

The Arts: Music - Satisfactory - Foundation to Year 2

Portfolio summary

This portfolio of student work shows that the student can compose music using graphic notation (WS1) and perform in small group class ensembles (WS1, WS2). The student can listen to and select different sounds to communicate meaning (WS1). They identify and describe the elements of music in their oral response and composition (WS1, WS2).

Composition: Animals

Sample summary

Students explored music inspired by animals by first listening to *Penguin Circus* by Nigel Westlake and responding to the different parts. They used body percussion to demonstrate aural skills and moved their bodies in time when listening, creating and improvising. They later discussed how the music helped them demonstrate rhythm through movement. Students listened to other music that communicated the behaviour of animals as stimulus material to further explore rhythm through body movement and use of non-tuned and tuned percussion instruments. They composed and performed their own music inspired by animals.

Achievement standard

Subject

Learning Area

By the end of Year 2, students 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.

Performance



Oral response



Watch on YouTube

Response

Swan Lake – Tchaikovsky

<p>What was the style of music? Was it fast or slow? Small steps or large leaps?</p>	<p>Draw the image that Swan Lake made you think of or the instruments you heard.</p>
	<p>classic slow 1 large Leaps</p>

Annotations

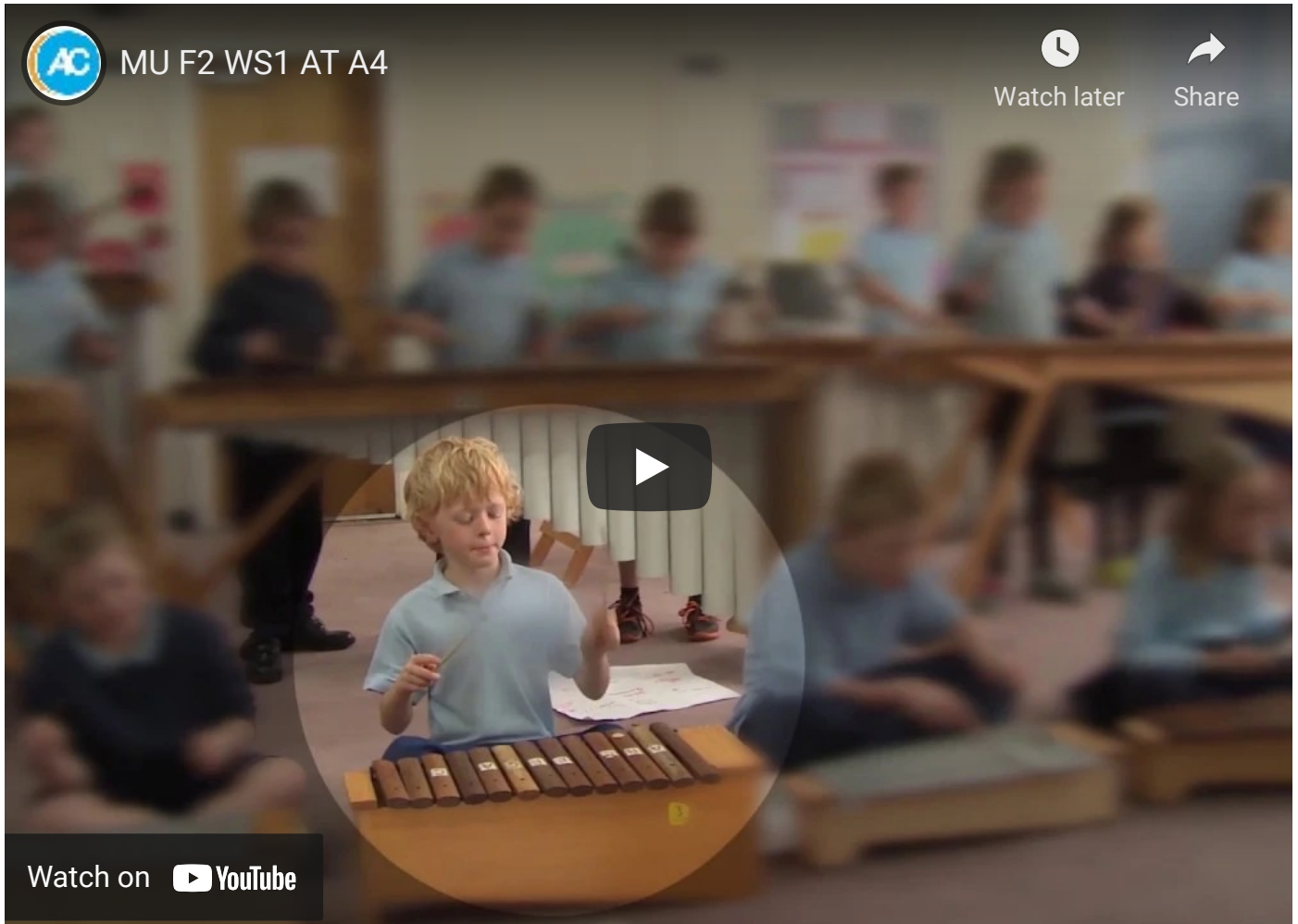
- 1 Annotation 1**
Communicates about the music they listen to by identifying the tempo of the music
- 2 Annotation 2**
Expresses their ideas in response to the music in visual representation
- 3 Annotation 3**
Communicates about the music they listen to by identifying an instrument

Graphic notation



Annotations

- 1 **Annotation 1**
Identifies dynamics and expression for the B section
- 2 **Annotation 2**
Repeats some of the elements of music used in the A section suggestive of ABA structure
- 3 **Annotation 3**
Identifies the tempo for the B section
- 4 **Annotation 4**
Identifies dynamics and expression for the A section
- 5 **Annotation 5**
Identifies the tempo for the A section
- 6 **Annotation 6**
Uses animals to establish the A B A structure of the composition
- 7 **Annotation 7**
Uses animals to establish the A B A structure of the composition
- 8 **Annotation 8**
Identifies an instrument for the B section
- 9 **Annotation 9**
Suggests dynamics and expression
- 10 **Annotation 10**
Identifies pitch in the A section
- 11 **Annotation 11**
Identifies pitch which is different to the pitch in the original A section

Class ensemble**Composition: *Walking to School*****Sample summary**

Students sang a known nursery rhyme, *Three Blind Mice* in unison. They then collaboratively composed a song using the first three notes of *Three Blind Mice*, experimenting with inverting the melody and adding other notes by step.

Students devised their own lyrics on the theme of “Walking to school” and perform from a class musical score of lyrics and melody letters.

The task involved students experimenting with elements of music by improvising patterns, phrases and melodies for their composition.

The task involved students playing the single line melody on classroom instruments and singing in unison.

Students also played a two note ostinato and sang the melody with this ostinato.

Achievement standard

Subject

By the end of Year 2, students 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.

Performance: Three Blind Mice



Performance: Walking to School



MU F 2 WS2 A2 AT



Watch later



Share



Watch on YouTube

Oral response



Watch on YouTube

Walking to school simple graphic score



Annotations

1 Annotation 1
Lyrics spread across the page

2 Annotation 2
Letters indicate pitch with lyrics

3 Annotation 3
Drawings to represent lyrics