

**Title: *Falling and Twirling in Threes***

*A music-based unit derived from the Music Starters Template: Autumn Leaves*

**Starting Point:**

*Autumn Leaves Jingle with a Ball* Peter Butler, 1992

*Autumn Leaves ABC Sing 1998* song 32 page 56

**Generative topic:**

Successful songs marry music and lyrics to make a coherent whole

**Rewritten as a question:**

How can music enhance the meaning of words?

**Overview:**

Students will incorporate singing, playing and moving into a performance of *Autumn Leaves* by Peter Butler

**Intended grades:** 3/4

**Standards:** 2 / 3

**Duration:** 2 x 45 minute lessons

**Connections with Cognitive, Personal and Social Development**

- Understands how the basic elements of arts forms are used to communicate meanings in everyday life
- Understands that they can solve problems in ways that are particular to them or their group, and can use tools provided
- Understands how to use logical steps and processes to pose questions, gather information, make decisions and draw conclusions when undertaking an investigation
- Understands how to purposefully use and explain informal ways of thinking and acting mathematically in familiar situations
- Understands that there is a range of information sources and information tools and products for specific purposes
- Selects and safely and responsibly uses familiar information tools and products to meet information needs
- Understands some of the factors that contribute to wellbeing and begins to make connections between them
- Understands the need for constructive personal and social relationships
- Understands how some of the parts of social, natural and constructed systems work together

Throughlines	Understanding goals
Music and words in combination can be more potent than either alone.	1. There is a connection between the meaning of words and the choice of musical components.
Composers carefully select musical devices to achieve the effect they have in mind.	2. The elements of music can paint a picture in sound.
	3. Triple meter has 3 beats to the bar.
	4. I V chord structure.

**This unit makes provision for:**

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- ✓ individual activity
- ✓ guided / scaffolded activity
- ✓ 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 playing and moving
✓ Rhythm	work with triple meter rhythm patterns in an ensemble arrangement
✓ Meter	describe triple meter
✓ Tempo	articulate how changing tempo changes the mood of the piece
✓ Melody	identify a descending contour of melody
✓ Harmony	identify a I V progression
Tonality	
Dynamics	
Tone Colour	
✓ Texture	perform <i>Autumn Leaves</i> as a round and as a partner song with <i>Young Man from Perth</i>
✓ Structure	describe a I V chord progression
✓ Style / Context	articulate how triple meter and descending melody paints a sound picture of falling leaves.

### Development of these skills:

Skill	Specific aspects
	Student can:
✓ Vocal	accurately sing a part
✓ Instrumental	play tuned and un-tuned instruments using correct techniques
✓ Movement	demonstrate appropriate responses to a musical stimulus
✓ Reading Notation	read a simple score using graphic or standard notation
Writing Notation	
✓ Listening / Aural Discrimination	identify triple meter
Improvising	
Composing	
✓ Arranging / Transcribing	add appropriate un-tuned percussion parts to a set arrangement
✓ Commenting	comment on the effectiveness of their creative efforts comment on reasons for their responses to the piece.

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

UGs	Learning experiences	Ongoing assessment and feedback
2	Students respond to the music through movement.	Students give reasons for their response: How does this music make you feel? Why? What pictures do you see? Why? Observe appropriate responses.

**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
3	Students learn the song. Sing the song as a round.	Observe accuracy of singing and ability to hold a part.
4	Recognition and familiarisation of I V chord progression through listening, movement and body percussion.	Students demonstrate their ability to hear chord changes.
3	Teach the ensemble arrangement starting with the root notes of the chords and gradually increase the complexity of the ostinato patterns to suit the students' ability.	Observe student responses and contributions to the arrangement. Observe students ability to maintain a steady beat and their individual part in an ensemble.
1	What happens if we change some of the elements? For example, play faster / slower, louder / softer.	Observe student responses to stimuli.
1	Arrange the piece using a variety of media (e.g. scarves, un-tuned percussion, recorder, guitars).	Students perform the piece with sensitivity.

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

UGs	Learning experiences	Ongoing assessment and feedback
1	Students discuss the relationship between the music and words of the song.	Students make clear connections using appropriate musical vocabulary.
2	Perform the arrangement for a wider audience.	Students evaluate the effectiveness of their performances.
3	Find other examples of triple meter.	Observe the students' ability to recognise triple meter.
4	Other examples of I V chord progressions.	Observe the students' ability to recognise I V chord progressions.

**Tips for teachers**

*Autumn Leaves* can be sung as a partner song with *Young Man from Perth* which is also in ***Jingle with a Ball*** by Peter Butler  
 Good melody to extend recorder players; requires the use of B flat  
 Excellent activity for incorporating scarf work  
 Good practice for the F chord on guitar.  
 Bass line of the percussion arrangement could also be played on guitar or bass guitar.  
*Autumn* from Vivaldi's ***Four Seasons*** could be a good listening activity

**Resources and references**

Percussion Instruments  
 Scarves  
*Jingle with a Ball* by Peter Butler 1992 (Available from the TOSA Library)  
***Four Seasons***, Vivaldi.