

Course: Together We Sing on Noongar Boodja		Lesson Six: A Seasonal Composition	
Learning Area: The Arts	Subject/Strands: Music	Time: 60 Minutes	Year Level: 3-4
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures , Sustainability	
Content Descriptor: <i>Year Three and Four Music:</i> • Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084) • Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (ACAMUM085) • Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086) • Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087) <i>English Year 3</i> • Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600) • Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791) <i>English Year 4</i> • Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606) • Create literary texts that explore students’ own experiences and imagining (ACELT1607)			
Learning Intentions: • To demonstrate an understanding of the music elements when writing a composition. • To create and perform a seasonal composition that reflects the land where it was composed. •			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Listen to Brookman Primary’s School Acknowledgement Song .		

	- What features do poems and songs share? (verse, stanza, chorus, repetition, patterns, rhythm, rhyme, beat, metre etc) - How could you add music to your poem or create a musical composition that includes poetry? - What musical elements could you use when reading your poem? Explain that the students will have the session to compose music to accompany and compliment their Haiku poems. The music composed should reflect the land and season where it is created.	Relevant online resources Brookman Primary's School Acknowledgement Song Assessment Criteria and Peer Assessment Sheets WOW Self Reflection
40 minutes	Composing a Seasonal Composition The students could: - Create a soundscape that is played before or after the poem - Create sounds to accompany the poem. - Create a chorus that is played after each Haiku poem. Students are to include in their composition - The music elements of beat and rhythm - A contrasting element e.g. pitch, tempo, dynamics. - At least two different instruments (vocal, body percussion, found objects or untuned percussion). - First Nation language from your Country e.g. season name, plant or animal name. Provide students a copy of the Assessment Criteria Sheet to assist them compose their seasonal compositions. Students may require additional time to rehearse their composition before sharing with the class.	Additional resources required - Pens/Pencils - Paper/Scrapbook - Untuned percussion instruments - Haiku Poems created last session Going further Students plan how to share their compositions with their school community. They could record and send a copy to their family or organise a school performance.
10 minutes	Reflection Students perform their seasonal compositions. Provide students a copy of the Peer Assessment Sheet to complete while listening to each other's performances.	

	Students individually complete a self-reflection (WOW) about the process of creating their seasonal compositions. - What were the Wins? - What were the Obstacles? - What are you now Wondering?	
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