

Title: *The Earth is our Mother*

A Learning Sequence devised from the Music Starter Template: The Earth is our Mother

Starting Point:

The Earth Is Our Mother



Generative topic:

Songs can reflect the social values of the culture of the people who created them.

Rewritten as a question:

In what ways can songs tell us about the social values of a culture?

Overview:

The students will learn the song *The Earth is our Mother* and participate in playing, singing and movement activities in order to explore ways the sentiment of the song can be maintained.

Required prior learning:

Familiarity with tuned and un-tuned percussion instruments and playing technique
Familiarity with basic dance moves in an appropriate style

Intended grades: 3 to 6

Standard: 3

Duration: 4-5 x 40 minute lessons

Connections with Cognitive, Personal and Social Development:

- Understands the ways in which arts forms communicate for different purposes, audiences and contexts
- Understands how to select and use appropriate methodologies to identify relevant questions and plan and carry out discipline-based investigations
- Understands how to use particular thinking and problem-solving strategies, recognising that emotions, motivations and beliefs of themselves and others influence the process of making choices
- Understands that whilst difference enriches culture, it may lead to misunderstandings which can be resolved by individual and group action
- Understands the processes through which individuals and groups work together to achieve a personal and shared goal
- Understands how and why we work collaboratively to achieve goals
- Understands the strengths and weaknesses of plans and how this affects the implementation and realisation of goals
- Understands that behaviours, attitudes and choices affect identity and relationships

Throughlines	Understanding goals
Different cultures express their social values through music and song	1. Lyrics express cultural values.
	2. Music plays an important part in ceremonies.
	3. Appropriate choice of instrument and tempo enhances the message in the song.
	4. Tonality creates mood and can indicate the origin of the music.
	5. Important social and cultural beliefs are often expressed in ceremonies through music, song and dance.

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
✓ Rhythm	maintain rhythmic patterns in the song
✓ Meter	maintain a steady duple beat
✓ Tempo	maintain a stately ceremonial mood
✓ Melody	play a 4 note melody (C D F G)
✓ Harmony	explore a comparison of 2 chord progressions play the melody in parallel fifths, for elemental interest and to convey a sense of the ethnicity of the song
✓ Tonality	identify a minor key (can be either Dorian or Aeolian)
✓ Dynamics	use dynamics to reinforce meaning
✓ Tone Colour	use tone colour to reinforce meaning
✓ Texture	provide variation in an arrangement
✓ Structure	explain chorus, verse and interlude
✓ Style / Context	reflect on social attitudes as they apply to the earth.

Development of these skills:

Skill	Specific aspects
	Students can:
✓ Vocal	sing in unison whilst maintaining pitch integrity
✓ Instrumental	perform on un-pitched and pitched instruments
✓ Movement	convey the message of the song
✓ Reading Notation	recognise patterns in the song
Writing Notation	
✓ Listening / Aural Discrimination	describe the mood of the song explore the effects of changing defined elements
Improvising	
✓ Composing	identify interludes and movements in the song
✓ Arranging / Transcribing	arrange the components for a whole class performance
✓ Commenting	devise a rubric self and peer assess.

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

UGs	Learning experiences	Ongoing assessment and feedback
5	Students are asked to brainstorm familiar music that contains a message.	Students create a list of music.
1,2,5	Play extracts of music from different cultures and discuss the possible interpretations.	Students discuss the origin of different pieces of music, contemplating what their purpose might be and why particular instruments are used.
1,2,5	Discuss message songs about respect for the environment.	Students articulate the role music has in communicating for different purposes, audiences and contexts.

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	Students learn the verses and the chorus and devise appropriate movements for the chorus and verse.	Students collaborate with one another to determine selection and sequence.
4	Students chant the chorus of the song <i>Hey yanna, ho yanna hay yan yan</i> . They identify the home note and discuss whether it can be used as a one note accompaniment.	Students are able to identify and play the home note.
3	Students create other ostinati accompaniments on pitched and non-pitched instruments.	Students transfer the rhythm pattern to bongos.
4	Students play both the ostinato chord progressions and decide which one to use with the song (B flat or B natural).	Students aurally identify differences in the keys and suggest reasons for selecting the one they prefer.
3	Students play / sing the chorus in canon at 2 or 4 beats distance.	Observe student participation.
3	Small groups take turns to create an interlude of 4 bars on tuned or un-tuned instruments to be played between verses.	Students notate their arrangement / composition.

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

UGs	Learning experiences	Ongoing assessment and feedback
1, 2, 3, 4, 5	Create an appropriate rubric.	Students give input to the design and selection of criteria.
	Students work together to create an arrangement for the whole class, including singing, chanting, playing and moving, in any combination. The arrangement should include an introduction, interludes and a coda.	Record the performance Peer group and self assessment using rubric and / or critical comments.

Tips for teachers

Start off with three groups (sing, dance, play) but allow groups to use two or more elements in their performance.

Record the performance so the class can participate in peer and self assessment, according to the rubric.

Resources and references

ABC Teacher's Handbook 1997 Sing, Beat, Swing

The Earth is our Mother ABC Sing 1997 song 7 p 16

The Earth, the Air, the Fire, the Water ABC Sing 1998, song 6, page 12

Third Planet from the Sun, ABC Sing 1990, song 40, page 67

Earth Day Rap, ABC Sing 1996 song 49, page 46

Ritual Fire Dance, Rite of Spring Stravinsky

Recordings of ceremonial music from Aboriginal and other cultures

Orchestral music