

**Title: *Beating with Bata Kunda***

A music-based unit derived from the Music Starters Template: **Bata Kunda**

**Starting Point:**

**BATA KUNDA**

Part A rhythm pattern

**Generative topic:**

Music has form

**Rewritten as a question:**

How can we use the structure of the music to convey meaning and enhance performance?

**Overview:**

Students will learn *Bata Kunda* and arrange a dance / instrumental / vocal rondo of the piece

**Intended grades:** 5/6

**Standards:** 3-4

**Duration:** 3 x 45 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 how to explore, refine and communicate more effective ways of thinking and acting mathematically in familiar situations
- Understands that behaviours, attitudes and choices affect identity and relationships
- Understands the scope of personal choice in weighing up competing factors when making wellbeing decisions for themselves and others in their immediate environment
- Understands the processes through which individuals and groups work together to achieve a personal and shared goal.

Throughlines	Understanding goals
Moving to, creating and playing music can be a powerful communication tool	1. Form gives structure to music.
Purposeful repetition develops skills and facilitates memorisation	2. Rondo is a form of musical structure.
	3. Movement can be choreographed to the form of the musical work.
	4. Communication skills are necessary for effective group work.

**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 the following concepts**

Concept	Specific aspects
	Students can:
✓ Beat	maintain a steady beat while moving and playing rhythm patterns
✓ Rhythm	read and play rhythmic notation
✓ Meter	identify quadruple meter
Tempo	
Melody	
Harmony	
Tonality	
✓ Dynamics	change dynamics to add interest to a piece
✓ Tone Colour	experiment with different groups of un-tuned percussion instruments to produce distinct variations
✓ Texture	manipulate layers of sound to produce differences in a musical piece
✓ Structure	experiment with and identify rondo form
✓ Style / Context	respond appropriately to the style of a musical work through movement sequences.

**Development of these skills:**

Skill	Specific aspects
	Students can:
Vocal	
✓ Instrumental	play a variety of un-tuned percussion instruments reflecting the purpose and style of a musical work
✓ Movement	create a movement composition in response to a musical style
✓ Reading Notation	interpret conventional rhythmic notation – including rests
Writing Notation	
✓ Listening / Aural Discrimination	recognise rhythmic patterns identify and maintain the beat recognise phrase lengths
Improvising	
✓ Composing	compose rhythmic patterns using un-tuned instruments compose appropriate movement patterns to accompany un-tuned percussion work
✓ Arranging / Transcribing	contribute to a group arrangement in rondo form
✓ Commenting	discuss the appropriateness and effectiveness of instrumental and movement sequences.

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

UGs	Learning experiences	Ongoing assessment and feedback
4	Discuss the role that music has in celebrations of various cultures e.g. <i>Happy Birthday</i> , Wedding Tunes, <i>Holy Grail</i> , Footy Songs, National Anthems, New Years Celebrations, New Zealand Haka, Hanukah, Moon Festival, Chinese New Year, Indigenous traditions, etc.	Observe student responses and reflective thinking.
	Discuss the importance of keeping the beat in a group performance	Students demonstrate the ability to maintain a steady beat in a group performance.
	Imitate rhythm patterns in quadruple meter	Students demonstrate accurate echoing of rhythm patterns.

### 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
2	Teach <i>Bata Kunda</i> Part A rhythm pattern – 8 bars in 4 / 4 time by echo	Assess how accurately students imitate rhythm patterns.
3	Transfer Part A to portable un-tuned instruments and play in circle formation. Try keeping the beat whilst stepping.	Students maintain a steady beat Observe correct techniques when playing instruments.
1,2,3,4	Group instruments according to type (wood, skin, metal, shakers) / four equal groups. Each group (B C D and E) devises their own 8 bar rhythm pattern and selects suitable dance movements to accompany patterns	Observe students working co-operatively in groups.
3	Experiment with a movement structure e.g. perform in concentric circles	

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

UGs	Learning experiences	Ongoing assessment and feedback
2	Perform the song in a circle formation using body percussion, in rondo form with individual groups performing their parts (B C D and E)	Students refine and evaluate their performances
4	Perform on un-tuned percussion instruments	Students refine and evaluate their performances
1, 2, 3, 4	Create a piece in rondo form using speech rhymes / movement / body percussion	Class design a rubric which is then used for peer and self evaluation

#### Tips for teachers

This piece is a South American life-affirming celebration performed on un-tuned percussion by the whole community.

This is a good opportunity to consolidate reading and playing rhythmic notation with a particular focus on rests and phrase length.

### **Resources and references**

Portable un-tuned percussion instruments – one for each child

Traditional South American celebration pieces

Arauco Libre – Live Latin American Band – Tasmanian based

*Dances* Andre Van de Plas

*El Costillar* Chile 1994

*Trote Tarapaqueno* Chile 1997

*Ouro Puro* – Brazil

*E – O* Brazil

*Sambalele* (Brazil) **Mrs. Macaroni** June Tillman

Latin American Dances – *Tango, Bossanova, Salsa, Cha Cha, Rhumba*

*Cha Cha Cha* Christoph Maubach