

Title	Batakunda
Target Group	Standard 3/4
<i>Aspects of this Music Starter have been developed into the Worked For Me ... unit plan</i> Beating with Batakunda	
Starting Point	<i>Batakunda</i> , Pamela Burnard, ASME Conference 1995 , Hobart South American musical and life-affirming celebration, performed on percussion by a whole community (rondo form)
Possible Throughlines	<ul style="list-style-type: none"> • Purposeful repetition consolidates skills and facilitates memorisation • Music has structure at many different levels • Engagement with music is satisfying, fun and can be lifelong • Students are creative • Music is a powerful communication tool
Challenges	<ul style="list-style-type: none"> • Performing a rhythmic ostinato • Group cooperative skills culminating in performance • Movement / dance composition • Playing in an ensemble • Correct technique for playing portable un-tuned percussion instruments • Moving and playing at the same time • Recognition of standard notation • Performance in rondo form • Selection of appropriate instrumentation
What If?	<ul style="list-style-type: none"> • We perform sounds on found instruments • We construct our own instruments • We learn some Spanish words and perform a speech rhyme to enhance the performance • We vary the dynamics • We teach our own group improvisation to the whole class (parts BCD) • We perform in concentric circles, vary the direction of each circle • We play Part A continuously whilst the other parts perform • We use body percussion instead of instruments • We perform Latin rhythm patterns • We compose an additional 8 bar pattern • We change the order of the phrases
Transdisciplinary Potential	<ul style="list-style-type: none"> • Celebrations e.g. Running of the Bulls, birthdays, Hanukah, Asian Harvest Festival, Ramadan, marriage • Community links e.g. recognising differences within other cultures • Systems e.g. technological advances and new instruments; self sufficiency; environmental elements
Related Repertoire	<ul style="list-style-type: none"> • <i>Auraco Libre</i> • <i>Dance Andre Van Der Plas</i> • Chile, e.g. <i>El Castillar 1994</i>; <i>Trote Tarapaqeno 1997</i> • Brazil, e.g. <i>Ouro Puro 1997</i>; <i>E O Brazil 1997</i> • <i>Sambalele Mrs Macaroni</i> June Tillman • <i>Harlequin A & C Black</i> • <i>Moon Festival ABC Sing 200</i> • <i>Sao Roma Romany ABC Sing 2001</i> • <i>Mairis Wedding ABC Sing 2002</i>
Assessment Possibilities	<ul style="list-style-type: none"> • Maintains beat and rhythm patterns in simple time, being true to the musical work • Participates appropriately to work through ideas contributed by group members • Reads conventional notation appropriate to the instrumental task • Comments thoughtfully on what is seen and heard • Discusses the mood of the piece
Related Music Instructions	<ul style="list-style-type: none"> • Teach the rhythm patterns by echo • Divide players according to skin / metal / wooden / shaken