

LITERACY MODULE#1 (MMM Literacy 1): Michelle Leonard
Outcomes: MUS St 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.11, 4.12 MUS St 2/3: 2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 2.4, 3.4
<p>Performing</p> <ul style="list-style-type: none"> • Exploring the text of the poem by Cathy Colless with Michelle and how it rhymes • Exploring saying the poem saying the rhyming words at the end of each second line • Exploring how poems are said to a beat (as in a rap) • Performing the last words of each line to a backbeat played on household objects • Performing more of each line with Michelle • Exploring different ways of accompanying yourself whilst saying the whole poem • Exploring different ways of performing the 14 stanzas of the poem
<p>Composing</p> <ul style="list-style-type: none"> • Interpreting rhyming couplets • Devising an accompaniment pattern on a variety of household objects • Devising different ways of accompanying yourself • Devising different ways of performing the poem on your own or with others
<p>Listening</p> <ul style="list-style-type: none"> • Listening to instructions • Listening to the poem being read by Michelle and following the words • Listening to the accompaniment pattern played on household objects • Listening to the way Michelle leaves out words for you to say • Listening to the variety of ways you can use an accompaniment pattern • Listening to Michelle read the 14 stanzas of the poem
<p>Valuing</p> <ul style="list-style-type: none"> • Valuing how rhymes help to make a poem work • Appreciating the importance of a backbeat accompaniment • Appreciating how to make a performance of the poem by varying the way you say it and the accompaniment
<p>Resources for extension</p> <ul style="list-style-type: none"> • Copy of the poem by Cathy Colless • Backing tracks for Rhythmic raps • Background on the author Cathy Colless http://thewriteroad.com.au/cathie_colless/ • Rhymes https://en.wikipedia.org/wiki/Rhyme • Ghenoa Gela – Torres Strait dancer and rapper who worked at Moorambilla https://moveitmobstyle.com.au/performers/ghenoa-gela/ • Rap from the musical <i>Hamilton</i> https://youtu.be/fZOPR5kW4nY • Conchairto for Stools – THUD https://youtu.be/xgUHRSOAreQ • Making A Song Using Random Objects https://youtu.be/HUyaSpLO3wU • Please note the worksheets supplied by Michelle as an attachment to the module

MUSIC LITERACY MODULE#1 (MMM Music Literacy 1): Michelle Leonard
Outcomes: MUS St 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.11, 4.12 MUS St 2/3: 2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 2.4, 3.4
<p>Performing</p> <ul style="list-style-type: none"> • Background to Andrew Howes music for the text (or lyric) of the poem by Cathy Colless • Exploring the music of <i>'Setting Off'</i> line by line • Exploring how each syllable of the poem (or lyric) has a note and moves by step • Exploring the accompaniment • Exploring different ways of performing the poem as a song • Exploring the musical notation with Ben's accompaniment
<p>Composing</p> <ul style="list-style-type: none"> • Interpreting the effect of moving by step as a compositional device • Devising different ways of performing the song on your own or with others
<p>Listening</p> <ul style="list-style-type: none"> • Listening to Michelle exploring the written music of <i>'Setting Off'</i> • Listening to how the music moves by step • Listening to Michelle sing <i>'Setting Off'</i> with Ben accompanying • Listening to the variety of ways Michelle and Ben perform the text • Following the written notation with accompaniment
<p>Valuing</p> <ul style="list-style-type: none"> • Valuing how music can move by step • Appreciating the importance of an accompaniment that keeps moving • Appreciating how a change of tempo affects the performance
<p>Resources for extension</p> <ul style="list-style-type: none"> • PDF of the Moorambilla Magic Module <i>'Setting Off'</i> vocal part • Recording of Michelle singing <i>'Setting Off'</i> by Andrew Howes accompanied by Ben Burton • Recording of Ben playing the accompaniment for you to sing to with the notation • Backing tracks for Rhythmic raps • Refer to Michelle's Pitch, Rhythm and the Music Literacy modules • Andrew Howes https://www.australianmusiccentre.com.au/artist/howes-andrew • Australian Music Centre https://www.australianmusiccentre.com.au • Please note the worksheets supplied by Michelle as an attachment to the module

<p>Music Stage 2, 3 and 4 LITERACY MODULE#2 (MMM Literacy 2): Michelle Leonard</p>
<p>Outcomes:</p> <p>MUS St 2: 2.1, 2.2, 2.3, 2.4</p> <p>MUS St 3: 3.1, 3.2, 3.3, 3.4</p> <p>MUS St 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.11, 4.12</p>
<p>Performing</p> <ul style="list-style-type: none"> • Exploring the next section of the poem by Cathy Colless with Michelle where they travel from Sydney to Walgett and Collarenebri • Exploring the rhyming words at the end of each second line • Performing the last words of each line to a backbeat played on household objects • Performing more of each line with Michelle • Performing the poem faster with Michelle • Exploring different ways of accompanying yourself whilst saying the whole poem • Exploring different ways of performing the poem • Following the words as Michelle reads the poem all the way through
<p>Composing/Organising Sound</p> <ul style="list-style-type: none"> • Interpreting rhyming couplets • Devising an accompaniment pattern on a variety of household objects • Devising different ways of accompanying yourself or use the one provided by Andrew Howes • Devising different ways of performing the poem on your own or with others
<p>Listening</p> <ul style="list-style-type: none"> • Listening to instructions • Listening to the poem being read by Michelle and following the words • Listening to the accompaniment pattern played on household objects • Listening to the way Michelle leaves out words for you to say • Listening to the variety of ways you can use an accompaniment pattern • Listening to Michelle read the poem
<p>Valuing</p> <ul style="list-style-type: none"> • Valuing how rhymes help to make a poem work • Appreciating the importance of a backbeat accompaniment • Appreciating how to make a performance of the poem by varying the way you say it and the accompaniment
<p>Resources for extension</p> <ul style="list-style-type: none"> • Copy of the poem by Cathy Colless • Backing tracks for Rhythmic raps written by Andrew Howes • Background on the author Cathy Colless http://thewriteroad.com.au/cathie_colless/ • Rhymes https://en.wikipedia.org/wiki/Rhyme • Walgett https://en.wikipedia.org/wiki/Walgett, New South Wales • Collarenebri https://en.wikipedia.org/wiki/Collarenebri • Gamilaraay https://en.wikipedia.org/wiki/Gamilaraay • Through Our Eyes - Dhinawan 'Emu' In The Sky with Ben Flick https://youtu.be/LzFYFutiwoA • Refer to Frank Wright's painting modules

- Andrew Howes <https://www.australianmusiccentre.com.au/artist/howes-andrew>
- Top 10 Bucket drum beats of all time - https://youtu.be/NRg6Xo_Me0E
- Bucket Percussion (Spring 2017) - <https://youtu.be/LTRFwojjifg>
- Please note the worksheets supplied by Michelle as an attachment to the module

Music Stage 2, 3 and 4 MUSIC LITERACY MODULE#2 (MMM Music Literacy 2): Michelle Leonard

Outcomes:

MUS St 2: 2.1, 2.2, 2.3, 2.4

MUS St 3: 3.1, 3.2, 3.3, 3.4

MUS St 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.11, 4.12

Performing

- Background to Andrew Howes music for the text (or lyric) of the poem by Cathy Colless
- Exploring the second section of the vocal part of *'Setting Off'* line by line
- Exploring how each syllable of the poem (or lyric) has a note and moves by step
- Exploring the accompaniment using a pedal point
- Exploring the song with Michelle
- Performing the song with Michelle and Ben's accompaniment
- Exploring the musical notation with Ben's accompaniment

Composing/Organising Sound

- Interpreting the effect of moving by step as a compositional device
- Devising different ways of performing the song on your own or with others

Listening

- Listening to Michelle exploring the written music of the 2nd section of *'Setting Off'*
- Listening to how the music moves by step
- Listening to Michelle sing the 2nd section of *'Setting Off'* with Ben accompanying
- Following the written notation with accompaniment

Valuing

- Valuing how music can move by step
- Appreciating the importance of an accompaniment that keeps moving
- Appreciating the stories about country that are embedded in the lyrics

Resources for extension

- PDF of the 2nd section of the Moorambilla Magic Module *'Setting Off'* vocal part
- Refer to Michelle's Pitch, Rhythm and the Music Literacy modules
- Recording of Michelle singing *'Setting Off'* by Andrew Howes accompanied by Ben Burton
- Recording of Ben playing the accompaniment for you to sing to with the notation
- The Emu in the Sky <https://astrotourismwa.com.au/emu-in-the-sky/#:~:text=The%20Emu%20in%20the%20Sky%20is%20a%20well-known,south%20are%20%20the%20Pointers%20to%20the%20Southern%20Cross>
- Scar trees <https://www.creativespirits.info/aboriginalculture/land/aboriginal-scarred-trees#:~:text=%23%20Field%20guide%20to%20finding%20scarred%20trees%201,the%20top%20of%20the%20scar.%20More%20items...%20>
- Annie Berrell, Moorambilla Mum annie@moorambilla.com
- Moorambilla 2014 <https://moorambillablog.wordpress.com/category/moorambilla-2014/>
- Andrew Howes <https://www.australianmusiccentre.com.au/artist/howes-andrew>
- Australian Music Centre <https://www.australianmusiccentre.com.au>
- Pedal point <https://www.britannica.com/art/pedal-point>
- Please note the worksheets supplied by Michelle as an attachment to the module

Music Stage 2, 3 and 4 LITERACY MODULE#3 (MMM Literacy 3): Michelle Leonard

Outcomes:

MUS St 2: 2.1, 2.2, 2.3, 2.4

MUS St 3: 3.1, 3.2, 3.3, 3.4

MUS St 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.11, 4.12

Performing

- Exploring the next section of the poem by Cathy Colless with Michelle where they travel from Collarenebri to Lightning Ridge and Goodooga
- Exploring the rhyming words at the end of each second line
- Performing the last words of each line to a backbeat played on household objects
- Performing more of each line with Michelle as you are able
- Exploring different ways of accompanying yourself whilst saying the whole poem
- Exploring different ways of performing the poem
- Following the words as Michelle reads the poem all the way through and saying the words at the end of the line

Composing/Organising Sound

- Interpreting rhyming couplets
- Devising an accompaniment pattern on a variety of household objects
- Devising different ways of accompanying yourself or use the one provided by Andrew Howes
- Devising different ways of performing the poem on your own or with others

Listening

- Listening to instructions
- Listening to the poem being read by Michelle and following the words
- Listening to the accompaniment pattern played on household objects
- Listening to the way Michelle leaves out words for you to say
- Listening to the variety of ways you can use an accompaniment pattern
- Listening to Michelle read the poem

Valuing

- Valuing how rhymes help to make a poem work
- Appreciating the importance of a backbeat accompaniment
- Appreciating the stories about country that are embedded in the text

Resources for extension

- Copy of the poem by Cathy Colless
- Backing tracks for Rhythmic raps written by Andrew Howes
- Background on the author Cathy Colless
http://thewriteroad.com.au/cathie_colless/
- Rhymes <https://en.wikipedia.org/wiki/Rhyme>
- Lightning Ridge
https://en.wikipedia.org/wiki/Lightning_Ridge,_New_South_Wales
- Goodooga https://en.wikipedia.org/wiki/Goodooga,_New_South_Wales
- John Williamson – Old Man Emu https://youtu.be/iYjrjh_K3ck
- The story of the Black Opal – Pallah Pallah -
<https://blackopaldirect.com/blog/aboriginal-origins-opal/>

- Aunty Brenda McBride
https://drive.google.com/open?id=14Bb0umqiDacsveTNDbe3A_dJczJRn2F
- Making Music with STUFF FROM KITCHEN <https://youtu.be/fOCaNBGMMgE>
- Interactive kitchen drum circle – Santi Carcasona- https://youtu.be/C_ZO8Y5HA7s
- Andrew Howes <https://www.australianmusiccentre.com.au/artist/howes-andrew>
- Please note the worksheets supplied by Michelle as an attachment to the module

<p>Music Stage 2, 3 and 4 MUSIC LITERACY MODULE#3 (MMM Music Literacy 3): Michelle Leonard</p>
<p>Outcomes: MUS St 2: 2.1, 2.2, 2.3, 2.4 MUS St 3: 3.1, 3.2, 3.3, 3.4 MUS St 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.11, 4.12</p>
<p>Performing</p> <ul style="list-style-type: none"> • Background to Andrew Howes music for the text (or lyric) of the poem by Cathy Colless • Exploring the third section of the vocal part of <i>'Setting Off'</i> line by line • Exploring how the melody moves by step using a limited amount of notes • Exploring the complexity of accompaniment using a pedal point • Exploring the song with Michelle • Performing the song with Michelle and Ben's accompaniment • Exploring the musical notation with Ben's accompaniment
<p>Composing/Organising Sound</p> <ul style="list-style-type: none"> • Interpreting the effect of moving by step as a compositional devise • Devising different ways of performing the song on your own or with others
<p>Listening</p> <ul style="list-style-type: none"> • Listening to Michelle exploring the written music of the 3rd section of <i>'Setting Off'</i> • Listening to how the music moves by step • Listening to Michelle sing the 3rd section of <i>'Setting Off'</i> with Ben accompanying • Listening to Michelle and Ben perform the song • Following the written notation with accompaniment
<p>Valuing</p> <ul style="list-style-type: none"> • Valuing how music can move by step • Appreciating the importance of an accompaniment that keeps moving • Appreciating the stories about country that are embedded in the lyrics
<p>Resources for extension</p> <ul style="list-style-type: none"> • PDF of the 3rd section of the Moorambilla Magic Module <i>'Setting Off'</i> vocal part • Recording of Michelle singing <i>'Setting Off'</i> by Andrew Howes accompanied by Ben Burton • Recording of Ben playing the accompaniment for you to sing to with the notation • Refer to Michelle's Pitch, Rhythm and the Music Literacy modules • Background to Emus https://en.wikipedia.org/wiki/Emu • <i>Pallah Pallah</i> – Moorambilla Voices from the <i>Lepidoptera</i> recording by Alice Chance https://youtu.be/AgftblUufWY • Recording of <i>'Wide Open Sky'</i> at 2019 Gala Concert (4:43) https://vimeo.com/382732745 • Andrew Howes https://www.australianmusiccentre.com.au/artist/howes-andrew • Australian Music Centre https://www.australianmusiccentre.com.au • Pedal point https://www.britannica.com/art/pedal-point • Please note the worksheets supplied by Michelle as an attachment to the module

Stage 2 – Years 3-4 Outcomes	MUSIC
Performing	MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.
Organising Sound	MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices MUS2.3 Uses commonly understood symbols to represent own work.
Listening	MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
Stage 3 – Years 5-6 Outcomes	
Performing	MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.
Organising Sound	MUS3.2 Improvises, experiments, selects and orders sound using musical concepts. MUS3.3 Notates and discusses own work and the work of others.
Listening	MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.
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