

LESSON PLANNER - Rachel Hocking			
Year/ Level: Stage 4 (Year 7)	Syllabus topic: Tone Colour - introduction to musical instruments		
Lesson Topic: "The world sends us garbage, we send back music".			
Students' characteristics: low ability/average ability/high ability/mixed ability Mixed ability			Duration (60 minute max): 60 minutes
Prior knowledge/skills required: Basic understanding of tone colour and orchestral instruments.	Resources: IWB/screen and speakers; student laptops or classroom computers; internet access; websites www.landfillharmonicmovie.com , www.musicforrefugees.org , www.choirofhopeandinspiration.com , www.resound.org.au , worksheets 'Musical Instruments - instrument details' (from http://www.musicfun.net.au/pdf_files/instruments.pdf) 'Plan for making a musical instrument' (as attached), paper/pens/pencils; whiteboard; whiteboard markers; handmade Kalimba (example attached).		
Assessment of learning: Monitoring of class activities through worksheets and discussion (informal assessment). Student presentation and submission of plan (formal assessment).			
Learning outcomes: 4.7 demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas; 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire; 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context.			
Students learn to: - plan a large project - make a musical instrument - use found sources creatively - critically think about the value of music and people		Students learn about: - instrument components and their relationship to the concept of tone colour - other cultures, world music, and their musical use of recycled materials/invention - instrument classifications - inequality in society	
Timing	Lesson content	Student activity	Teacher activity
5 mins	Gaining attention: quick 2 minute revision quiz on musical instruments	Students work in pairs to fill in a worksheet on music instruments and their components.	Teacher times 2 minutes via a stopwatch, monitors student participation and revises answers.
3 mins	Expectancy: explain activity to devise a plan to build an instrument from recycled materials	Students listen and ask necessary questions about the activity.	Teacher clearly explains activity, timeline for planning/building a musical instrument, and expectations of quality.
2 mins	Prior learning: revise components of a musical instrument needed to make a sound	Students listen and offer answers to teacher questions.	Teacher asks students for instrument components (eg soundboard, resonator etc), draws answers on board, explains what isn't understood.

5 mins	Stimulus: landfillharmonic video about an orchestra in a poor community made from recycled instruments.	Students watch video.	Teacher plays video landfillharmonicmovie.com and monitors student engagement.
10 to 15 mins	Discussion: response to video, world issues on inequality and sustainability, local examples of musical leaderships in communities with challenges.	Students ask questions, offer information, anecdotes about music in their life.	Teacher facilitates student discussion from the video that covers comprehension of the video, as well as addresses student comments. Teacher poses the questions: "how do our actions impact negatively on other communities?"; "what are some examples of how music has been used to help a community?" Refer to further sources such as music in the Villawood detention centre musicforrefugees.org , the Choir of Hardknocks www.choirofhopeandinspiration.com and the Resound instrument appeal resound.org.au
5 mins	Learning guidance: worksheet for planning to make an instrument.	Students work in pairs, using the planning sheet.	Teacher introduces the planning sheet, outlines how the sheet is to be filled in, monitors student activity.
15 mins	Providing feedback: monitoring progress and further learning through online research of examples of recycled instruments.	Students work online to research plans on how to make a recycled instrument eg Pinterest, online music instructions	Teacher guides and monitors student research.
5 mins	Assessing performance: discussion of plans	Students quickly show their ideas/plans to the class. Peers provide feedback. Students submit their written plan (completed worksheet).	Teacher guides and provides feedback or stimulates discussion through questioning.
5 mins	Enhancing retention and transfer: demonstrate previously made instrument and further discuss next steps.	Students think about next step, where to get materials to make their musical instrument. Students also hand around and play the Kalimba.	Teacher demonstrates components of previously handmade Kalimba, where materials came from. Teacher gives directions for home research in order to use recycled materials for making a musical instrument.

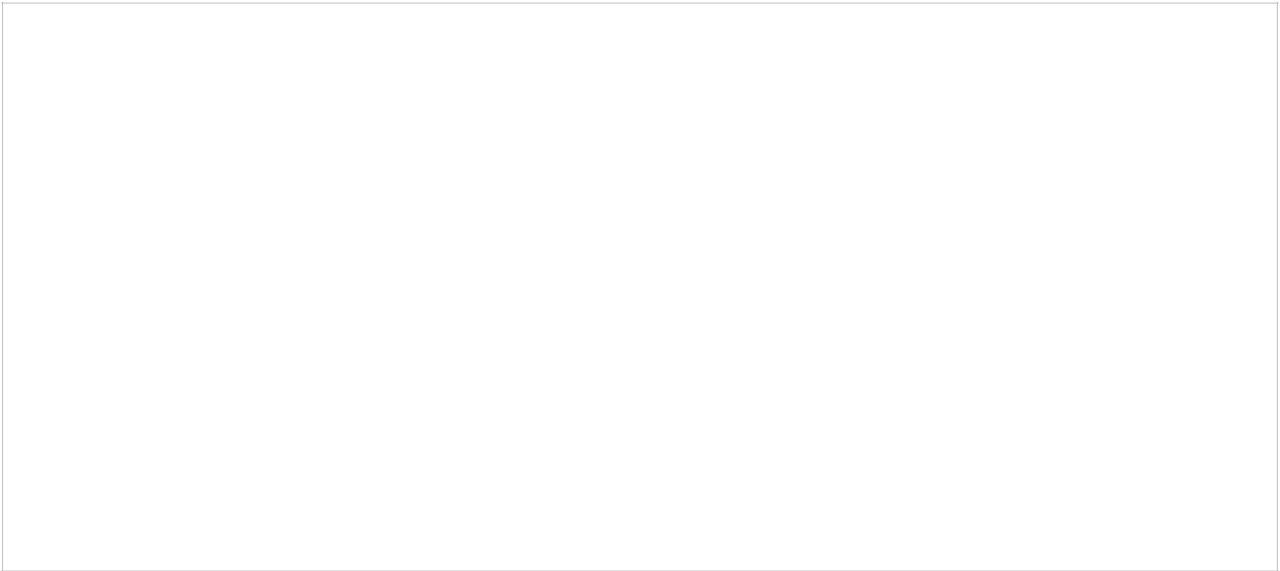
”The world sends us garbage, we send back music”

Plan for making a musical instrument

Student names: _____

Name of instrument: _____

Draw a picture of the instrument here:



Give details about the instrument

Resonator:

Materials needed (must be recycled):

Size:

Other (eg mallets/bows):

Give details about your research (eg web address)

How much time do you think you will need to make this?

Student samples of kalimbas:

