

## Stage 4: Orchestral Music

**Unit Duration:** 10 lessons

**Musical Concepts:** All concepts, but with a focus on Tone Colour and Pitch

Description of unit – This unit provides students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening through ongoing activities based on Orchestral Music.

### Content

#### Students in this unit will:

##### *Learn to:*

1. Identify and discuss characteristics of classical orchestral instruments (and group in families e.g. wind, string, percussion etc.)
2. Aurally recognize and appreciate characteristics of orchestral music (listen to a piece and list the instruments heard)
3. Read musical notation, write notes in treble clef, clap rhythms in simple time.
4. Perform musical compositions and arrangements, *Merrily We Roll Along*, individually on the piano.
5. Experiment and improvise with orchestral instruments.
6. Value and appreciate composers and orchestral music.
7. Loop recordings using looping app or Garageband.
8. Compose a song in rondo form using new pitch material and themes.

##### *Learn about musical concepts:*

1. By responding to and discussing the repertoire used in class and in the world of music.
2. Through technology experimenting with orchestral music and music of various styles.
3. Recognizing the use of musical concepts in repertoire characteristic of the topics studied.

<b>LEARNING EXPERIENCES</b>
<b>Performing:</b> Through this unit students will:

- Perform ostinato patterns from the orchestral cover of Bruno Mars Grenade.
- Perform a traditional piece “Merrily We Roll Along” on the keyboard.
- Discovering the capabilities and ranges of various instruments and voices using different types of technology.
- Interpreting musical notation.
- Accompanying
- Perform rhythms in simple time by clapping and using percussion instruments or piano.
- Singing and playing examples and/or arrangements of music listened to.

Students may also:

- Use their Ipad apps such as Garageband and apps mentioned in this program to improvise and record musical ideas.

### **Listening:**

Through this unit students will:

- Aurally recognize and appreciate characteristic of orchestral music, in particular orchestral instruments.
- Memorising.
- Listen to and appreciate a variety of repertoire demonstrating an understanding of musical concepts.
- Gaining an understanding of orchestral music in its historical and cultural contexts.
- Analysing, notating, and discussing different approaches to:
  - duration (rhythm, tempo)
  - pitch (melody)
  - dynamics and other expressive techniques
  - tone colour (timbre)
  - structure

Students may also:

- Extend their listening using resources provided

### **Composing:**

Through this unit students will:

- Experiment with computer-based technologies such as the LoopStation+ app for Merrily We Roll Along.
- Arranging 3 favourite short melodies into Rondo form using the My Song worksheet.
- Arranging and creating compositions using the SFSKids website.

- Notating using graphical representations.
- Notating ideas into their Portfolios.

## Assessments (Week 5 and Week 10)

### 1. WEEK 5 assessment:

- SECTION 1: Short answer questions where students recognize performing media sources.
- SECTION 2: An aural task in which students are tested on which orchestral instruments they can identify in a sample piece (Bruno mars – grenade) and to describe the sound quality of those instruments listed. (*TONE COLOUR*)

**2. WEEK 10 assessment:** A formative practical exam that consists of the students performing a piece of music (Merrily We Roll Along) on the piano having been given the opportunity to practice throughout the semester.

### Feedback

Feedback for this unit is given to students' in oral and written form from teacher observations of classroom activities, students' written responses, and two exam results. Students will also receive written feedback on all work documented in their music portfolio which is simply exported from the rubric into feedback sheets.

CONCEPT FOCUS	FOCUS GENRES and EXAMPLE REPERTOIRE	RESOURCES
<p><i>Duration:</i></p> <ul style="list-style-type: none"> <li>• Notes and rests in simple time</li> <li>• Note values</li> <li>• Steady pulse at various tempi</li> </ul> <p><i>Pitch:</i></p> <ul style="list-style-type: none"> <li>• High and low</li> <li>• Instrument ranges</li> <li>• Treble and bass clefs</li> </ul>	<ol style="list-style-type: none"> <li>1. Bruno Mars "<i>Grenade</i>" orchestral cover</li> <li>2. Pirates of the Caribbean – The Black Pearl</li> <li>3. Hedwig's Theme from Harry Potter by BBC's Prom's orchestra. – Celeste featured.</li> </ol>	<ul style="list-style-type: none"> <li>• Worksheets created for this unit and linked to from this document.</li> <li>• Stimulus videos and websites linked to from this document.</li> <li>• Students Music Portfolios</li> </ul>

<ul style="list-style-type: none"> <li>• Definite and indefinite pitch</li> <li>• Simple melodies</li> <li>• Melodic patterns</li> <li>• Steps and leaps</li> </ul> <p><i>Dynamics and Expressive Techniques:</i></p> <ul style="list-style-type: none"> <li>• Articulations</li> <li>• Dynamics</li> <li>• Variety of techniques focusing on instrument family groups to recognize specifics such as pizzicato, glissando, harmonics, tongue flutter etc.</li> </ul> <p><i>Tone Colour:</i></p> <ul style="list-style-type: none"> <li>• The use of instruments</li> <li>• A variety of sound production methods relating to each family group e.g. plucking, shaking and blowing.</li> </ul> <p><i>Texture:</i></p> <ul style="list-style-type: none"> <li>• The use of layers of sound.</li> <li>• The roles of instruments e.g. melody and accompaniment</li> </ul> <p><i>Structure:</i></p> <ul style="list-style-type: none"> <li>• Phrases</li> <li>• Themes and Variations</li> <li>• Rondo form</li> <li>• Repetition</li> <li>• Organization of thematic material</li> </ul>	<p>4. Adele - Someone Like You Orchestral version</p> <p>5. Beethoven's 5<sup>th</sup> Symphony 1<sup>st</sup> Movement</p> <p>6. Benjamin Britten <i>Instruments of the Orchestra</i>, Op.34 "Variations and Fugue on a Theme of Purcell". 1946</p> <p>7. "Merrily We Roll Along" piano traditional piece.</p> <p>8. <i>Sound of the Music</i> – Do re mi.</p>	<ul style="list-style-type: none"> <li>• Ipad in class or students laptops.</li> <li>• Ipad apps such as 'Sounds of the Orchestra' and 'LoopStation+'.</li> </ul> <p>Referenced:</p> <p>- <i>All together: teaching music in groups</i>. (2004). London: The Associated Board of the Royal Schools of Music.</p> <p>- Shand, P. M. (2004). <i>Music education entering the 21st century</i>. Nedlands, W.A.: International Society for Music Education.</p> <p>- Musical Futures, an approach to teaching and learning.</p>
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<ul style="list-style-type: none"> <li>Structures appropriate to contemporary contexts.</li> </ul>		
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## SPECIFIC INDICATORS

### **MUS4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts.**

- Perform melodic and accompaniment parts.
- Perform a traditional piece “Merrily We Roll Along” on the keyboard.
- Reads from notated score.
- Reads and claps notated rhythms from selected music for study.

### **MUS4.6 Experiments with different form of technology in the composition process.**

- Loop correctly “Merrily We Roll Along” played on piano using the app “LoopStation+”.

### **MUS4.9 Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.**

- Reads and writes in treble and bass clef, re-composing Merrily We Roll Along.
- Interpreting scores and composing using online tools.

### **MUS4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.**

- Explains what has been observed in the online portfolio/blog, in their own words.

Performing	P	C	L	Sequence of Learning Experiences, Teachers can:	D	P	DY	TC	T	S	Notes and Evidence of Learning
	<div><input type="checkbox"/> <input type="checkbox"/></div>		<div><input type="checkbox"/> <input type="checkbox"/></div>	<p><b>Part 1:</b></p> <p><input type="checkbox"/> An introduction lesson to orchestral music, how it developed focusing on the composer Benjamin Britten and his work the Young Person's Guide to the Orchestra.</p> <p><a href="#">Benjamin Britten, Guide to the Orchestra iBook</a> <a href="#">Benjamin Britten, Guide to the Orchestra PDF version</a> <a href="#">YouTube Orchestra 1</a> <a href="#">YouTube Orchestra 2</a> <a href="#">Adele Someone Like You Philharmonic Orchestra</a> <a href="#">Hedwig's Theme from Harry Potter BBC's Proms</a></p> <p>Students can express their ideas of listening through movement, singing, tapping the beat etc.</p> <p><input type="checkbox"/> Students will self-direct their learning in pairs using the interactive <a href="#">Listening Adventures</a> website. Students go through the Safari adventure by creating a New Game.</p> <p>Students should be able to complete the <a href="#">Animated Orchestra Group Q&amp;A</a>: <a href="http://www.animatedscience.co.uk/blog/wp-content/uploads/2011/06/orchestra.swf">http://www.animatedscience.co.uk/blog/wp-content/uploads/2011/06/orchestra.swf</a></p> <p>Extra:</p> <p><a href="#">Instrumentation activity in Music Lab</a> <a href="#">Poster of Instruments!</a> <a href="http://www.sphinxkids.org/Instrument_Storage.html">http://www.sphinxkids.org/Instrument_Storage.html</a></p> <p>Task: Complete Safari Adventure in pairs and write in portfolios what you have discovered including any favourite instruments and sounds. Students may research for more orchestral songs to use later.</p> <p><b>Part 2:</b></p> <p>Revise the concept of <a href="#">Timbre</a>.</p>	<div><input type="checkbox"/>  </div>						

			<p>Students write the family group names around the orchestra <a href="#">seating arrangement</a> chart.</p> <p>Students use Ipad app '<a href="#">Sounds of the Orchestra</a>' to listen to instruments or on the SFS website here <a href="#">SFSKids Instruments of the Orchestra in detail and with audio</a>.</p> <p>Brainstorm with students writing on board and in their portfolios, words that best describe the quality of sound that they can hear. Discuss how they are similar/different. Discuss where the families are positioned and why. Discuss the size of each family for an orchestra. The following should be mentioned: sound production, volume, and blend.</p> <p>Students should be able to aurally recognize and describe instruments. <a href="#">Listening Guide for Tone Colour Sound Production Methods</a></p> <p>After discussing characteristics, students complete <a href="#">Tone Colour Words Handout</a>.</p> <p><a href="#">Tuned and untuned percussion instruments</a>.</p> <p>Students learn and perform bars 17-22 of <a href="#">Bruno Mars Grenade</a> on a tuned percussion instrument e.g xylophone (replacing B note with Bb). Students mirror teachers' technique and rhythm clapping/playing via call and response.</p> <p>Teacher records performances for students' portfolios.</p> <p><b>Part 3:</b></p> <p>Play only the opening phrase (<a href="#">"A" section</a>) of <i>Young Person's Guide to Orchestra</i> played by full orchestra in this score for students. While the music plays, have students lightly pat the steady beat on their laps.</p>						<p><a href="#">seating arrangement</a> chart is complete.</p> <p>Students should be able to aurally recognize and describe instruments in class.</p> <p>Class discussion. <a href="#">Tone Colour Words Handout</a>. Completed.</p> <p>Teacher records performance for students' portfolios</p>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Students analyze what is happening to the melody, possibly penciling in their Portfolio graphic notations of the theme's pitch. (The melody in each measure finishes a note higher than the first note in the measure; however, each measure begins with a note lower than the previous measure, so the melody is going downward.) If this is difficult to hear, play only the first and last note of measures 4-7 to clarify.</p> <p>Show the students the written melody for the (<a href="#">"A" section</a>).</p> <p><input type="checkbox"/> Using the Internet, students listen to Britten's <a href="#">Theme and Variations with Interactive Orchestra</a> to decipher which instruments are heard in the structure of this piece and the form of Theme and Variations.</p> <p><a href="#">Form of Young Person's Guide to Orchestra</a></p> <p><input type="checkbox"/> Students will compose in <a href="#">Rondo Form: 'My Song'</a>, either using inspirational themes from the repertoire shared in class or their own choice. Students may play an instrument or sing their composition.</p> <p>Themes from the selected pieces in class:</p> <ul style="list-style-type: none"> <li>- <a href="#">Bruno Mars "Grenade"</a> orchestral cover</li> <li>- <a href="#">Pirates of the Caribbean – The Black Pearl</a></li> <li>- <a href="#">Hedwig's Theme from Harry Potter</a> by BBC's Prom's orchestra. – Celeste featured.</li> <li>- <a href="#">Adele - Someone Like You Orchestral</a> version</li> <li>- <a href="#">Beethoven's 5<sup>th</sup> Symphony 1<sup>st</sup> Movement</a></li> </ul> <p><b>Part 4:</b></p> <p><input type="checkbox"/> Students continue to listen to and analyse orchestral music excerpts [Audio only first] especially from the</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Graphic notation.</p> <p>Students compositions in rondo form.</p>
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			<p>following pieces.</p> <ul style="list-style-type: none"> <li>- <a href="#">Bruno Mars "Grenade"</a> orchestral cover</li> <li>- <a href="#">Pirates of the Caribbean – The Black Pearl</a></li> <li>- <a href="#">Hedwig's Theme from Harry Potter</a> by BBC's Prom's orchestra. – Celeste featured.</li> <li>- <a href="#">Adele - Someone Like You Orchestral</a> version</li> <li>- <a href="#">Beethoven's 5<sup>th</sup> Symphony 1<sup>st</sup> Movement</a></li> </ul> <p>After students' responses to the above, they may watch the videos and discuss their results and method of listening to decipher instruments better.</p> <p>A summary of the first 5 weeks is discussed first, then revised including <a href="#">instrument groups</a>, pitched and unpitched percussion, deciphering characteristics of instruments, tone colour words, themes, and steps to guided listening.</p> <p>HOMEWORK: Students watch videos, listen to described instruments heard and remember one favourite for class discussion.</p> <p><b>Part 5:</b> Students discuss favourite cover pieces and orchestral music in class.</p> <p><a href="#">Orchestral Music Examination</a> for Year 7's including <a href="#">Bruno Mars</a> excerpt for last section of exam: [0.55-1.55] of the video, ONLY sound to be used.</p>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<p>Discussing listening methods.</p> <p>Examination for orchestral music</p>
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Performing	P	C	L	Sequence of Learning Experiences, Teachers can:	D	P	DY	TC	T	S	Notes and Evidence of Learning		
	<input type="checkbox"/>		<input type="checkbox"/>	<b>Part 6:</b> Students view link to interactive PowerPoint on <a href="#">Reading Music Notes</a> before the lesson.  Focus is on instrument of the orchestra: <b>Piano</b> .  <input type="checkbox"/>  Introduction to <a href="#">Music Symbols</a> , <a href="#">Duration</a> , <a href="#">ledge lines</a> . <a href="#">Beat and Tempo</a> , notes in <a href="#">Line and Spaces</a> , how to <a href="#">read</a> and <a href="#">write</a> them: in class demonstrate. Students can also write note names for Merrily We Roll Along.  Guide counting <a href="#">Note Values</a> and <a href="#">Rhythm Clapping</a> simple beats in 4/4. Perform notated rhythms as a class and with building texture. Rhythms can be seen as <a href="#">mathematical</a> read ½'s and 1's, 2's and 4's. Students explore <a href="http://www.musictheory.net/lessons">http://www.musictheory.net/lessons</a> website which offers all you need to know about music theory. Students can visit the <a href="#">SFSKids Music Lab - Basics</a> webpage for more interactive content.  <input type="checkbox"/>  <b>Part 7:</b> Teaching the ethics of piano playing including good <a href="#">Posture</a> . Can students find all C's on the <a href="#">Piano?</a> Placing right hand thumb (1 <sup>st</sup> finger) on C, what would the next note be called, and so forth. <a href="#">Fingers</a> 1-5 piano. Talking about pitch rising and falling from lines to	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		Preparation before lesson and contribution to class discussion.  Answering questions, ability to complete tasks.  Teacher observations of classroom learning.

	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> spaces like the Solfege used in the <a href="#">Sound of Music</a> film, students should be able to or encouraged to sing the tune correctly before playing.</p> <p><input type="checkbox"/> Reading <a href="#">Rhythm</a> of notes Merrily We Roll Along correctly from a score, discuss on board the notes in the song and their timing. Students may sing/play for the first time the <a href="#">Notes</a>.</p> <p><a href="#">Extension activity</a>: C Major scale, motifs.</p> <p><b>Part 8:</b></p> <p><input type="checkbox"/> Students come into the classroom prepared to learn individually and in pairs. Students are provided with mp3 <a href="#">Demonstration</a> and <a href="#">Backing</a> tracks to guide learning.</p> <p><input type="checkbox"/> Right hand piano <a href="#">Self Learn</a> Merrily We Roll Along with jump from notes E-G.</p> <p><input type="checkbox"/> Or watch this <a href="#">Video Demonstration</a> of the slightly harder two-hand notation of Merrily We Roll Along and its <a href="#">Score</a>. Students are provided with a <a href="#">Preparation</a> page outlining the new notes use in bass clef left hand.</p> <p>Extra songs to perform: Mary Had a Little Lamb, Lightly Row etc.</p> <p><input type="checkbox"/> Extension: students may improvise using notes, change speed/style of playing using the same key. Summarise lesson.</p> <p><b>Part 9:</b> Teaching piano continued (individual one-on-one supervision) – lunchtime supervision for those who want to practise before the exam.</p> <p><input type="checkbox"/> Loop correctly “Merrily We Roll Along” played on piano</p>	<input type="checkbox"/>	<input type="checkbox"/>				<p><input type="checkbox"/> Singing or humming the main tune of Merrily or their song of choice.</p> <p><input type="checkbox"/> Preparation was considered to assist in piano playing.</p> <p><input type="checkbox"/> Informal Learning in class, individually or in groups.</p> <p><input type="checkbox"/> Recordings of looped</p>
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	<input type="checkbox"/>		<input type="checkbox"/>	<p>using the app "<a href="#">LoopStation+</a>".</p> <p>The structure would be a <a href="#">canon</a>, like <a href="#">Pachelbel - Canon in D</a>, also <a href="#">Canon in D Orchestra version</a> and <a href="#">Score</a>, Row Your Boat etc.  <a href="http://www.musictheoryacademy.com/understanding-music/canon-music/">http://www.musictheoryacademy.com/understanding-music/canon-music/</a></p> <p>Students may use GarageBand Loops to record either using MIDI or an Ipad app that can send MIDI files e.g. MusicStudioPro to place their piano recording on a track, save as a loop demonstrated by teacher, and then arranged to correctly form simply a 'Canon.'          Sharing students' progress should be encouraged to motivate the class.</p> <p><b>Part 10:</b> Students are given time to practice in lesson.  <a href="#">Piano Exam</a>. Merrily We Roll Along.  <a href="#">Year 7 Piano Assessment Task</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>song or Garageband files uploaded and added to Portfolio.</p> <p>Effective engagement with the music and technology observed in class.</p> <p>Sharing work in class.</p> <p>Piano exam results.</p>
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<b>EVALUATION</b>
<b>How successful was this unit of work? Were all students' needs catered for?</b> <b>Were students provided with opportunities to achieve the outcomes? Did the students enjoy the unit?</b>
<b>What changes did you make to any of the activities, resources or timings?</b> <b>What would you suggest as future changes for the program?</b>
<b>What teaching and learning strategies or technology inclusions would you suggest for future programs?</b>

## ***APPENDIX***

***Use of Modelling Aural Learning (Future Music informal learning pedagogy)*** is found in the Stage 4 program. The following outlines examples from Year 7 Orchestral Music Program:

The teacher sets tasks that will be going for the lesson, then stands back, observes, diagnoses, guides, suggests and models for students with quality in music education.

Teacher even takes on students' perspectives to help students achieve the objective set for them and that they set for themselves.

Students work in groups for online and interactive tasks.

Students Portfolios are for students to demonstrate their skills, learning and understanding and assist in gaining feedback from students.

The year 7's focus songs are popular songs that students choose, like and identify with.

Students learn by listening and copying recordings.

Students learn alongside friends.

Students also use technology and are provided with tasks that require self-guided learning.

The online Instruments of the Orchestra website is there for them to read at their own pace, yet all students must answer and complete written/interactive tasks in preparation for their exam.

Students use different forms of technology to guide learning and encourage musical engagement and confidence.

Lessons are continued in later stages and refereed to, to assist in building students knowledge.

Students maintain an integration of listening, performing, improvising and composing throughout the learning process.

Students are provided with mp3 recordings of the song Merrily We Roll Along to rehearse, mp3's of backing tracks, video demonstrations and YouTube links to guide self-learning, students experiment with the options and then choose for their piano performance which level of difficulty for Merrily We Roll Along they will stay with, all students should be encouraged and able to learn the song using both hands, plenty of time is provided for students benefit.

Guidance material such as piano chords, some finger notations and preparation guides are provided for students, teacher may assist during classroom observation or students progress.

Students are encouraged to ask both peers and teachers on piano performance.

Students share their learning and demonstrate their further knowledge in class as teacher learns from students too.

Diagrams, colourful images and interactive resources including Ipad apps are provided for students to utilise and further broaden their knowledge, teacher demonstrates the song and indicates which are easier and which are more difficult to play.

Students are given practice spaces to encourage self-directed learning and working with peers.

Other music teachers or students from the school may come in to workshop, assist and support students learning.