

Lesson	Content	Concepts (Elements)	General Capabilities	Learning Experiences
1	<ul style="list-style-type: none"> <li>• Discussion about music literacy (notation and graphic score reading)</li> <li>• Discussion about text and different languages, similarities and differences, what intonation is, its expressive purpose and function, and how it can change the meaning of words and phrases when varied</li> <li>• Demonstration, exploration and discussion of intonation as music element, charting and transcribing pitch and rhythm in spoken language of simple/familiar phrases in one or more languages/dialects</li> <li>• Students present their prepared lines of text, whole group discussion</li> </ul>	pitch, duration	literacy	listening, performing
2	<ul style="list-style-type: none"> <li>• Determine musical notation/scoring system relevant to cohort and project</li> <li>• Review the text lines and record each for reference (simple audio recording, smartphone/mp3 recorder)</li> <li>• Whole class or small groups (3 – 4 participants in each) to put the lines together to create stanzas</li> <li>• Whole class assessment of texts; order them in agreed, appealing, logical order. This may involve some repetition, editing and so forth</li> </ul>	pitch, duration, dynamics, structure	critical & creative thinking, literacy, ICT capability	listening, performing
3	<ul style="list-style-type: none"> <li>• Assemble complete text</li> <li>• Review the complete text</li> <li>• Break into small groups (different to previous session) and make adjustments as mediated by teacher or delegated group leader</li> <li>• Consolidate revised text(s), then discuss the emergent moods and meanings</li> <li>• Individuals recite the text (for clarity of intonation) and record in music notation</li> </ul>	pitch, duration, dynamics and expressive techniques, tone colour, structure	critical & creative thinking, literacy, intercultural understanding, ICT capability	listening, performing, composing, recording

	<p>app/program</p> <ul style="list-style-type: none"> <li>Explore and discuss English translations and meanings of non-English texts (literal and poetic), assessing and establishing accuracy of intent and meaning, ensuring appropriate language-relevant syntax and grammar</li> </ul>			
4	<ul style="list-style-type: none"> <li>Individuals recite the text (for clarity of intonation) and record in <i>ScoreCloud</i></li> <li>Look at the melodic pattern(s) created by the texts and discuss the pitch range, rhythms, phrasing, contour and pulse</li> </ul>	pitch, duration, dynamics and expressive techniques, tone colour, structure, texture	critical & creative thinking, literacy, intercultural understanding, ICT capability	listening, performing, composing
5	<ul style="list-style-type: none"> <li>Insert words into the notated 'scores'</li> <li>In small groups, investigate tonal colours, timbres and textures suggested by mood of the text</li> <li>Bring the discussions back to the large group, report and consolidate</li> </ul>	pitch, duration, dynamics and expressive techniques, tone colour, structure, texture	critical & creative thinking, literacy, intercultural understanding, ICT capability	listening, performing, composing
6	<ul style="list-style-type: none"> <li>Discuss possible instruments and sounds to apply to the arrangements</li> <li>Develop sound and instrument 'palette'</li> <li>Discuss musical keys, harmonic structures and 'tonal environments'</li> <li>Discuss counterpoint and consider the harmonic implications of the interweaving of the melodies</li> </ul>	pitch, duration, dynamics and expressive techniques, tone colour, structure, texture	critical & creative thinking, literacy, intercultural understanding, ICT capability	listening, performing, composing
7	<ul style="list-style-type: none"> <li>Using <i>Logic pro</i>, <i>Garageband</i> or <i>ScoreCloud</i>, working in small groups, overlay harmonies and sounds in recorded versions of the compositions. Create notated versions</li> </ul>	pitch, duration, dynamics and expressive techniques, tone colour, structure, texture	critical & creative thinking, literacy, intercultural understanding, ICT capability	listening, performing, composing, recording



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8	<ul style="list-style-type: none"> <li>• Determine structure and confirm allocated roles among student</li> <li>• Perform composition, utilising notated/scored versions</li> </ul>	pitch, duration, dynamics and expressive techniques, tone colour, structure, texture	critical & creative thinking, literacy, numeracy, intercultural understanding, ICT capability	listening, performing, composing
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