

# PERFORMING ARTS

## WEEK TWO – TERM FOUR

**GRADE 3 AND 4:** (CODES- Grade 3: du454yu Grade 4: k6glwlp)

### Elements of Music

- 1) On your Specialist Day, please visit your Google Classroom page (codes above) and read the post titled 'Term 4 – Week 2' and all attachments.
- 2) Read the image and descriptions 'Elements of Music.' Which words are new to you?
- 3) Have a go at identifying and analysing how the different elements are used by picking a song of your choice, listening to it and responding to the following questions:  
**Texture:** How many sounds do you hear? **Timbre:** What are the different sounds you hear?  
**Pitch:** Is the song high or low? **Dynamics:** Does the music sound loud or quiet? **Tempo:** Is the song fast or slow? **Structure:** Are there verses, a chorus? **Duration:** How long does the music last?
- 4) Spend time exploring different electronically generated sounds by using the app: GarageBand.
- 5) Complete assignment in your Google Classroom Page under 'Term 4 – Week 2' to demonstrate your participation.

**GRADE 6:** (CODE: f55hfhb)

### Exploring Composition Through Digital Technologies

- 1) On your Specialist Day, please visit your Google Classroom page (codes above) and read the post titled 'Term 4 – Week 2' and all attachments.
- 2) After reading the attachment 'Expressive Elements in Music,' write down the 3 elements and what they mean in your own words.
- 3) Listen to the 2 examples posted of popular songs that use electronically generated sounds. Find a song that you like that you think uses electronically generated sounds and write 2-3 sentences describing the music using the correct terminology from the word bank.
- 4) Explore composing music through digital technology by using the app GarageBand. See if you can locate where you can view/change the tempo (BPM). As you play the virtual instruments, try playing *Piano* (quiet) and then *Forte* (loud). Try playing notes Legato (smooth, connected), Staccato (short, detached) and with an accent (an emphasis).
- 5) Complete assignment in your Google Classroom Page under 'Term 4 – Week 2' to demonstrate your participation.

**GRADE 5:** (CODE: xkpnrdv)

### Comparing and Composing Music

- 1) On your Specialist Day, please visit your Google Classroom page (codes above) and read the post titled 'Term 4 – Week 2' and all attachments.
- 2) Listen carefully to the 2 musical pieces posted on the page. Describe each piece of music in 1-2 sentences mentioning the expressive elements of music learned last week. (try to use correct terminology from the word bank).
- 3) Some music also has words; they are called lyrics. Lyrics help communicate ideas, concepts and feelings. Read the examples of lyrics and see if you can match each lyric with the literary technique that it uses.
- 4) Have a go at composing lyrics. You can write about any topic or theme that you like. You don't have to sing your lyrics – think of it more as just poetry at this stage.
- 5) Complete assignment in your Google Classroom Page under 'Term 4 – Week 2' to demonstrate your participation.

**ENRICHMENT:** (CODE: jvaeedi)

### Expressing Ideas Through Music

- 1) On your Specialist Day, please visit your Google Classroom page (codes above) and read the post titled 'Term 4 – Week 2' and all attachments.
- 2) Listen carefully to the 2 musical pieces posted on the page. Describe each piece of music mentioning the expressive elements in music using correct terminology from the word bank.
- 3) Some music also has words; they are called lyrics. Lyrics help communicate ideas, concepts and feelings. Read the examples of lyrics and see if you can match each lyric with the literary technique used.
- 4) Find an image as inspiration. It could be your own photo of a memory or a photo searched online (beautiful scenery, a place overseas etc.) then have a go at composing lyrics to match this image, ensuring you use at least one of the literary devices mentioned (rhyme, metaphor or simile).
- 5) Early finishers: continue exploring GarageBand, making a start on an original composition if you wish. Ensure you have tried the following: view/change tempo (BPM), explore/play virtual instruments *Piano*, *Forte*, and playing notes that are Legato, Staccato and with an accent.
- 6) Complete assignment in your Google Classroom Page under 'Term 4 – Week 2' to demonstrate your participation.