



QUEENSLAND SYMPHONY  
ORCHESTRA

# DISCOVER The Peasant Prince

Education - Link with Australian Curriculum Assessment and Reporting Authority

Prep to Year 2. Some elements Years 3 and 4 and Years 5 and 6

**General Capabilities:** Key Ideas embedded in this activity

**Literacy**

Comprehending texts through listening, reading and viewing

**Numeracy**

Recognising and using patterns and relationships

Numeracy in learning area

**Information and Communication Technology**

Investigating with ICT

**Critical and Creative Thinking**

Inquiring, exploring and organising information and ideas

Generating ideas, possibilities and actions

Critical and Creative thinking in the learning areas

**Personal and Social Capability**

Self awareness

Social awareness

**Ethical Understanding**

Understanding ethical concepts and issues

Reasoning in decision making and actions

Exploring values, rights and responsibilities

**Intercultural understanding**

Recognising culture and developing respect

Interacting and empathising with others

Reflecting on intercultural experiences and taking responsibility

Intercultural understanding in the learning areas

**Activity Risk Assessment:**

As per school excursion risk assessment if attending live concert. Low risk participation and observation activities

**The Arts Learning Area Achievement Standard: Prep to Year 2**

Students will describe artworks they make and those to which they respond.

They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas

**Music Subject Specific Achievement Standard: Prep to Year 2**

Students will communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play

**Cross Curriculum Priorities:**

Sustainability OI. 2, 3, 5, 6, 7.

Asia and Australia's Engagement with Asia OI. 1, 3, 4, 5.

**Aboriginal and Torres Strait Islander Histories and Cultures**

**Outcomes:**





**The students will:**

Attend a live orchestral concert

See and hear the instruments of the orchestra performed by professional musicians

Learn how sounds are produced and the distinct sounds of each instrument  
Develop skills in melody, beat and rhythm with focus on Core Concepts Prep – Year 6

Respond to the story of Li Cunxin – developing knowledge of the connections with China through history and the art of ballet and music, story, form and music concepts

ELEMENTS	PREP TO YEAR 2	YEARS 3 and 4	YEARS 5 and 6	YEARS 7 and 8	YEARS 9 and 10
<b>RHYTHM</b>	<p>Beat/rhythm</p>  <p>Sound/silence Long/short, Fast/slow Ostinato Tempo Pulse in twos &amp; threes</p>	 <p>Tempo changes Simple metres</p>	 <p>and associated rests Bars and bar- lines Compound metre Time signatures</p>	<p>Rhythmic subdivisions</p>  <p>&amp; others</p> <p>Rhythmic devices - anacrusis, syncopation, ties, pause Time signature</p>	<p>Regular and irregular time signature and beat subdivisions Triplets and duplets Further time signature/complex metres Rhythmic devices including syncopation, rhythmic motif, rhythmic augmentation and diminution</p>
<b>PITCH</b>	<p>High/low Pitch direction (up/ down) Pitch matching Unison</p>	<p>Pentatonic patterns → Melodic shape Recognising steps and leaps Treble clef and staff →</p>	<p>Major scales → Recognising pitch sequences Arpeggio Riff bass clef →</p>	<p>Minor scales Key and key signatures Major and minor chords and primary triads (I, IV, V) in simple chord progressions Ledger lines</p>	<p>Modal scales &amp; tonal centres Modulation Consonance and dissonance Chromaticism Pitch devices including riff, ostinato and pedal note</p>
<b>DYNAMICS &amp; EXPRESSION</b>	<p>Loud (forte) <i>f</i> Soft (piano) <i>p</i></p>	<p>Very soft (pianissimo) <i>pp</i> Very loud (fortissimo) <i>ff</i>, Dynamic graduation &lt; , &gt; Smooth, short, detached</p>	<p>Smoothly (legato), Detached (staccato) Accent</p>	<p>Dynamic gradations Articulations relevant to style for example, glissando, slide, slap, melismatic phrasing</p>	<p>Expressive devices and articulations relevant to style -rubato, ornamentation, terraced dynamics, pitch bending, vibrato, oscillation, filters and pedals</p>
<b>FORM &amp; STRUCTURE</b>	<p>Introduction Same/different Echo patterns Repetition Verse, chorus Round/canon</p>	<p>Question and answer Repeat signs Binary (AB) form Ternary (ABA) form</p>	<p>Theme/motif → Phrase Rondo (ABACA) form Riff Ostinato</p>	<p>Repetition and contrast Digital sequences Theme and variation 12 bar blues; popular song structures including verse, chorus, bridge, middle 8, intro and outro</p>	<p>Structures appropriate to styles and repertoire studied including theme, hook Motivic development, head Sonata form Interlude and improvisation</p>
<b>TIMBRE</b>	<p>Every voice and instrument has its own distinct sound  How sound is produced - hit, blown, plucked and shaken</p>	<p>Recognising familiar instrumental timbres in isolation and combination</p>	<p>Acoustic, electronic sounds → Voice and instrument types</p>	<p>Recognising instrumental types and groups Voice types Acoustic and electronic sound</p>	<p>Identifying instruments &amp; voice types by name &amp; method of sound production Use of mutes, pedals, harmonics Digitally manipulated sound, distortions &amp; techniques appropriate to style</p>

ELEMENTS OF MUSIC (Continued)

<b>TEXTURE</b>	Unison Melody Accompaniment Drone	Combining two or more rhythmic or melodic Patterns which occur simultaneously in different voices	Contrast within layers of sound	Layers of sound and their role (accompaniment and melody) Unison, homophonic (melody with chords), Polyphonic (two or more independent layers played simultaneously)	Horizontal and vertical layers appropriate to styles and repertoire studied Homophonic & polyphonic writing Counter melody White noise
<b>SKILLS</b>	Discriminating between sounds and silence	Matching pitch and showing the direction of a tune with gesture or drawings	Identifying and notating metre and rhythmic groupings	Recognising rhythmic patterns and beat groupings	Recognising rhythmic patterns and beat groupings
	Moving and performing with an understanding of beat and tempo	Recognising the differences between notes moving by steps and leaps	Singing and playing independent parts against contrasting parts	Discriminating between pitches, recognising intervals and familiar chord progressions	Discriminating between pitches, recognising intervals and familiar chord progressions
	Demonstrating the difference between singing and speaking voice	Discriminating between rhythm and beat	Recognising instrumental and vocal timbres and digitally generated sounds	Identifying and notating metre and rhythmic groupings Aurally identifying layers within a texture	Identifying and notating metre and rhythmic groupings Aurally identifying layers within a texture
	Discriminating between loud and soft, long and short, high and low	Demonstrating beat and tempo changes	Using available technology and digital media as a tool for music learning	Imitating simple melodies and rhythms using voice and instruments	Imitating simple melodies and rhythms using voice and instruments
	Recognising familiar instrument timbres	Matching and varying dynamics	Holding and playing instruments and using their voices safely and correctly	Performing with expression and technical control, correct posture and safety	Performing with expression and technical control, correct posture and safety
	Using technology as a tool for music learning	Varying instrumental timbres to create expressive effects	Listening to others controlling volume and tone in ensemble activities.	Understanding their role within an ensemble, balancing and controlling tone and volume	Understanding their role within an ensemble, balancing and controlling tone and volume
	Holding and playing classroom instruments safely and correctly	Using instruments and voices safely and correctly in the classroom		Using technology as a tool for music learning and to record their music	Using technology as a tool for music learning and to record their music
	Understanding turn-taking in group music making Playing in time	Taking on different roles in group music making, for example, accompaniment, lead		Holding and playing instruments and using their voices safely and correctly	Holding and playing instruments and using their voices safely and correctly
		Using technology as a tool for music and performance.			

**GENERAL CAPABILITIES - embedded in this activity**

Literacy	Numeracy	Critical and Creative Thinking	Intercultural Understanding	Personal and Social Capability
Comprehend Texts	Understand and use numbers in context	Pose questions	Investigate culture and cultural identity	Recognise emotions
Navigate, read and view learning texts	Recognise and use patterns and relationships	Identify and clarify information and ideas	Explore and compare cultural knowledge, beliefs and practices	Recognise personal qualities and achievements
Listen and respond to learning area texts	Interpret and apply proportional reasoning	Organise and process information	Develop respect for cultural diversity	Understand themselves as learners
Interpret and analyse area texts	Interpret chance events	Imagine possibilities and connect ideas	Communicate across cultures	Develop reflective practice
Compose Texts	<b>Information and communication (ICT) Technology Capability</b>	Consider alternatives	Consider and develop multiple perspectives	Express emotions appropriately
Compose spoken, written, visual and multimodal learning area texts	Identify the impacts of ICT in society	Seek solutions and put ideas into action	Empathise with others	Develop self-discipline and set goals
Use language to interact with others	Define and plan information searches	Think and Thinking	Reflect on intercultural experiences	Work independently and show initiative
Deliver Presentations	Locate , generate and access data and information	Reflect on processes	Challenge stereotypes and prejudices	Become confident, resilient and adaptable
Use knowledge of text structures	Select and evaluate data and information	Transfer knowledge into new contexts	Mediate cultural difference	Appreciate diverse perspectives
Use knowledge of text cohesion	Generate ideas, plans and processes	<b>Ethical Understanding</b>	Describe effects of personal feelings and dispositions have on how people behave	Contribute to civil society
Use knowledge of sentence structures	Collaborate, share and exchange	Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views.	Understand relationships
Use knowledge of words and word groups		Discuss how people make decisions about their actions and offer reasons why people's decisions differ		Communicate effectively
Express opinion and point of view Understand learning area vocabulary				Work collaboratively
Use spelling knowledge				Make decisions
Understand how elements create meaning				Negotiate and resolve conflict