

Graphic Notation

In this activity children explore how simple shapes, lines, and patterns can inspire sound making and vocal improvisation. This activity begins in a larger group, then students can draw their own graphic notation charts in smaller groups to inspire another group's musical composition.

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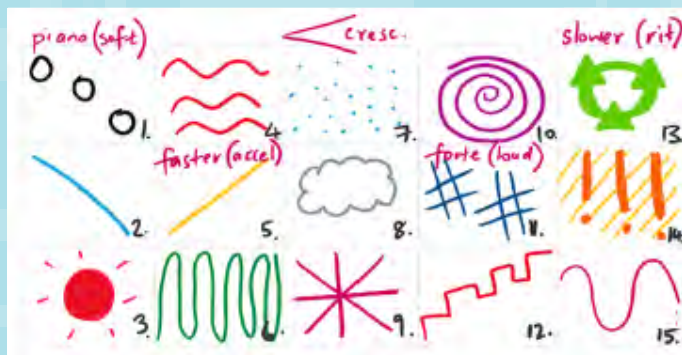
Find more resources at [artslive.com](https://www.artslive.com)

Year F-2

Present students with a couple of simple shape images. Point to each image and create a 'matching' noise using your voice, body percussion, instrument or a found object. Have students draw a few example shapes, with other students to have a go at making up a matching sound. This is an open ended activity, so there is no wrong answer.



Then give each student a piece of paper and ask them to work in pairs drawing shapes and swapping images to inspire sound making. Performers can interpret the images however they want, with whatever 'instruments' they have. This activity can be made increasingly complex by increasing the number of images on each page, or by having students work in larger groups when drawing and performing.



Year 3-6

Explore the approach described in the F-2 section (above) and then try these extensions:

- Students use a variety of shapes and colours with the addition of musical terminology
- Inclusion of directions throughout the piece make the composition more legible to the performer and give more guidance for interpretation; and
- As a further extension, have students research graphic notation examples from the internet and then use these to inspire their music making.

Graphic Notation

There are many ways to assess this activity and we suggest that you develop a rubric based on the learning areas that you have been focused on. There is an example below.



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Criteria	1	2	3	4	5
Composition					
Variation of images and colours in composition					
Creative use of all boxes within the grid provided					
Performance					
Considered interpretation of the composition					
Use of instruments					
Teacher comment:					

Marking Guideline:

1. Working significantly below expected level of achievement
2. Working towards expected level of achievement
3. Working at expected level of achievement
4. Working beyond expected level of achievement; and
5. Working significantly beyond expected level of achievement.

Victorian Curriculum Scope and Sequence

Strands covered in this task:

- Express and explore ideas (all levels)
- Music practices (all levels)
- Present and perform (all levels); and
- Respond and interpret (all levels)

Quality Music Education Framework Characteristics Covered in This Task:

- Engagement
- Creativity and activity
- Student-centred learning; and
- Progression.



Listening Diary

A listening diary can be introduced as a calming, regular activity and it can be a great way to expose students to different types of music. Over time, this will develop students' listening skills, their music appreciation and their musical vocabulary. Each listening session can have a different focus. There are some examples below.

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Level F-2

Song:

Artist:

Discussion:

- What instruments can you hear?
- How does the song make you feel? Happy? Sad? Excited? Joyful?
- What parts of the song make you feel like that? The instruments? The lyrics?

Level 3-4

Song:

Artist:

Task:

- Prior-learning: introduction DYNAMICS, PITCH and RHYTHM.
- Make glossary of terminology/language used to talk about these elements.
- Students to draw up a table in their journals:

ELEMENTS	DYNAMICS	PITCH	RHYTHM
Definition	Loud & Soft	High & Low	How the Sound Sounds
Students' observation in listening			

Students should have 3 points for each element (relating to different parts of the song/different instruments)

Extension task – each student (or pairs or groups of three) gets to choose the next song for the listening journal, and leads class discussion.



Listening Diary

There are many ways to assess this activity and we suggest that you develop a rubric based on the learning areas that you have been focused on. There is an example below.

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Level 5-6

Song:

Artist:

Task:

- Prior-learning: use ARTS:LIVE Elements of Music Course to introduce the ELEMENTS OF MUSIC
- Make glossary of terminology/language used to talk about these elements
- Students to draw up a table in their journals:

ELEMENTS	DYNAMICS	PITCH	TIMBRE	RHYTHM	TEXTURE	FORM
Definition	Loud & Soft	High & Low	How the Sound Sounds	Long & Short	Thin & Thick	Verse Chorus Bridge etc
Students' Observation in Listening						

They should have 3 points for each element (relating to different parts of the song/different instruments)

Extension task – each student (or pairs or groups of three) gets to choose the next song for listening journal, and leads class discussion.

Criteria	1	2	3	4	5
Use of correct language & terminology					
Expected number of observations for each element for the task					
Extension: presenting song and leading class discussion					

Teacher Comments:

Listening Diary

These marking guidelines are continued from the previous page.



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Marking Guideline:

1. Working significantly below expected level of achievement
2. Working towards expected level of achievement
3. Working at expected level of achievement
4. Working beyond expected level of achievement; and
5. Working significantly beyond expected level of achievement

Victorian Curriculum Scope and Sequence – Strands Covered in This Task:

Respond and Interpret

F-2: Respond to music, expressing what they enjoy and why; Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander Music.

3-4: Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for including the music of Aboriginal and Torres Strait Islander Peoples, using music terminology.

5-6: Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations including the music of Aboriginal and Torres Strait Islander Peoples.

Quality Music Education Framework Characteristics Covered in This Task:

Engagement; Creativity and activity; Student-centred learning; Progression; Excellence; Authenticity

Resources:

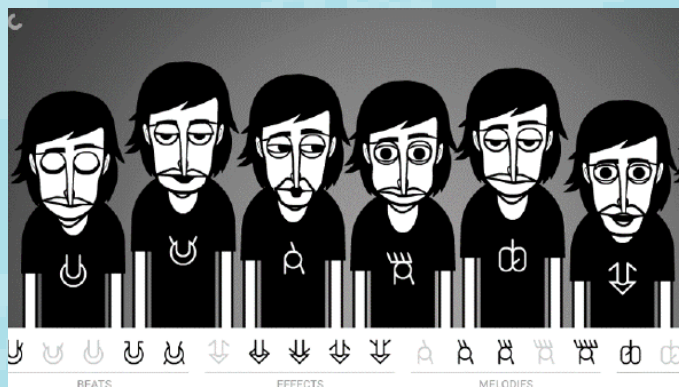
- Spotify
- YouTube; and
- Australian Music Centre <https://www.australianmusiccentre.com.au/>
(including The music of Aboriginal and Torres Strait Islander Peoples).

Digital Playground

There are many free online music composition programs. We have suggested accessing the free components of Incrediblox (software available online at www.incredibox.com). This program has an interface that should be accessible to all primary years. Any compositions that students create can be recorded and assessed.

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Year F-2

Create an Incrediblox composition using different beats, effects and melodies. This task can be completed as a class activity or in smaller groups; depending on what computer/device access is available. This activity can be a great way to help students apply their existing musical knowledge. Encourage students to think about how the composition uses elements like pitch, rhythm or dynamics to make the composition interesting.

At this level, and in a full-class format, assessment can only be created by recording students discussion or reflection about the composition using a simplified version of what is outlined below.

Year 3-4

PRE-TASK LANGUAGE:

Beats, effects, melody, voice, composition, tracks, loops, recording, playback, musicality.

TASK:

Using Incrediblox, your task is to create an interesting composition using BEATS, EFFECTS, MELODY and VOICES. At the end of this task, you will present your compositions to the rest of the class.

You have seven tracks to use in this program, and how you choose to use them is up to you. Complexity does not necessarily equal musicality.

Things to think about:

- How many BEAT tracks do I need to create a good foundation?
- Do I want to use EFFECTS in my piece, or rely on the other tracks to create the piece?
- How many MELODY tracks do most pop songs have? One? Two? More?
- What is the role of the VOICES track?

You need to include:

- At least one of each of the elements available; and record at least 10 loops; and you can choose how you feature the loops available.

You will be marked on the following:

Criteria	1	2	3	4	5
Tracks used in composition (How many tracks were used throughout composition?)					
Elements used in composition (Were all elements included throughout the composition?)					
Manipulation of recording (use of solos etc.) (Was the use of looping and layering evident throughout the recorded composition?)					

Teacher comment:

FOR THE TEACHER ONLY:

Marking Guideline:

- Working significantly below expected level of achievement: (less than 4 tracks; only covers some elements; recording isn't manipulated)
- Working towards expected level of achievement: (4-5 tracks; only covers some elements; recording is manipulated slightly)
- Working at expected level of achievement (at least 5 tracks; covers all elements; recording is manipulated)
- Working beyond expected level of achievement: (more than 5 tracks, covers all elements; recording is manipulated); and
- Working significantly beyond expected level of achievement: (uses all 7 tracks; covers all elements; extended and highly-manipulated recording).

Victorian Curriculum Scope and Sequence – Strands Covered in This Task – Level 5-6:

Explore and Express Ideas:

Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects

Music Practices:

Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing

Present and Perform:

Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience

Quality Music Education Framework Characteristics Covered in This Task:

Engagement; Creativity and activity; Student-centred learning; Progression.

Digital Playground

There are many ways to assess this activity and we suggest that you develop a rubric based on the learning areas that you have been focused on.

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Year 5-6

KEY LANGUAGE:

Beats, effects, melody, voice, composition, tracks, loops, recording, playback, musicality.

TASK:

Using Incredibox, students are to create an interesting composition using BEATS, EFFECTS, MELODY and VOICES. At the end of this task students will present compositions to the class.

There are seven tracks to use in this program and students can use them however they want. Complexity does not necessarily equal musicality.

Things students should think about:

- How many BEAT tracks create a good foundation?
- Does the student want to use EFFECTS, or rely on the other tracks to create the piece?
- How many MELODY tracks do most pop songs have? One? Two? More?
- What is the role of the VOICES track?

Students need to include:

- At least one of each of the elements available; and record at least ten loops; and students can choose how to feature the loops available.

Assessment rubric:

Criteria	1	2	3	4	5
Tracks used in composition (How many tracks were used throughout composition?)					
Elements use in composition (Were all elements included throughout the composition?)					
Manipulation of recording (Used of solos etc.) (Was the use of looping and layering evident throughout the recorded composition?)					

Teacher comment:

FOR THE TEACHER ONLY:

Marking Guideline:

- Working significantly below expected level of achievement: (less than 4 tracks; only covers some elements; recording isn't manipulated). Working towards expected level of achievement: (4-5 tracks; only covers some elements; recording is manipulated slightly)
- Working at expected level of achievement (at least 5 tracks; covers all elements; recording is manipulated)
- Working beyond expected level of achievement: (more than 5 tracks, covers all elements; recording is manipulated); and
- Working significantly beyond expected level of achievement: (uses all 7 tracks; covers all elements; extended and highly-manipulated recording).

Victorian Curriculum Scope and Sequence – Strands Covered in This Task – Level 5-6:

Explore and Express Ideas:

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