

## Trend Task



## Line Music

**Approach:** Team

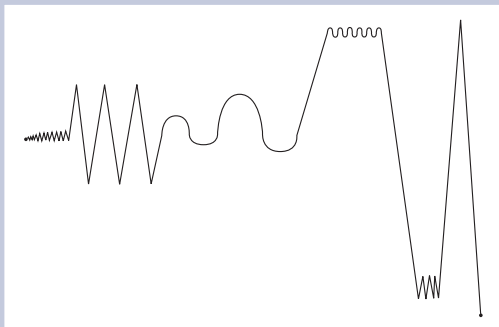
**Level:** Year 4 and year 8

**Focus:** Composing sounds, using voices and selected instruments, to match the flow of a line on a chart.

**Resources:** Line chart, instruments: 3 beaters, 1 set of bells, 1 pair of cymbals, 1 agogo, 1 hand drum, 2 coconut shells, 2 egg maracas, 1 triangle, 1 woodblock, 2 claves.

**Question/instructions:**

I want you to look carefully at the line drawn on this chart.



**Show chart**

Look carefully at the way the line changes.

I want you to make up sounds, using your voices, that follow the line on the chart.

Practise doing that in your team now.

**Allow a couple of minutes for practice. Teacher withdraws.**

I would like to hear the sounds your group made up, so let me hear them one more time.

**Students make sounds with their voices while following the line on the chart.**

You could also make sounds that match the way the line goes on this chart with musical instruments.



We have a variety of instruments here for making sounds. You could also use yourself to make sounds - like clapping, stamping, or mouth sounds.

I want you to work together as a team to make up some music to match the lines on this chart. Plan it out carefully. Choose instruments that are suitable, and try to make the music so that it gives a good "sound picture" for the line as it moves along on the chart.

You have 5 minutes to plan and practise. After that I want you to play your music to me.

You can start now.

**After 5 minutes, stop the practice session. Ask the students to get ready to perform their music through two times.**

**VOCAL PERFORMANCE**

**Inventiveness**

*appropriate range / choice of sounds*

strong 18 (7) 30 (23)

moderate 34 (50) 36 (62)

weak 48 (43) 34 (15)

**Interpretation**

*sequence and choice of sounds give a meaningful interpretation of the line (pitch, tempo, volume)*

strong 22 (14) 39 (35)

moderate 46 (65) 40 (42)

weak 32 (21) 21 (23)

**Delivery**

*performance is effectively co-ordinated and presented*

strong 29 (29) 45 (42)

moderate 40 (42) 38 (39)

weak 31 (29) 17 (19)

**INSTRUMENTAL PERFORMANCE**

**Inventiveness**

strong 11 (0) 34 (33)

moderate 46 (45) 47 (45)

weak 43 (55) 19 (22)

**Interpretation**

strong 8 (0) 29 (33)

moderate 35 (34) 51 (41)

weak 57 (66) 20 (26)

**Delivery**

strong 16 (14) 51 (41)

moderate 49 (24) 42 (44)

weak 35 (62) 7 (15)

**Commentary:**

On average, about 15 percent more year 8 than year 4 groups achieved "strong" results on the vocal performance criteria, increasing to 25 percent on the instrumental performance criteria. There was evidence of some improvement on the instrumental performance criteria between 1996 and 2000. Increased percentages of "strong" performance on the vocal performance criteria were unfortunately often accompanied by increased percentages of "weak" performance.