



# EXPLORE Young Person's Guide to the Orchestra

Education - Link with Australian Curriculum Assessment and Reporting Authority

Years 7 and 8. Some elements Years 5 and 6 and Years 9 and 10

**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

**Music Subject Specific Achievement Standard: Years 7 and 8**

By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

**Cross Curriculum Priorities:**

**Sustainability** Ol. 2, 3, 4, 5, 6, 7, 8.

**Asia and Australia's Engagement with Asia**

**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 Years 5 to 10.

Understand eras of music, from baroque to 20th century.

Identify and use rondo form, fugue, theme and variations.

ELEMENTS OF MUSIC - Core concepts covered in this activity highlighted as blue

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

ELEMENTS OF MUSIC (Continued)

|                |                                                                    |                                                                                                   |                                                                             |                                                                                                                                                                            |                                                                                                                                                 |
|----------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TEXTURE</b> | Unison<br>Melody<br>Accompaniment<br>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)<br>Unison, homophonic (melody with chords),<br>Polyphonic (two or more independent layers played simultaneously) | Horizontal and vertical layers appropriate to styles and repertoire studied<br>Homophonic & polyphonic writing<br>Counter melody<br>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<br>Aurally identifying layers within a texture                                                                       | Identifying and notating metre and rhythmic groupings<br>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<br>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**

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