

Course: Together We Sing on Noongar Boodja		Lesson Six: Performing Together	
Learning Area: The Arts	Subjects/Strands: Music	Time: 60 Minutes	Year Level: 5-6
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: - Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088) - Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089) - Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090) - Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)			
Learning Intention: - To compose and rehearse a seasonal song for younger students. - To reflect and provide feedback to peers on compositions.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Game 1: Play guess the nursery rhyme Select a familiar nursery rhyme e.g. Mary had a little lamb. Demonstrate keeping the beat of the rhyme by marching on the spot with your feet while you clap the rhythm of the melody. Ask the students to identify the song. Game 2: Singing the beat and rhythm	Relevant online resources Peer Assessment Sheet Composition Checklist Additional resources required - Pens/Pencils - Paper/Scrapbook - Percussion instruments	

	Students make a circle. Invite students to sing/say the same rhyme around the circle. Each student only sings/says the words that fall on the beat. Then sing/say the words using different dynamics. Sing/say the song again. This time each student only sings/says one syllable ie a note of the melody when it is their turn. - Which was harder? - What skills did you have to use to sing/say the words?	Recording device to film the students' performances Preparation Print the Peer Assessment Sheet for each student.
40 minutes	Composing and rehearsing Review the Compositional Checklist with the class. If students have completed their composition, they could create an instrumental introduction to their piece. Some ideas they could consider: - Play the melody on a tuned percussion - Create an introduction that just uses beat and rhythm - Develop an ostinato (repeated pattern) - Record sounds they have rehearsed - Introduce simple chords and play the melody on tuned percussion instruments. - Explore using digital software such as Garageband Before students perform their songs, share the Peer Assessment sheet. Remind students that the feedback form is to help students identify the elements outlined in the Compositional Checklist and assist the performers improve their composition. Feedback is to be positive and constructive.	Going further Students arrange a concert for the younger students. Students plan who else they could share their compositions with in their community. Research the importance of copyright and discuss why or why not these songs can be recorded and performed. (The songs the students compose can be performed at school for educational purposes.)
10 minutes	Reflection - What would you change or improve before performing your composition again? - Is the song the right pitch for younger students? - How will you encourage your audience to sing the song? - How could your song bring our community together?	