

# DISCOVERING DIVERSITY



## Teacher Resource- Lesson Plans



Department of Education and  
Early Childhood Development

## Unit Title: Music as part of culture

### Year Level: Upper Primary

#### Learning Intention:

Students will: -

- Identify the traditional music and instruments of various cultures
- Articulate the characteristics of sounds that originate from different cultures around the world.
- Create an appropriate piece of music to reflect the traditional music of a culture.
- Reflect on similarities and differences in music across cultures.

#### Materials:

1. Website access - <http://culturalinfusion.org.au/> - ideally minimum ratio 1:2
2. Computer speakers / headphones.
3. Prepared cultural Images – digitally and accessible for students.
4. Video samples of cultural music for share.
5. Sample product - <http://www.youtube.com/watch?v=oSCKouOTxk0>

#### Overview:

As part of a greater unit of work into different cultures, students will focus on the music and sounds that are unique to particular places around the world. Students will experience royalty free samples of music from around the globe, then have an opportunity themselves to compose their own piece of music. Students can share their compositions with other students through the online forum collaborative space allowing students to share and reflect on each other's creations. Students can ultimately use their song as a backing track to a movie, powerpoint presentation containing traditional cultural images or even a backing track to a physical performance.

## Lesson 1

### Cultural Music and Instruments

**Focus: To associate instruments with sounds and reflect on how music affects mood and feeling. To also develop an awareness of cultural music and its role in societies.**

Phase	Detail	Time
<b>Introduction</b>	<p>As a class explore a series of images depicting musical instruments from different cultures.</p> <p>Generate discussion by asking the following questions...</p> <ul style="list-style-type: none"> <li>• Where did the instrument come from?</li> <li>• How old is it?</li> <li>• Describe the sounds you think it may create?</li> <li>• What role does music play in culture?</li> </ul> <p>Then introduce class to <a href="http://culturalinfusion.org.au/soundinfusion/">http://culturalinfusion.org.au/soundinfusion/</a></p> <p>As a class explore the sounds within the 'create a song' screen. As a class try to match sounds to the images that were discussed. While doing this introduce students to the basics of creating a song such as dragging sounds and adjusting volume levels</p>	15 minutes
<b>Activity</b>	<p>Student Task:</p> <p>Students are able to create a free song of choice. They are to be encouraged to experiment with sounds from different instruments and cultures to create their own creation.</p>	35 minutes
<b>Extension</b>	<p>Students enter <a href="http://culturalinfusion.org.au/soundinfusion/student-forums/">http://culturalinfusion.org.au/soundinfusion/student-forums/</a> and share their song with reflections.</p> <p>What was the mood of the music? What culture is the song most similar to?</p> <p>Students can hear each other's music and make positive and constructive comments on their work.</p>	
<b>Reflection / Share</b>	<p>Playback selected student pieces and have students collaboratively complete Y charts – this music made me feel, sounded like and I think it would look like....</p>	10 minutes

## Lesson 2

### Cultural Music and Instruments

**Focus:** Students are to produce a video/presentation for a particular culture. The first step is for the students to create a piece of music, which will complement a series of images relating to the culture being presented. Students can also research a culture to learn more about the origins of the music and the instruments involved.

Phase	Detail	Time
Introduction	<p>Share images selected for students from a particular culture as examples for a cultural movie.</p> <p>Ask students to give their initial thoughts on what music will match the visual images – loud drums, quiet chimes, intense, slow?</p> <p>Introduce the task of creating a cultural movie.</p> <p>As a class create an Assessment Rubric. Categories could contain: -</p> <ul style="list-style-type: none"> <li>• Appropriateness of music</li> <li>• Variety of instruments</li> <li>• Construction of Song</li> <li>• Technical features (Transitions etc.)</li> </ul>	15 minutes
Activity	<ol style="list-style-type: none"> <li>1. To create the content required for a cultural movie...</li> <li>2. Students use <a href="http://culturalinfusion.org.au/soundinfusion/students/">http://culturalinfusion.org.au/soundinfusion/students/</a> to create a song that accompanies the images presented earlier.</li> <li>3. When finished they are to save the mp3, ready for use in the movie.</li> </ol> <p>EXTENSION ACTIVITY - Students are also to use the resources within <a href="http://culturalinfusion.org.au/soundinfusion/">http://culturalinfusion.org.au/soundinfusion/</a> to research the culture and find additional images that can be included in their cultural movie. They can also use a data chart to collate information relating to the origins of music from the culture.</p>	35 minutes
Extension	<p>Students create their own cultural instrument. They can use any materials available to them, but must name it and describe it's sound. Time permitting they can photograph their instrument and upload to the student forum with comments. <a href="http://culturalinfusion.org.au/soundinfusion/student-forums/">http://culturalinfusion.org.au/soundinfusion/student-forums/</a></p>	
Reflection / Share	Share examples of student's songs.	10 minutes

## Lesson 3

### Cultural Music and Instruments

Overview: Students bring together their MP3 music track and the images into a movie created through Windows Live Movie Maker.

Phase	Detail	Time
Introduction	Compare and Contrast – Indigenous Australian music to modern commercial music. Complete as a class.	10 minutes
Activity	<p>Compile audio, video and text into a cultural rich video. Students work independently, in pairs or groups depending on access to technology.</p> <p>Students create a video using Windows Live Movie Maker (Edustar image).</p> <p>Support – <a href="http://www.microsoft.com/education/en-us/teachers/guides/Pages/windows-live-movie-maker.aspx">http://www.microsoft.com/education/en-us/teachers/guides/Pages/windows-live-movie-maker.aspx</a></p> <p>This video is to be a slideshow of provided / sourced images, contain information on the musical origins of the culture in the form of text on screen and be supported by the students original mp3 soundtrack.</p>	40 minutes
Assessment	Students are self assessed / peer assessed against the rubric provided.	10 minutes

#### Going Further

- Create a topic wiki and have students embed their videos on the page. Students can then view and comment of each other’s video.
- Students create a tutorial video on how to create a song in <http://culturalinfusion.org.au/soundinfusion/>
- Students utilise a collaborative Ultranet Space to complete and share work on cultural music.
- Use [www.travelbu.gs](http://www.travelbu.gs) as a collaborative tool to research, create and share knowledge on a particular culture.