

Stage 4 Composing Module#1: Messy Music - Elizabeth Jigalin

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

Performing

- Read a piece of text together in slow motion and consider how you use your voice
- Read the same text as fast as possible
- Say as softly as possible
- Then say as loudly as possible adding something of your own to saying it
- Perform your text as a group for the class

Composing

- Discuss the different ways you can compose music and the difference between sound and music
- Discuss your preferences and experiences of sound and music
- Investigate 3 different textures you can find in your environment and capture them by shading the surface on a piece of paper.
- Add 3 words about the sound using the page from the accompanying booklet
- Form a group and pick a text or use a story generator to invent one
- Brainstorm a list of different ways you could say the text as a group
- Experiment with different ways of performing your text

Listening

- Listen to the questions related to composing music and your own preferences
- Listen to the interview with Elizabeth by Elizabeth about Elizabeth!
- Listen to the different pieces of music and describe in 3 words the different layers and textures of each and how they work together:
 - Aubourg: *Midnight Sun* <https://youtu.be/-EgNLiw1VSw>
 - Ricketson: *Hectic Hyacinths* <https://www.youtube.com/watch?v=Z69S13Y9tL8>
 - Rattle: *Hold it in* <https://youtu.be/wT3SYb0nP5Y>
- Explore the sound of different ways of saying text

Valuing

- Discuss the value of making up your own music
- Explore how it is important to have your own preferences
- Recognise that when you are making music its ok to break the rules, but first you have to learn the rules
- Music is made up of textures and layers
- Composition can use a variety of modes of presenting sound or text

Moorambilla Voices Limited



Resources for extension You will need pens and the templates from the booklet

- Elizabeth Jigalin website - <http://www.elizabethjigalin.net>
- Story generator <https://www.plot-generator.org.uk/story/>
- Free digital kit for Years 7&8 by Australian Music Centre exploring **timbre**, rhythm and **texture**: <https://echo.australianmusiccentre.com.au/-/lm-12>
- **Texture** [https://en.wikipedia.org/wiki/Texture_\(music\)](https://en.wikipedia.org/wiki/Texture_(music))
- **Layers in music** <https://youtu.be/aIC6kvf5OLU>
- **Damien Ricketson** <https://www.australianmusiccentre.com.au/artist/ricketson-damien>
- Jodie Rottle <http://www.jodierottle.com>
- Jane Aubourg <https://www.janeaubourg.com.au>

Please note the excellent resource booklet supplied by Elizabeth as an attachment to the module that will help you have fun with this module



Stage 4 Composing Module #2: Map Music - Elizabeth Jigalin

Outcomes: MUS St 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12

Performing

- Go for a 'sound walk' that outlines your journey to your school or around your surrounding area
- Draw a line of your journey and perform it using vocal sounds
- Perform your Sound Map for the class

Composing

- Use your listening list from your sound walk to create a sound map
- Draw/map out the different locations of your sounds
- Draw a symbol that represents each of the found sounds
- Categorise your sound by labelling them
- Make your sound map your own by adding your own graphics or colours
- Add your sound map to the Moorambilla sound map
<https://forms.gle/uVV2uNEyFx8fbPjw7>
- Copy each of your symbols onto sticky notes or a piece of paper
- Using your voice, body percussion or instruments - explore what your symbols might sound like as musical ideas
- Create a short piece of music by arranging your sticky notes and experimenting with different combinations and orders of ideas

Listening

- Listen to and discuss the sounds of the world around you
- Become a sonic explorer exploring your area using the listening list from the booklet and take note of the sounds you find and where you found them
- Do a listening walk around other places such as your home, a garden etc

Valuing

- Sounds around us can be identified and classified
- Sounds can be characterised using visual symbols which is a form of notation
- Sounds can be made by voice, body percussion, found sounds, computer programs like *Garage Band* or instruments
- Graphic shapes or symbols (notation) can indicate pitch, duration, tone colour or timbre and dynamics

Resources for extension You will need: paper, pens, pencils and the templates from the booklet

- Elizabeth Jigalin – Australian Music Centre -
<https://www.australianmusiccentre.com.au/artist/jigalin-elizabeth>
- Collaborative Moorambilla map submission form:
<https://forms.gle/uVV2uNEyFx8fbPjw7>
- Collaborative map featuring Elizabeth's sound map: <https://bit.ly/363nooB>
- Google maps <https://www.google.com.au/maps>
- Notation <https://www.britannica.com/art/musical-notation>
- Graphic Notation [https://en.wikipedia.org/wiki/Graphic_notation_\(music\)](https://en.wikipedia.org/wiki/Graphic_notation_(music))
- Graphic scores: <https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/creative-arts/stages-4-and-5/music/graphic-notation>

- What is a graphic score? <https://www.schoolofnoise.com/global-graphic-score-project/what-are-graphic-scores/>
- Garage Band <https://garagebandforpc.pro> (PC)
<https://apps.apple.com/au/app/garageband/id408709785> (Apple)

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Stage 4 Composing Module #3: *Mini Music* – Elizabeth Jigalin

Outcomes: MUS St 4: 4.1, 4.3, 4.4, 4.7, 4.11, 4.12

Performing

- Perform different sounds on your straw, lids, balloons and elastic bands as Elizabeth does on the video
- Make a mini band with your friends and their mini home-made instruments and jam!

Composing

- Experiment with building instruments from things you have around you at home
- Follow the instructions Elizabeth gives to make instruments from straws, rubber bands, various kinds of tape, balloons, rice, lids of jars and bottles and other things around your home
- Make a hybrid instrument by mixing up and experimenting with combinations of household objects
- Explore looping different sounds from different home-made instruments

Listening

- What instrument do the sounds made on a cut straw remind you of? Double reed woodwind instruments such as the Oboe, Cor Anglais (English Horn) or Bassoon
- Examine how the straws cut on an angle sound like a set of pan pipes when blown across the top
- Adjusting the tuning peg of a guitar or string instrument changes the pitch of the sound. The same can be achieved by loosening or tightening your elastic band
- Listen to the way you can change the pitch of the balloon stretched across the lid. Relate this to how the pitch of a drum can be tuned by changing the tightness of the skin of the drum
- Note how different sized lids give different pitches to the sound you can achieve - how can this be related to a drum kit?

Valuing

- You can explore sounds on items you have at home
- Strings or elastic bands stretched with less tension have lower sounds than the ones with more tension. This can be related to string instruments.
- You can make instruments with home-made objects that have sounds that are similar to real instruments
- People who have invented or developed instruments explored making sounds on a variety of objects to get the sound they wanted – you can do this too
- Combining sounds from a variety of sources can give interesting sound outcomes.

Resources for extension You will need household objects - straws, rubber bands, tape, balloons, rice, lids etc

- Linsey Pollack explores sounds with things from home <https://youtu.be/w4eziFH7VYc>
- Build your own instrument - Part 3 - Percussion - <https://youtu.be/YHFqi5tXYLI>
- Build your own instrument - Part 4 - Woodwinds https://youtu.be/Ne8Jq_UwPSo
- More household object loops by Linsey Pollack <https://youtu.be/8RCm19uCDrY>
- Jon Madin's Wacky Instruments <http://www.marimbamusic.com.au>
- Double reed woodwind instruments <https://oldtimemusic.com/what-are-double-reed-instruments>

- Pan pipes https://en.wikipedia.org/wiki/Pan_flute
- Tuning pegs on a string instrument <https://www.instructables.com/How-To-Tune-Your-String-Instrument/>
- Tuning a drum <https://www.schoolofrock.com/resources/drums/how-to-tune-your-drums>
- Shakers [https://en.wikipedia.org/wiki/Shaker_\(musical_instrument\)](https://en.wikipedia.org/wiki/Shaker_(musical_instrument))



Stage 4 Composing Module #4: Mosaic Music – Elizabeth Jigalin

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

Performing

- Perform your comic strip pieces for each other
- Perform the class musical signatures taking into account the visual clues on the graphic notation and how they relate to the high medium and low lines of the template
- Perform the class musical signatures in an arrangement

Composing

In a small group create a graphic score using the comic book template in the booklet

- In your group each person fills out a box in the template creating notation to be performed using body percussion, vocal sounds, instrumental or found sounds

Create a class composition based on the class roll

- Draw your name the way you would like it performed using the three lines of the template in the booklet.
- Add extra graphics and colours to enhance your musical signature
- Create a class roll composition incorporating the musical signatures – using alphabetical order, unison, clustering some names in name loops, exploring different ways of arranging the signatures

Extension

- Explore how to play your musical signature on an instrument
- Create a group collage of your musical signatures
- Create an accompaniment for your signature

Listening

- Listen to and examine the following pieces to find out how others have used graphic notation:
Memorial Traces - Cathy Milliken <https://catalogue.nla.gov.au/Record/6386637>
Stripsody - Cathy Berberian <https://www.youtube.com/watch?v=0dNLAhL46xM>
Speechless – Cat Hope <https://www.cathope.com/art-work-speechless>
Jasmin Wing-Yin Leung’s works <https://jasminleung.net>
Artikulation - Ligeti https://youtu.be/71hNI_skTZQ
- Use the comic book template to record your version of what each group performs
- Compare your version with the groups original score
- Listen to each other’s musical signatures and discuss how they could be arranged into a larger composition

Valuing

- A deadline can assist to achieve outcomes
- Others compositions can inspire good ideas for composition
- Listeners can hear something differently from what is originally intended by the composer
- Graphic notation lends itself to individual interpretation

Resources for extension You will need pens and the templates from the booklet

- Graphic Notation: the art of visualising music <http://davidhall.io/visualising-music-graphic-scores/>
- Art and Music collide in 20 graphic scores <https://www.classicfm.com/discover-music/latest/graphic-scores-art-music-pictures/cardew-treatise/>

- *Memorial Traces* – Cathy Milliken <https://catalogue.nla.gov.au/Record/6386637>
- *Stripsody* - Cathy Berberian <https://www.youtube.com/watch?v=0dNLAhL46xM>
- Cathy Berberian https://en.wikipedia.org/wiki/Cathy_Berberian
- *Speechless* – Cat Hope <https://www.cathope.com/art-work-speechless>
- Jasmin Wing-Yin Leung - <https://jasminleung.net>
- Ligeti - *Artikulation* https://youtu.be/71hNI_skTZQ

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Stage 4 Composing Module #5: Mail Music – Elizabeth Jigalin

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

Performing

- Perform your melody on an instrument of your choice.

Composing

Write a 4-bar melody in 4/4 in the treble clef using the template in the booklet

- Choose the name of any place and note the syllables in that name
- Create a rhythm using crochets and quavers based on the syllables in the name and write it in your rhythm bank in your booklet
- Write out a series of pitches for your rhythm pattern using the pitch key in the booklet
- As an extension you could add layers of accompaniment to your melody as Elizabeth does in the video
- Compose a different melody using a different place name and compare the two

Listening

- Listen to *Indian Pacific* by Pogo <https://www.youtube.com/watch?v=RJ6ueesXx1k> and answer the questions in the video and the booklet
- Listen to *Indian Pacific* by James Ledger – can you hear the piece of railway line being used as a percussion instrument?
<https://jamesledger.com/indianpacific.html>
- Compare the two pieces
- Listen to the melody you write on your postcard
- Compare it with other compositions in your class

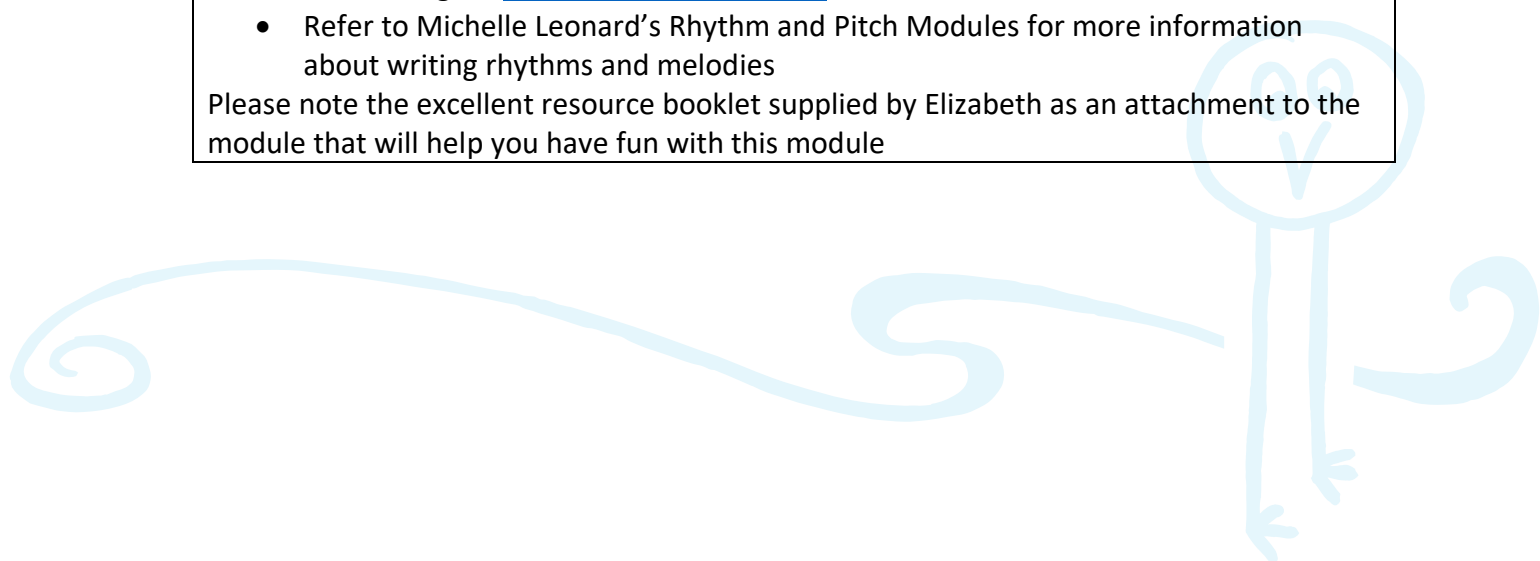
Valuing

- Composition can be inspired by many things including a sense of place
- Many composers have used a place to inspire their composition
- Using a template for your composition can aid in the process of composing

Resources for extension You will need the templates from the booklet

- *Indian Pacific* by Pogo: <https://www.youtube.com/watch?v=RJ6ueesXx1k>
- Another piece of music inspired by the Indian Pacific railway, *Indian Pacific* by James Ledger <https://jamesledger.com/indianpacific.html>
- *The Indian Pacific Railway* <https://journeybeyondbeyondrail.com.au/journeys/indian-pacific/>
- Pogo – <https://pogomix.net/gallery/>
- James Ledger - <https://jamesledger.com>
- Refer to Michelle Leonard’s Rhythm and Pitch Modules for more information about writing rhythms and melodies

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Stage 4 Composing Module #6: Music Lab – Elizabeth Jigalin

Outcomes: MUS St 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12

Performing

- Play melodies you find using the words from the musical alphabet on the Moorambilla shared Piano
- Play back your melodies and share them with the class on *Melody Maker*
- Play your pieces for the class through the save and share buttons on *Song Maker*

Composing

- Download the Chrome Music Lab app <https://musiclab.chromeexperiments.com/>
- Write the musical alphabet – CDEFGABCDEFGAB
- Find 3 words from the letters above
- Go to the link to the Moorambilla shared piano <https://musiclab.chromeexperiments.com/Shared-Piano/#H7RIKP8ED>
- Explore the notes of CAFE and other words you have come up with on the piano
- Explore other instrumental sounds for your improvisations on the app, choose one and save it

Choose the *Melody Maker* mini app in the Chrome Music Lab

<https://musiclab.chromeexperiments.com/>

- Compose a melody using step wise patterns
- Compose a melody that uses leaps
- Compose a melody that does not repeat notes
- Compose a melody that starts and ends on the same note

Choose the *Song Maker* mini app in the Chrome Music Lab

<https://musiclab.chromeexperiments.com/Song-Maker/>

- Click on settings and choose the length (4 or 8 bars) and scale (pentatonic) for your song
- The rhythmic layer is at the bottom of the page, the second section is the bass line, the top section is the melody
- Devise a short 8 bar piece of music that includes a rhythmic layer, a melody and a bass line using the app
- You must include two clearly defined sections
- Explore using different instruments for your sections and layers
- Explore using mirroring when devising melodies
- When devising the second section consider using elements of the first section
- Save and share your piece

Listening

- Listen to each other's jams or improvisations on words from the musical alphabet
- Listen to the sounds of different instruments playing your composition and select the best one for your melody
- Note how each higher cell indicates rising pitch in the *Melody Maker* mini app
- Play your melodies back as a loop and slow them down to hear how they sound
- While listening back through looping consider how the layers of music complement each other and what tempo to use
- Refine your pieces by listening to them repeatedly and experimenting

Valuing

- Technology can be a great tool for making music
- Be aware of how technology can make composing lazy and should be used judiciously
- Changing one note can completely change the character of a melodic idea
- Looping can be helpful as you can hear changes back live
- Consider how the layers of music complement each other

Resources for extension

You will need the booklet support

- Chrome Music Lab <https://musiclab.chromeexperiments.com/>
- Moorambilla shared piano <https://musiclab.chromeexperiments.com/Shared-Piano/#H7RIKP8ED>
- *Melody Maker* mini app <https://musiclab.chromeexperiments.com/>
- *Song Maker* mini app <https://musiclab.chromeexperiments.com/Song-Maker/>
- Pentatonic scale <https://www.masterclass.com/articles/what-is-the-pentatonic-scale-learn-music-theory#quiz-0>
- An example of Mirroring in music - *Anne Akiko Meyers Plays Spiegel im Spiegel (Mirror in Mirror) by Arvo Pärt from 'Smile'* <https://youtu.be/z8ZScAdV8qE>
- Midi file - <https://en.wikipedia.org/wiki/MIDI>
- Ten best Digital audio work stations <https://musicproductionnerds.com/what-is-the-best-digital-audio-workstation>

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| Stage 4 – Years 7-8 Outcomes | |
| Performing | <p>4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts</p> <p>4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles</p> <p>4.3 Performs music demonstrating solo and/or ensemble awareness</p> |
| Composing | <p>4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing</p> <p>4.5 Notates compositions using traditional and/or non-traditional notation</p> <p>4.6 Experiments with different forms of technology in the composition process</p> |
| Listening | <p>4.7 Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas</p> <p>4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire</p> <p>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</p> <p>4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context</p> |
| Valuing | <p>4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform</p> <p>4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</p> |

