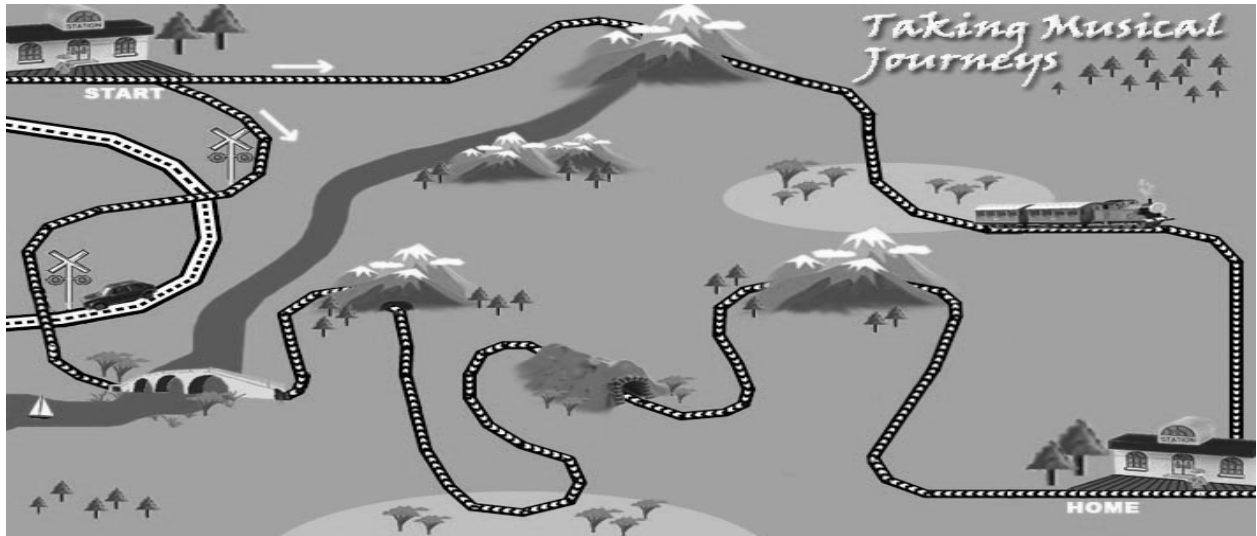


Title: Taking Musical Journeys

A music-based unit derived from the Music Starters Template: **Songs That Move You**



Starting Point: *The Train Off the Wall Dances*, Gary and Carol Crees

Generative topic:

Responding to different styles of music

Rewritten as a question:

How do some of the elements of music work together to create a variety of musical style?

Overview:

Students will move to *The Train*. They will participate in listening, moving and playing activities to explore different musical characteristics. They will combine elements of music to create their own train station composition.

Intended grades: 1/3

Standards: 2

Duration: 5-6 x 40 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 how to use logical steps and processes to pose questions, gather information, make decisions and draw conclusions when undertaking an investigation

Throughlines	Understanding goals
Students will understand that different styles in music depend on combinations of musical elements.	1. Students will respond to different styles of music with appropriate movements.
	2. Students will identify basic elements that contribute to a style.
	3. Students will select instruments and elements to create their own piece.

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	move in time
Rhythm	
✓ Meter	contrast meters contributing to different styles
✓ Tempo	change tempo gradually
Melody	
Harmony	
Tonality	
✓ Dynamics	move appropriately to loud and soft volume.
Tone Colour	
Texture	
Structure	
Style / Context	

Development of these skills:

Skill	Specific aspects
	Students can:
Vocal	
✓ Instrumental	select appropriate instruments
✓ Movement	explore the elements of shape, form, line, speed, direction create a movement sequence
✓ Reading Notation	perform a graphic score
✓ Writing Notation	create a graphic drawing of a train trip sound scape
✓ Listening / Aural Discrimination	
✓ Improvising	combine instruments to create a specific effect
Composing	
Arranging / Transcribing	
✓ Commenting	use specific musical vocabulary to respond to a piece of music.

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

UGs	Learning experiences	Ongoing assessment and feedback
	Brainstorm what students know about trains. Focus Question: What is it like to travel on a train? Listen to a variety of 'train' music and the audio book <i>The Little Red Caboose.</i>	Observe and record student participation in discussions.

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
	Listen to <i>The Train</i> from <i>Off the Wall Dances</i>	Observe students modifying their movements as the music changes.
1	Move to the music including attention to body shape, direction, space and place. Such as: <ul style="list-style-type: none"> • How is the train moving? • What are the different stations like? • How might we represent this through movement? 	Observe student responses when the music changes in character, modifying the quality and character of their movement.
2	Unpack the notion of tempo (keeping a beat, changes in tempo) <i>accelerando</i> , <i>ritardando</i> .	Students articulate the meaning of each term.
3	Students use un-tuned percussion to imitate the speed of a train.	Observe accuracy of the students' playing.
1	Select a train 'conductor' to direct the speed of the train and lead the group through various tempo changes.	Students describe the role of a conductor in presenting a performance.
2	Play a graphic notation of the train's journey – combining elements such as volume, speed, instrumentation, silence	Observe students reading graphic notation.
3	Draw your own train journey and play the music.	Ask students to write graphic notation. Have students perform their composition to a friend or a small group.
2	Provide some listening examples that evoke other environments: e.g. <i>Aquarium Carnival of the Animals</i> , Saint Saens; <i>Night on Bare Mountain</i> ; etc Discuss features of a selected piece of music.	Students brainstorm elements that have been combined to create this style. Observe students' participation in critical listening activities. Record the students' discussion.

Culminating Performances: How students will gain new insights and demonstrated their understanding

UGs	Learning experiences	Ongoing assessment and feedback
1, 2, 3	Create another train station. Think of which station you are going to next. Is it spooky, happy, quiet, noisy, in space, underwater, magical? Use pictures, books etc. to place students in an alternative environment.	Students perform the interpretation of their 'station'.
	Create a class music and / or movement sequence in the style of <i>The Train</i> .	Record the performance and discuss and evaluate it as a class. Compare and contrast it with <i>The Train</i> .

Tips for teachers

This activity sequence starts off with two sorts of movement. The structured group movement in *The Train* requires students to move together. The freer creative movement at the stations encourages individual responses.

This is an opportunity to revisit basic elements of music e.g. tempo, beat, dynamics, tone, and to develop a specific musical vocabulary.

The train size may be a whole class conga line, three smaller trains or individual trains.

Group size for the composition activity may be determined by class size, self-selection or space available.

Resources and references

Off the Wall Dances, Gary and Carol Crees, 2/12 George Street MANLY NSW 2095

The Melbourne Train, **Bop in the Bath**, Susie Davies-Splitter

Little Red Caboose, **Upbeat**

Chuga Chuga Choo Choo, **Theme Songs** Margaret McGowan

Oi! Get off my Train John Birmingham

This Train **Sing 1989**, song 33, page 50, **Sing 1984**, song 13, page 22, **Sing 1981**, song 13, page 17, **Sing 1978** song 55, page 66.

Do the Locomotion **Sing 2005**, song 49, page 28