



QUEENSLAND SYMPHONY
ORCHESTRA

DISCOVER Carnival of Dangerous Creatures

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 OI. 3, 8

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 *Carnival of the Animals*, Saint- Saëns and *Carnival of Dangerous Creatures*, Matthew Hindson. Compare and contrast.

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
RHYTHM	<p>Beat/rhythm</p>  <p>Sound/silence Long/short, Fast/slow Ostinato Tempo Pulse in twos & 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>  & others Rhythmic devices - anacrusis, syncopation, ties, pause Time signature	<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>
PITCH	<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 & tonal centres Modulation Consonance and dissonance Chromaticism Pitch devices including riff, ostinato and pedal note</p>
DYNAMICS & EXPRESSION	<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 < , > 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>
FORM & STRUCTURE	<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>
TIMBRE	<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 & voice types by name & method of sound production Use of mutes, pedals, harmonics Digitally manipulated sound, distortions & techniques appropriate to style</p>

ELEMENTS OF MUSIC (Continued)

TEXTURE	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
SKILLS	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

Comprehend Texts

Navigate, read and view learning texts

Listen and respond to learning area texts

Interpret and analyse area texts

Compose Texts

Compose spoken, written, visual and multimodal learning area texts

Use language to interact with others

Deliver Presentations

Use knowledge of text structures

Use knowledge of text cohesion

Use knowledge of sentence structures

Use knowledge of words and word groups

Express opinion and point of view

Understand learning area vocabulary

Use spelling knowledge

Understand how elements create meaning

Numeracy

Understand and use numbers in context

Recognise and use patterns and relationships

Interpret and apply proportional reasoning

Interpret chance events

Information and communication (ICT) Technology Capability

Identify the impacts of ICT in society

Define and plan information searches

Locate , generate and access data and information

Select and evaluate data and information

Generate ideas, plans and processes

Collaborate, share and exchange

Critical and Creative Thinking

Pose questions

Identify and clarify information and ideas

Organise and process information

Imagine possibilities and connect ideas

Consider alternatives

Seek solutions and put ideas into action

Think and Thinking

Reflect on processes

Transfer knowledge into new contexts

Ethical Understanding

Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance

Discuss how people make decisions about their actions and offer reasons why people's decisions differ

Intercultural Understanding

Investigate culture and cultural identity

Explore and compare cultural knowledge, beliefs and practices

Develop respect for cultural diversity

Communicate across cultures

Consider and develop multiple perspectives

Empathise with others

Reflect on intercultural experiences

Challenge stereotypes and prejudices

Mediate cultural difference

Describe effects of personal feelings and dispositions have on how people behave

Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views.

Personal and Social Capability

Recognise emotions

Recognise personal qualities and achievements

Understand themselves as learners

Develop reflective practice

Express emotions appropriately

Develop self-discipline and set goals

Work independently and show initiative

Become confident, resilient and adaptable

Appreciate diverse perspectives

Contribute to civil society

Understand relationships

Communicate effectively

Work collaboratively

Make decisions

Negotiate and resolve conflict