

Title: Footy Rules

A music-based unit derived from the Music Starters Template: **Footy Rules**

Starting Point: Footy Chants

Generative topic:

Music is a powerful communication tool

Rewritten as a question:

How can the experiences from everyday life be used as a stimulus for an integrated arts performance?

Overview:

Students will perform, using voice, instruments and movement, a composition incorporating the Australian Rules Football Code

Footy Rules

1 Whoo - - - - - ah! Um - pire, that's a shock - er

2 Go Roos (Cats, Blues, Saints, Dogs) These are all alternatives to "Roos"

3 Catch a train, drive a car, BE THERE!

4 Get your kicks at the foot - y.

5 What a mark! Cent - i - met - re per - fect.

6 He's giv - en his all for his jum - per that's for sure.

7 would you please stand for the Nat - ion - al An - them?

Intended grades: 5/6

Standards: 3-4

Duration: 4 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 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 the scope of personal choice in weighing up competing factors when making wellbeing decisions for themselves and others in their immediate environment

- Understands that behaviours, attitudes and choices affect identity and relationships
- Understands the processes through which individuals and groups work together to achieve a personal and shared goal
- Understands that there is a range of democratic processes and participates responsibly in school and / or community groups

Throughlines	Understanding goals
Music has structure.	1. Music is made up of repeating and contrasting patterns.
Engagement with music is satisfying, fun and can be life long.	2. Rhythms can be written as conventional notation.
Music is a powerful communication tool, able to evoke mood, convey senses of time and place, trigger memory and emotional response.	3. Good communication skills are necessary for effective group work.
Purposeful repetition consolidates skill.	

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	maintain a steady beat whilst playing rhythmic patterns and singing
✓ Rhythm	write, read and play rhythmic notation
✓ Meter	identify quadruple meter
✓ Tempo	change rhythm patterns as cued by the script
✓ Melody	play and sing the melody
Harmony	
Tonality	
✓ Dynamics	change dynamics to reflect changes in mood
Tone Colour	
✓ Texture	manipulate layers of sound to produce differences
✓ Structure	experiment with and identify rondo form
✓ Style / Context	identify similarities between songs discuss where you would hear them and what their purpose is.

Development of these skills:

Skill	Specific aspects
	Students can:
✓ Vocal	sing in unison and maintain integrity of pitch
✓ Instrumental	play patterns on un-tuned percussion
✓ Movement	move appropriately to various sections create different dance sequences for each section
Reading Notation	
✓ Writing Notation	write word rhythms in conventional notation
✓ Listening / Aural Discrimination	recognise the structure of the piece identify patterns and key changes
Improvising	
Composing	
✓ Arranging / Transcribing	transpose chorus into a different key
✓ Commenting	answer questions such as: Why does this song have such wide appeal?

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

UGs	Learning experiences	Ongoing assessment and feedback
	What role does music have in sport?	Discuss team songs, crowd participation, signature tunes, Olympic Games etc.
	Brainstorm phrases commonly used by AFL umpires, players, supporters, commentators.	Discussion – is there a common football language?
	Echo patterning of football sayings rhythms in quadruple meter.	Observe student participation and 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	In small groups, brainstorm phrases such as the ones above.	Observe individual contribution to group activity.
2	Using conventional rhythmic notation, notate the sayings as two-bar lengths.	Observe individual contribution to group activity.
1	As a class, discuss ways of performing the patterns e.g. un-tuned percussion, instruments, vocals only, rondo form.	Students evaluate the effectiveness of their patterns and performance.
1	Ascertain AFL team allegiance within the class group. Teach club songs according to popular membership numbers.	Students create a graph that displays team allegiance.
3	Write a class script incorporating segments of at least three games; utilising clichés, metaphors and in-house footy jokes.	Peer group assesses the final script.
	As a class, discuss the selection of a signature tune e.g. 'Holy Grail' by <i>Hunters and Collectors</i> .	

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

UGs	Learning experiences	Ongoing assessment and feedback
1, 2	Create and perform new Footy Rules chants as previously rehearsed.	Students share their original works with the class.
1,2,3	Create an integrated arts performance using signature tunes, scripts, footy team songs, team colours, crowd reactions, appropriate movement, musical elements.	Students record their arts performance using scripts, flow charts, concept maps, conventional notation etc. Performance is recorded and evaluated using class created rubrics.

Tips for teachers

Expect enthusiasm for this activity

Musical component can be expanded to include body percussion / arrangement of team songs.

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Resources and references

AFL Club Songs CD

Holy Grail **Hunters and Collectors**

Aussie Anthems Daddy Cool, Men at Work, Slim Dusty, John Williamson, Colin Buchanan, Bruce Woodley

Examples of anthems from other sports e.g. soccer, New Zealand Rugby HAKA, cricket songs