

Stage 4 RHYTHMIC MODULE#1 : Michelle Leonard
Outcomes: 4.1, 4.2, 4.3, 4.5, 4.7, 4.8, 4.9, 4.11
Performing <ul style="list-style-type: none">• Conducting• Clapping
Composing <ul style="list-style-type: none">• Traditional western notation
Listening <ul style="list-style-type: none">• Listening to instructions• Understanding upbeat and downbeat• Interpreting traditional notation
Valuing <ul style="list-style-type: none">• Valuing the role of the conductor in an ensemble
Resources for extension <ul style="list-style-type: none">• Youtube videos of conductors working across the genres of orchestral, choral, ballet, musical theatre• Beginner orchestral conducting: https://youtu.be/x_6cTbyWP88• More advanced orchestral conducting: https://youtu.be/z_vln8V3UcU• Choral conducting: https://youtu.be/tlToOimvqEw• Conducting textbook or orchestral scores (Fiske books or mini scores)

Stage 4 RHYTHMIC MODULE#2 : Michelle Leonard
Outcomes: 4.1, 4.2, 4.3, 4.5, 4.7, 4.8, 4.9, 4.11
Performing <ul style="list-style-type: none"> • Conducting • Clapping
Composing <ul style="list-style-type: none"> • Traditional western notation
Listening <ul style="list-style-type: none"> • Listening to instructions • Understanding rhythmic notation – semibreve to semiquaver • Interpreting traditional notation in 4/4 time.
Valuing <ul style="list-style-type: none"> • Valuing the role of the conductor in an ensemble • Valuing the way western art music notation has evolved.
Resources for extension <ul style="list-style-type: none"> • Steve Reich’s ‘Clapping Music’ - https://youtu.be/lzkOFJM15i8 • Torres Strait ‘Sit Down Dance’ – refer Tai Savage Module#1 • Indonesian ‘Arche’ Clapping Dance - https://youtu.be/CJGrYRn5IE • Tik tok dances • Trash Panda – chair drumming https://youtu.be/F9OVnpA87ew

Stage 4 RHYTHMIC MODULE#3: Michelle Leonard
Outcomes: 4.1, 4.2, 4.3, 4.5, 4.7, 4.8, 4.9, 4.11
Performing <ul style="list-style-type: none"> • Clapping
Composing <ul style="list-style-type: none"> • Traditional western notation
Listening <ul style="list-style-type: none"> • Listening to instructions • Understanding rhythmic notation – quavers • Interpreting traditional notation in 4/4 and 8/8 time (3+2+3) (3+3+2), (2+3+3).
Valuing <ul style="list-style-type: none"> • Valuing the human body as an instrument • Valuing cultures and genres that use cross rhythms.
Resources for extension <ul style="list-style-type: none"> • Keith Terry – body music –rhythmic blocks: https://youtu.be/FOaJTH1jOto • A range of Body Music and where it comes from: https://youtu.be/gKzko9z8jU8 • Body Percussion refer Anton Lock Module#1 • The Great African Take Away - https://youtu.be/Bj9JINeD9qw • Stomp Live – part 3 Just clap your hands - https://youtu.be/l0XdDKwFe3k • Hand clap skit – original - https://youtu.be/IDvlo_LRIZ4 • The Percussion Show presents: Body Percussion: https://youtu.be/sb-2VsE2y-U

Stage 4 RHYTHMIC MODULE#4 : Michelle Leonard
Outcomes: 4.1, 4.2, 4.3, 4.5, 4.7, 4.8, 4.9, 4.11
Performing <ul style="list-style-type: none"> • Clapping • Singing • Conducting
Composing <ul style="list-style-type: none"> • Traditional western notation
Listening <ul style="list-style-type: none"> • Listening to instructions • Understanding rhythmic notation – quavers, dotted crotchet. • Interpreting traditional notation in 6/8, 12/8, 9/8 time
Valuing <ul style="list-style-type: none"> • Valuing the human body as an instrument • Valuing cultures and genres that use cross rhythms.
Resources for extension Pieces in 12/8: <ul style="list-style-type: none"> • ‘Everybody Wants to Rule the world’ Tears for Fears - https://youtu.be/aGCdLKXNF3w • Mozart – ‘Lacrimosa’ from Mozart Requiem - https://vimeo.com/380696277 • ‘Hold the Line’ – Toto - https://youtu.be/htgr3pvBr-l • ‘Lost in Yesterday’ - Tame Impala - https://youtu.be/utCjuKDXQsE • ‘Erbarme Dich’ – St Mathews Passion – Bach - https://youtu.be/Zry9dpM1_n4

MUSIC**Stage 4 – Years 7-8
Outcomes****Performing**

- 4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 Performs music demonstrating solo and/or ensemble awareness

Composing

- 4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 Notates compositions using traditional and/or non-traditional notation
- 4.6 Experiments with different forms of technology in the composition process

Listening

- 4.7 Demonstrates an understanding of 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
- 4.9 Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context

Valuing

- 4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences