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| Title   | <b>Painting with Sound</b>  |
| Target Group  | Standard 3  |
| <i>Aspects of this starter have been developed into the Worked For Me ... unit plan</i> |   |
| <b>Painting With Sound</b>  |   |
| Starting Point  | <p><b>Sampan</b> by Tao Lang Pee</p> <p><i>Waves lap lap</i><br/> <i>Fish fins clap clap</i><br/> <i>Brown sails flap flap</i><br/> <i>Chop-sticks tap tap.</i><br/> <i>Up and down the long green river,</i><br/> <i>Oh hey, oh hey, lanterns quiver,</i><br/> <i>Willow branches brush the river,</i><br/> <i>Oh hey, oh hey, lanterns quiver.</i><br/> <i>Chop-sticks tap tap</i><br/> <i>Brown sails flap flap</i><br/> <i>Fish fins clap clap</i><br/> <i>Waves lap lap.</i></p>   |
| Possible Throughlines   | <ul style="list-style-type: none"> <li>• Music can communicate mood and atmosphere</li> <li>• Music has structure at many different levels</li> <li>• Students are creative, competent people</li> <li>• Engagement with music is satisfying and fun</li> <li>• Music can serve many purposes</li> <li>• The elements (time, pitch, timbre, dynamics) co-exist and interact in many different ways</li> </ul>   |
| Challenges  | <ul style="list-style-type: none"> <li>• Read the poem expressively</li> <li>• Identify the sound possibilities in the poem</li> <li>• Create a sound carpet using found sounds and conventional instruments.</li> </ul>  |
| What If?  | <ul style="list-style-type: none"> <li>• We described or painted a picture of the poem</li> <li>• We read the poem in strict beat</li> <li>• We put in two sounds at the end of each line as the text suggests</li> <li>• We put the sounds at the beginning / end / all the way through each line</li> <li>• We said the poem in our heads and played the sound</li> <li>• As a class, using the same structure, we wrote a contrasting poem and created a sound carpet</li> <li>• We wrote a poem with some friends, using picture as a stimulus following the pattern of the original poem</li> <li>• We performed our sound carpet for the class</li> <li>• We printed our poem with graphic notation to show sound placement, texture and dynamics</li> <li>• We videoed our performance with the poem or stimulus picture on the screen accompanied by the sound carpet</li> <li>• We painted our own picture to put on the screen</li> </ul> |
| Transdisciplinary Potential   | <ul style="list-style-type: none"> <li>• Creating descriptive poetry</li> <li>• Visual art – painting a picture of the poem</li> <li>• Different cultures – where might this poem be set?</li> <li>• Our own culture – what is typically Australian?</li> </ul>   |

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| Music Vocabulary         | <ul style="list-style-type: none"> <li>• Vocal expression</li> <li>• Sound carpet/sound-scape</li> <li>• Graphic notation</li> <li>• Structure</li> <li>• Mirror image</li> <li>• Texture, thick / thin sounds</li> <li>• Random / no beat sounds</li> <li>• Fading in / fading out</li> </ul>   |
| Related Repertoire       | <ul style="list-style-type: none"> <li>• <i>The Frozen Man</i></li> <li>• <i>Mice</i></li> <li>• <i>The Fire</i></li> <li>• <i>The Creek</i></li> <li>• <i>A Swamp Romp</i></li> <li>• <i>Galoshes</i></li> <li>• <i>What in the World?</i></li> <li>• <i>Ears Hear</i></li> <li>• <i>Night Noises</i></li> <li>• <i>Whiskey Friskey</i></li> <li>• Any poem that contains sound possibilities</li> </ul>  |
| Assessment Possibilities | <ul style="list-style-type: none"> <li>• Discusses the mood of the poem and the picture it suggests</li> <li>• Understands the structure of the poem</li> <li>• Demonstrates appropriate choice of instrument and playing technique</li> <li>• Comments thoughtfully on what is seen and heard</li> <li>• Participates appropriately to work through ideas contributed by others</li> <li>• Contributes ideas to work out tasks and activities associated with one or more 'What if' ideas</li> <li>• As part of a group, creates, prints and graphically notates a sound poem using correct structure</li> <li>• As part of a group, performs the poem for the class</li> </ul> |