demonstrate an ability to read and play rhythmic notation
✓ Meter	identify quadruple meter
✓ Tempo	define and perform accelerando
✓ Melody	identify melodic sequences
✓ Harmony	understand basic chordal structure aurally identify 1-5 chord progressions
Tonality	
Dynamics	
Tone Colour	
✓ Texture	perform a parallel harmony line
✓ Structure	understand ABB form.
Style / Context	

Development of these skills:

Skill	Specific aspects
	Students can:
✓ Vocal	maintain accurate pitch with 2 part harmony in 3rds
✓ Instrumental	play the melody in 3rds on tuned percussion instruments
✓ Movement	create movement mirrors in the form of the piece respond appropriately to gradations in tempo
✓ Reading Notation	identify various rhythm patterns including syncopation demonstrate an ability to read and play rhythmic notation
Writing Notation	
✓ Listening / Aural Discrimination	aurally identify 1-5 chord progressions identify melodic sequences respond appropriately to gradations in tempo
Improvising	
Composing	
Arranging / Transcribing	
✓ Commenting	self and peer assess.

Warming up / Tuning in: engaging the students in the inquiry

UGs	Learning experiences	Ongoing assessment and feedback
3	Learn to sing <i>Vini Vini</i> .	Students contribute ideas by discussing the mood and possible purpose of the music and the role of music and dance in Pacific Island culture. Students demonstrate understanding through accurate performance.
1,2,3, 5	Look at patterns in the music (i.e. rhythmic, melodic and harmonic).	Students transfer these patterns to lummi stick, ensemble, and movement.

Guided / scaffolded inquiry: enabling students to acquire, process and represent information, to further develop understanding and challenge thinking

UGs	Learning experiences	Ongoing assessment and feedback
5,3	Explore same and different rhythmic patterns and melody lines from <i>Vini Vini</i> .	Students accurately echo and identify rhythms.
1,2	Aurally identify chord changes in the piece.	Students demonstrate this skill through different body percussion patterns.

Culminating performances: enabling students to demonstrate insights and demonstrate their understanding

UGs	Learning experiences	Ongoing assessment and feedback
1,2,3,4,5	Perform the Pacific Island piece <i>Vini Vini</i> through dance, ensemble, vocal and lummi stick patterns.	Video and evaluate the final performance. Students undertake a small group assessment as they evaluate patterns asking: Does it work / fit? Why / Why not?
	Students create their own lummi stick patterns and dance movements.	Students demonstrate understanding through appropriate performance criteria as they develop a rubric e.g. responding appropriately to gradations in tempo. Video and evaluate the final performance.

Tips for teachers

The key of F allows the melody line to be played on standard C instruments with Bb bars. All students should be encouraged to try each part and then select their personal preference for the culminating performance. There could be more than one culminating performance, which would allow students to demonstrate various skills. When teaching harmony parts, all students should practise both parts, and sing each part independently to reinforce pitch security. Ensemble work is easier if students are aware of the patterns before they go to the instruments.

Resources and references

Vini Vini – traditional Pacific Island piece