

Title	<b>Dynamics</b>
Target Group	Standard 2/3
<p><i>Aspects of this Music Starter have not been developed into a Worked For Me ... unit plan</i></p> <p><b>Dynamics</b></p>	
Starting Point	<ul style="list-style-type: none"> <li>• How can echo be used in music and dance?</li> <li>• How can we use echo to structure music?</li> </ul>
Possible Throughlines	<ul style="list-style-type: none"> <li>• Dynamics have particular effects in music.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>• How can call and response be used to change a song?</li> <li>• How can an echo be changed?</li> <li>• How have famous composers use echoes?</li> <li>• Can you echo a person's movements?</li> <li>• How can you make a piece of music with echo?</li> </ul>
What If?	<ul style="list-style-type: none"> <li>• There were no echoes</li> <li>• The echo doesn't stop</li> <li>• Is a repeat an echo</li> <li>• Is an ostinato an echo</li> <li>• The echo is louder</li> <li>• There were no echoes in space</li> </ul>
Transdisciplinary Potential	<ul style="list-style-type: none"> <li>• Science of sound e.g. How does sound travel?</li> <li>• Reflection of light and sound</li> <li>• Geography of mountains and valleys</li> <li>• Ancient Greek mythology</li> <li>• Aboriginal echo legends</li> <li>• The Australian cooee</li> <li>• Birds that mimic</li> <li>• Tradition of work songs, that is call and response</li> <li>• Social history</li> </ul>
Related Repertoire	<ul style="list-style-type: none"> <li>• <i>Hill and Gully Rider</i></li> <li>• Peter Coombe Songs</li> <li>• <i>Chee Chee Koolay</i> <b>Upbeat Level 3</b></li> <li>• <i>Tongo</i> <b>Great Southern Songbook</b></li> <li>• <i>Minnie the Moocher</i></li> <li>• Blues Brothers</li> <li>• <i>My Highland Goat</i></li> <li>• <i>Boom Chicka Boom</i></li> <li>• <b>Razzamajzz</b> Susie Davies-Splitter</li> <li>• <i>Frère Jaques</i></li> <li>• <i>Miss Mary Mack</i></li> <li>• <i>Cuckoo</i> <b>Carnival of the Animals</b> Saint Saens</li> </ul>
Assessment Possibilities	<ul style="list-style-type: none"> <li>• Sings a range of songs that use echo</li> <li>• Takes turns at leading the call and response</li> <li>• Responds to and creates echo patterns</li> <li>• Conducts to indicate group echo</li> <li>• Listens to a piece with an echo and uses hands or body movements to indicate the echo passages</li> </ul>