Detailed lesson plan: MUSIC	By:
Year level: Year 8 elective and non-elective music classes	**Duration:** 50 minutes

STRANDS	
Making	**Responding**
By the end of the lesson students will; Use aural skills when exploring the timbre and pitch of sounds created using everyday objects (ACAMUM092) Use knowledge of sound production and common instrument structure to begin designing an instrument from recycled materials (ACAMUM093)	By the end of the lesson students will; Reflect on and discuss the impact on the lives of the young people involved in the Landfill Harmonic program in Paraguay (ACAMUR098)

GENERAL CAPABILITIES		CROSS-CURRICULUM PRIORITIES
☐ Literacy	▪ **Ethical understanding**	☐ Aboriginal and Torres Strait Islander histories and cultures
☐ Numeracy	• **Personal and social competence**	☐ Asia and Australia's engagement with Asia
☐ ICT Competence	▪ **Intercultural understanding**	▪ **Sustainability**
▪ **Critical and creative thinking**		

Content Description *(what are the big concepts and why is the learning important?)*	1. Consider the mission statement for the landfill harmonic: "to demonstrate and inspire those all over the world that creative and simple solutions can bring powerful social transformation to the poorest communities". 2. Explore a range of sounds and pitches using a simple stringed instrument created with recycled materials. 3. Use problem-solving skills and collaborative approaches to begin designing a functional musical instrument
Learning Activities	**Introduction** Watch the video "Landfill Harmonic; a Symphony of the human spirit" (use either the short version [4 minutes] or the longer version [11 minutes] of the available excerpt **10 minutes. Talking Circle.** Use guiding questions to facilitate a class discussion. Only the student with the 'talking' item (eg beater, egg-shaker or baton) may speak. Students are encouraged to share freely, respecting one another's viewpoints. *Talking Circle Discussion points:* *-"the world gives us garbage and we give it music" quote from the video OR* *-learning an instrument is for the privileged OR* *-poverty such as this is not known in Australia OR* *-free discussion* **10 minutes. Short practical activity.** Working in pairs, use a plastic drink bottle, fishing line and buttons to create a simple stringed instrument. Teacher to provide example, demonstrate, and provide verbal and written procedural instructions. Students are to use the instrument to explore a range of sounds, including using different pitches to improvise melodies.  Image: http://mymusicalmagic.blogspot.my/2014/03/more-home-made-stringed-instruments-how.html?spref=pi **15 minutes Begin the main task** *(which will continue though the unit*). Students are to work in pairs to design and create a working musical instrument from recycled materials. The instrument must be able to produce a minimum of three different pitched sounds. Only materials which have been thrown away, or are no longer usable for their original purpose may be used in construction of the instrument. In ensuing lessons students will complete the construction of the

	instrument, and rehearse a short demonstration of the instrument in the form of a melody. Students are to keep a record of their planning in a format of their choice, which could be a written or audio journal, or folio of notes and sketches. **5 minutes 'It made me Think'** Students are asked to think of one word or a very short phrase that "made me think" in this lesson. After being given some time to compose their response, teacher will ask them to each say their words or phrases, followed by the phrase "it made me think." Once each student has provided their statement, reflect as a group on the responses (DAR – Describe/ Analyse/ Respond).
Differentiation Modifications	Enabling strategies: • Provide the transcript / narrative of the video as needed (available from the resource listed below) • Monitor the talking circle strategy to ensure equity within groups and encourage ethical understanding • Provide a completed bottle instrument for any students unable to make their own. Students from the Special Unit may decorate theirs rather than making them. • Have available a list of possible materials for the main project (only to be used if needed), and a box of materials for those who do not have access to any from home. • 'Buddy pairs' for students from Special Unit for the main task. Buddies have already been established and have undergone training in strategies suited to their partner. Extension options (will relate to the ongoing main activity): • Create an instrument which can show a complete major scale • Create an instrument capable of playing chords or harmonies • Students may choose to create an 'ensemble' of instruments
Assessment	1. Formative feedback provided to students during the first practical activity, with a focus on encouraging collaborative learning, engagement in exploring sounds and pitches, and use of music terminology in discussion during the activity. 2. The process journal will be assessed formatively. 3. Once completed, the final product and the demonstration will be assessed using the attached rubric.
Preparation / Equipment	Video will be played using the classroom computer and data projector. Talking circle items (baton, beater or egg-shaker. Soft drink / water bottles with lids, cleaned and dried. Small hand drill, battery charged. Fishing line, used buttons and pegs. [Optional – teacher to arrange holes to be drilled into bottom of each bottle, and lid] Written instruction sheet for bottle instruments (includes pictures for each step) Recycled paper for planning process notes and drawings. Sheet of starter suggestions for recycled / repurposed items Box of recycle materials and potential reuse items
Resources	Fisher, T (2013) Tribute to Landfill Harmonic (TES Australia resource) Graham, K, 2016, *Landfill harmonic study guide*, Gold Coast Film Festival with ATOM Queensland. [includes narrative] http://www.landfillharmonicmovie.com/ 11 minute video - https://www.youtube.com/watch?v=sJxxdQox7n0&nohtml5=False 4 minute video - https://www.youtube.com/watch?v=UJrSUHK9Luw&nohtml5=False Instructions for bottle instruments - http://mymusicalmagic.blogspot.my/2014/03/more-home-made-stringed-instruments-how.html?spref=pi

Assessment of Main task

Criteria for marking:

	The instrument is constructed of discarded/garbage material	40
	Process journal is presented	40
	The instrument is able to play a simple tune	20

Rubric for working instrument:

1. **ALL** of the instrument is discarded/garbage quality material 2. A consistent, thorough journal of progress and planning is presented 3. Clear and identifiable notes are produced, in order to play a well performed melody	Excellent 80 - 100 points
1. **A Significant percentage** of the instrument is discarded/garbage quality material 2. A generally detailed process journal is presented, with some planning evident 3. Some clear notes are produced, resulting in performance of a simple melody	Good 65 – 79 points
1. **MOST** of the instrument is discarded/garbage quality material 2. A brief or inconsistent journal outlining processes is presented, with limited planning evident 3. Notes with approximate pitch are produced to allow performance lacking clarity.	Meets acceptable standards 50--64
1. **LITTLE** of the instrument is discarded/garbage quality material 2. The presented journal does not clearly explain the planning or process of construction 3. Notes produced do not demonstrate clear pitch, and performance of a melody is limited.	Below acceptable standard 0 -- 49