Music - sample virtual program:

## Considerations for programming virtual classrooms

Guiding questions for establishing learning expectations and communication processes

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| Guiding question |  |
| What are your students going to learn? (Objectives) | Itemise what you want your students to be able to do or know when completed. |
| How are they going to learn it? (Resources and Strategies) | What is required in order to meet each of the objectives defined? Will delivery be using one platform or be blended? |
| Target date for completion | When do you expect each task to be completed? |
| How are you going to know that they learned it? (Success criteria) | What is the specific task that students are to complete to demonstrate their learning? |
| Collecting evidence of student learning (Verification) | What evidence of student learning will you collect and how will you evaluate it? |
| Feedback (Evaluation) | How well was the task completed? Provide an assessment decision. |
| Communication | How will student learning be oriented?  How will share and display information for your students to access?  How can you promote student-teacher interactions?  How can opportunities for inter-learner interactions be incorporated into activities?  How will the teacher monitor and support progress in student learning? |

### Model 1 – Student guided inquiry

Students are guided in completing a short investigation and submitting a brief report and reflection.

Stage 4 or 5

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| Guiding questions: | How does instrumental music communicate stories without words? |
| What are your students going to learn? (Objectives) | Describes, identifies, interprets, devises and responds to scripted and unscripted material. |
| How are they going to learn it? (Resources and Strategies) | **Resources**:  [Recommended teaching and learning activities and resources.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/music/program-music)  **Strategies**  Students will use the internet to explore programmatic works of composers, through aural, performance and composition activities. They will develop critical thinking, creativity and communication skills by creating their own composition, based on an Australian artwork, using an online music software program such as [Google Flat.](https://flat.io/help/en/education/) Suggested artworks can be found on the recommended teaching and learning activities and resources page above.  Individual activity/reflection: depending on the stage students will complete a composition task and a written reflection outlining the answer to the guiding question. |
| Target date for completion | When do you plan to complete each task? |
| How are you going to know that they learned it? (Success criteria) | Students are to work both individually and as a group through online-based activities throughout this unit. They will explore compositions by composers such as Grieg, Saint-Saens, and Vivaldi. Guiding questions and links to recommended compositions can be located in [Teaching and Learning activities.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/music/program-music) Students will create a composition, mind mapping their journey, based on an artwork they have created. All of this is to be reflected in an online platform.  Success criteria will be determined via the:   * collaborative online discussions, collation of data and compositions * demonstration of critical thinking through mind maps outlining the journey through the composition process * and demonstration of creativity through the use of the online music software program communicating meaning of their own artwork. |
| Collecting evidence of student learning (Verification) | Worksheets, videos/compositions and logs are to be submitted using your classroom management online tool such as, Google classroom, Edmodo or Class OneNote. |
| Differentiation | Students could:   * organise musical sounds using technology * select a piece of music or song to accompany different Australian artworks. |
| Extension/HPGE | Students could:   * compose and perform a short programmatic piece based on a children's picture book they find on YouTube * research the meaning of a*motif.* They are then to observe the information and audio excerpts on [Beyond the Notes: The Course of Empire](http://beyondthenotes.org/artmusic/empire/music_03.html) and describe how the composer Nell Shaw Cohen has used a motif in her composition. |
| Feedback (Evaluation) | Feedback is formative for the duration of the unit.  Format to be communicated clearly by teacher, whether it is by emailing tracked documents, upload of media/audio via online platforms or a blended approach. For example, teacher recording oral feedback on Class OneNote and setting up quizzes to give automated feedback. |
| Communication | [Padlet](https://padlet.com/dashboard) and other activities in the learning tools selector can be used to support real-time collaboration in small groups. |

#### Resources

* [Program music KASCA sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/music)
* [Music 7-10 SyllabusExternal link](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.
* [Random writing exercise generator](http://writingexercises.co.uk/index.php) random generator
* [Peer Gynt: a dramatic poem.](https://archive.org/details/peergyntdramatic00ibseuoft) The story of the Hall of the mountain king begins in Act II Scene VI. **Teacher discretion is advised**
* [Macabre for Halloween](https://www.cmuse.org/saint-saens-and-his-danse-macabre-for-halloween)
* [Beyond the music](http://beyondthenotes.org/artmusic/empire/music_01.html)
* [Fine art America](https://fineartamerica.com/featured/the-course-of-empire-the-arcadian-or-pastoral-state-thomas-cole.html)
* [Soundtrap](https://www.soundtrap.com/)
* [Sample colour coded mind map (PDF 4.66MB),](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasequences-music-handouts-mindmap.pdf)
* [Soundtrap - step by step (PDF 5.44MB)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasequences-music-handouts-soundtrap-stepbystep.pdf)
* YouTube
  + [Grieg: Peer Gynt / Jarvi - Berliner Philharmoniker](https://www.youtube.com/watch?v=pPLXNmKvLBQ) (duration 2:33)
  + [Line rider - mountain king](https://www.youtube.com/watch?v=RIz3klPET3o) (duration 2:33)
  + [Saint-Saens - Danse Macabre - Kent Nagano - 2015](https://www.youtube.com/watch?v=iZysDTulnlw) (duration 7:20)
  + [Danse Macabre - visual listening guide](https://www.youtube.com/watch?v=GSNTkiL8O5k&t=27s) (duration 7:18)
  + [Vivaldi winter](https://www.youtube.com/watch?v=Yu6Hr9kd-U0) (duration 9:29)

### Model 2 – Sharing resources for students to view/read and reflect on.

Using the asynchronous discussion activity from the [Digital learning selector – Learning activities](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=240cd). Editable templates are included for both Google G Suite and Office 365. Below is an example of an adapted template.

#### Video game music, Stage 4 or 5

Since 1972, music has been a crucial component of video games. Evolving from a game titled Pong in 1972, to the use of a few simple notes in the handheld game of Simon in 1974, video games have been enhanced by music in a range of ways. From cover bands to orchestral scores, games and their use of music has developed over time and will continue to do so, in order to enhance the player experience.

The games explored in these sequences are outlined below.

1. Journey - released in 2012. Rated E (everyone). In this first-person gameplay, you are an anonymous traveller exploring a forgotten civilization.
2. Mario and Rabbids Kingdom Battle - released in 2017 and is a turn-based tactical role-playing game, rated E 10+. Mario and friends team up with four Rabbids heroes to battle through new worlds containing puzzles and surprise enemies.
3. Dishonored 2 - Released 2016 and is a first-person action-adventure stealth game, rated MA15+. You play a supernatural assassin faced with choices to which the game responds, as you work through different missions.
4. Uncharted 2: Among Thieves - released in 2009 rated T (teen) is third-person action-adventure game. Part of a series of four Uncharted games. The music, composed by Greg Edmonson, serves a narrative function, given that he uses the instruments from the countries and areas in which the plots are set.

**Students will begin to aurally analyse music from different video games from clips online, including Mario and Rabbids Kingdom Battle, Journey, Dishonored (American game), and Uncharted 2: Among Thieves.** Activity 6 & 7 of the [KASCA Video games music sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/music/video-game-music) builds on the sequences below and can be used if needed.

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| Lesson sequence |  |  |
| One | **Analysing music**  Students will:   * read and discuss the [Analysing music handout (PDF 4.48)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascaequences-music-handoutsanalysingmusic.pdf) * listen to the piece [Nascence](https://www.youtube.com/watch?v=TLfj3pAlrs4) (duration 1:46) * attempt to analyse the piece * compare their analysis to the completed one in the [Nascence handout (PDF 4.48MB)External link](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasquences-music-handouts-nascence.pdf) * discuss the process as a class. * listen to [Rabbid Kong rumpus](https://www.youtube.com/watch?v=zPX5ZxKv7Gs) (up to 1:30)   + identify the structure of the excerpt   + write a list of the unifying devices in the excerpt   + write a list of the contrasting musical events that occur during the excerpt * write a complete analysis of the excerpt by answering the following question   + How are unity and contrast achieved in this excerpt? * compare their analysis to the completed one in the [Rabbid Kong rumpus (PDF 4.33MB)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasequences-music-handouts-rabbidkongrumpus.pdf) handout * discuss the answer as a class. | **Analysing music**  When analysing music, encourage students to set out the sections in boxes, as explored in the analysing music handout, whilst making reference to performing media and structure of the piece. This can be done in an online collaborative tool such as OneNote and can be an individual or group activity. |
| Two | **Identifying structure**  Students will:   * listen to an excerpt from [Drunken Whaler](https://www.youtube.com/watch?v=urV8MIcLDFk) (up to 2:16)   + identify and label the structure of the piece * write a complete analysis of the excerpt, addressing the following   + Discuss the composer's use of texture and pitch in this excerpt. * compare their analysis to the completed one in the [Drunken whaler handout (PDF 4.29MB)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasequences-music-handouts-drunkenwhaler.pdf) * discuss the answer as a class. | **Identifying structure**  Please note - this activity contains a link to some music in the video game Dishonored - rated MA15+. Students are in no way encouraged to play the game. Students will only aurally analyse a selected score from the soundtrack.   * In their analysis, students should consider the following questions about the texture and pitch of each section   + How many layers of sound can you hear?   + Can you name the instruments and their roles (melody/harmony/rhythm)?   + Does the texture sound dense or thin? Why? (Lots of instruments, multiple rhythms with short note values or a distorted tone colour for example, can make it sound dense and vice versa)   + Can the section (or the overall excerpt) be given an appropriate texture term? For example, *monophonic*, *homophonic* or *polyphonic*.   + Is the melody mainly high, medium or low in pitch?   + Does the melody use repetition?   + Does the melody move mainly by steps or leaps or is it quite stagnant in its contour?   + Does the tonality sound major, minor or atonal? Does it change at all throughout the excerpt? If so, when and how?   + What instruments play the harmony? |
| Three | **Research**  Students will:   * use the internet to research and investigate the following questions   + What is the plot of Uncharted 2?   + Who was Marco Polo and what did he do? [Map his route.](https://www.nuttyhistory.com/scramble-for-se-asia.html) * research the composer Greg Edmonson, the instruments he used for Uncharted 2 and how they relate to Marco Polo's journey. * identify the categories, function and characteristics (in regard to pitch and tone colour) of the instruments below:   + [Throat singing](https://www.youtube.com/watch?v=qx8hrhBZJ98) (duration 3:52)   + [Erhu](https://www.youtube.com/watch?v=dhic2cE57iM) (duration 3:00)   + [Duduk](https://www.youtube.com/watch?v=P99quABSduM) (duration 1:37)   + [Tibetan longhorn](https://www.youtube.com/watch?v=LdR5Ru8oF48) (duration 3:44). | **Research**  Suggested Uncharted 2 sites to help are:   * [Venture Beat - Uncharted 2 sequence](https://venturebeat.com/community/2013/06/20/opening-contract-uncharted-2-among-thieves-a-bumpy-ride) * [IMDB - Uncharted 2: Among Thieves - Plot](http://www.imdb.com/title/tt1349460/plotsummary) * [Omegamez PS3 Games - Uncharted 2: Among Thieves](http://omegamez.blogspot.com.au/2011/10/uncharted-2-among-thieves.html).   Suggested sites for Greg Edmonson are:   * [Greg Edmonson The Composer](http://gregedmonson.com/about.html) * [The Sound Cast - Interview: Greg Edmonson](http://www.thesoundcast.com/2010/03/interview-greg-edmonson-uncharted-2.html) (00:22:20) podcast * [Pinterest - Musique du Tibet board](https://www.pinterest.com.au/fredstephan9/musique-du-tibet).   Several more videos and articles on each instrument regarding pitch and tone colour can be found in the resource section. |
| Four | **Duration**  Students will:   * listen to the piece [Reunion from Uncharted 2](https://www.youtube.com/watch?v=uhwB43-UCaQ) (duration1:41) * Making reference to sound sources, discuss the concept of duration. * Write an analysis of the piece * compare their analysis to the completed one in the [Reunion handout (PDF 4.32MB)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasequences-music-handoutsreunion.pdf) * watch the clip [Uncharted 2: Among Thieves Game Movie (All Cutscenes)](https://www.youtube.com/watch?v=YuT6ooXQ0uk&t=6993s) (from 1:54:53 to 1:56:33). Write a paragraph about the relationship between the music and the scene in which it is played. | **Duration**  Be sure to always check video suitability before sharing the links with students in your virtual class.  In their response, students should elaborate on the following points   * + identify the structure in the music   + identify the instruments in each section and their role   + attempt to notate the rhythm of individual, labelled instruments, identifying where this occurs in the music   + describe the rhythm of different instruments     - Are mainly long notes or short notes used?     - What type of note values?     - How does the rhythm of the melody compare with the harmony?     - Does the rhythm of sections differ?   + identify when repetition is used? When and by whom?   + identify when rubato is used? When and by whom? |

#### Resources

* [Video game music KASCA sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/music/video-game-music)
* [Music 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) copyright NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.
* [Tone colour activity (PDF 5.36MB)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasequences-music-handouts-tonecolouractivity.pdf)
* [Analysing music handout (PDF 4.48)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascaequences-music-handoutsanalysingmusic.pdf)
* [Nascence handout (PDF 4.48MB)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasquences-music-handouts-nascence.pdf)
* [Rabbid Kong Rumpus (PDF 4.33MB)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasequences-music-handouts-rabbidkongrumpus.pdf)
* [Drunken whaler handout (PDF 4.29MB)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasequences-music-handouts-drunkenwhaler.pdf)
* [Reunion handout (PDF 4.32MB)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasequences-music-handoutsreunion.pdf)
* [Tone colour answer sheet (PDF 5.28)](https://schoolsequella.det.nsw.edu.au/file/cf0e8d29-abb2-4ce0-94d0-0473446e5310/1/kascasequences-music-handouts-tonecolouranswers.pdf)
* [IMDB plot summary](http://www.imdb.com/title/tt1349460/plotsummary)
* [Uncharted Blog](http://omegamez.blogspot.com.au/2011/10/uncharted-2-among-thieves.html)
* [Map of Marco Polo's route](http://www.nuttyhistory.com/scramble-for-se-asia.html)
* [About Greg Edmonson](http://gregedmonson.com/about.html)
* [Uncharted information](https://venturebeat.com/community/2013/06/20/opening-contract-uncharted-2-among-thieves-a-bumpy-ride)
* [Fred Stephan image](https://www.pinterest.com.au/fredstephan9/musique-du-tibet)
* [Mystical sound article](http://www.theweek.in/youzone/triptease/mystical-sound-of-the-duduk.html)
* [Pochtime article](https://www.theepochtimes.com/the-erhu-simple-yet-divine_1497822.html)
* [Brief information and aural excerpt of dungchen](https://tashilhunpomonks.bandcamp.com/album/long-horn-dung-chen)
* [Image of dungchen](https://www.pinterest.com.au/pin/552535448026145045)
* [Drakes deception](http://au.ign.com/wikis/uncharted-3-drakes-deception/Story)
* YouTube
  + [Journey Soundtrack (Austin Wintory) - 01. Nascence](https://www.youtube.com/watch?v=TLfj3pAlrs4) (duration 1:46)
  + [Uncharted 2: Among Thieves game movie (all cut scenes)](https://www.youtube.com/watch?v=YuT6ooXQ0uk&t=6993s)
  + [Rabbid Kong rumpus](https://www.youtube.com/watch?v=zPX5ZxKv7Gs) (duration 1:54)
  + [Dishonored [Soundtrack] - Drunken Whaler](https://www.youtube.com/watch?v=urV8MIcLDFk) (duration 4:06)
  + [The sound podcas](http://www.thesoundcast.com/2010/03/interview-greg-edmonson-uncharted-2.html)t (duration 22:20)
  + [Tuvan throat singing](https://www.youtube.com/watch?v=qx8hrhBZJ98) (duration 3:52)
  + [How polyphonic overtones are produced](https://www.youtube.com/watch?v=vC9Qh709gas) (duration 4:58)
  + [Uncharted 2, Bridge of perils](https://www.youtube.com/watch?v=6GR0ttdyQJ8) (duration 2:27)
  + [Duduk song: Alagyaz-Khumki Tsar](https://www.youtube.com/watch?v=P99quABSduM) (duration 1:37)
  + [The erhu](https://www.youtube.com/watch?v=dhic2cE57iM) (duration 3:00)
  + [Dungchen | The powerful magic of LOW Sounds ! Scientific Doku](https://www.youtube.com/watch?v=LdR5Ru8oF48) (duration 3:44)
  + [Uncharted 2, Reunion](https://www.youtube.com/watch?v=FaOosAtm9wo) (duration 1:41)
  + [Uncharted 2, Mystic warriors](https://www.youtube.com/watch?v=rG7j65K0FJQ) (duration 2:46)