

Approach: One to one

Year: 4 & 8

Focus: Understanding purpose and function of music

Resources: Audio tracks on laptop computer, 8 cards

Questions / instructions:

This activity uses the computer. Click the **Movie Music** button.

In this activity, you are going to listen to two different pieces of music that might be used for a movie. As you listen to each piece, think about:

- the kind of movie that it would be used in
- what is happening in the music to make you think that.

Spread out eight cards in front of student.

Use these ideas to help you think about and describe the music. Here is the first piece.

Click **Clip 1** button. ["Magic Sleeping Spell" from "Waiata Reka".]

1. What kind of movie might this music be used in?

2. What was happening in the music to make you think that?

3. Tell me about some of the interesting things you heard in the music.

Choice of type of movie

and justification:

strong discussion	7 (6)	19 (25)
moderate mention	61 (59)	67 (63)
weak	32 (35)	14 (12)

Discussion of instrumentation, pitch range:

strong	0 (1)	2 (2)
moderate	10 (7)	18 (19)
weak	49 (37)	55 (46)
absent	41 (55)	25 (33)

Discussion of dynamics/orchestration/texture:

strong	0 (1)	1 (1)
moderate	4 (3)	10 (7)
weak	32 (39)	34 (42)
absent	64 (57)	55 (50)

Discussion of rhythmic/tempo elements:

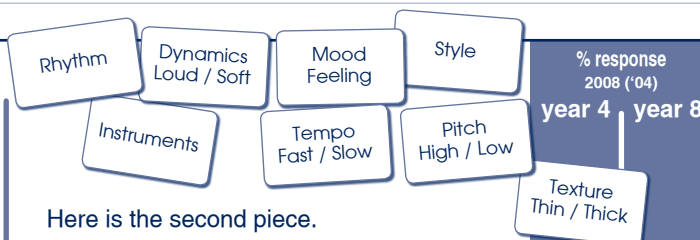
strong	0 (0)	0 (0)
moderate	3 (6)	8 (9)
weak	34 (34)	40 (35)
absent	63 (60)	52 (56)

Indications of personal response/engagement/mood/feeling:

strong	1 (0)	2 (2)
moderate	10 (12)	20 (16)
weak	43 (27)	39 (33)
absent	46 (61)	39 (49)

Overall evidence of ability to discuss music:

strong	0 (2)	1 (0)
quite strong	4 (4)	15 (18)
moderate	23 (22)	31 (30)
weak	73 (72)	53 (52)



Here is the second piece.

Click **Clip 2** button.

["Fully Functional" from "Star Trek First Contact".]

Repeat questions 1–3.

Choice of type of movie and justification:

strong discussion	7 (8)	19 (20)
moderate mention	69 (58)	67 (65)
weak	24 (34)	14 (15)

Discussion of instrumentation, pitch range:

strong	1 (1)	2 (1)
moderate	9 (9)	20 (22)
weak	44 (48)	44 (41)
absent	46 (42)	34 (36)

Discussion of dynamics/orchestration/texture:

strong	0 (0)	1 (3)
moderate	5 (5)	12 (7)
weak	33 (34)	38 (38)
absent	62 (61)	49 (52)

Discussion of rhythmic/tempo elements:

strong	1 (0)	1 (0)
moderate	6 (8)	15 (18)
weak	43 (47)	54 (51)
absent	50 (45)	30 (31)

Indications of personal response/engagement/mood/feeling:

strong	1 (1)	3 (2)
moderate	8 (12)	16 (14)
weak	39 (22)	39 (41)
absent	52 (65)	42 (43)

Overall evidence of ability to discuss music:

strong	1 (1)	2 (2)
quite strong	3 (4)	16 (16)
moderate	26 (30)	36 (36)
weak	70 (65)	46 (46)

Total score:	16–34	4 (6)	18 (14)
	12–15	7 (9)	14 (17)
	8–11	25 (18)	25 (27)
	4–7	39 (33)	32 (30)
	0–3	25 (34)	11 (12)

Subgroup Analyses:

Year 4

Score Range

Boys

Girls

Pakeha

Māori

Pasifika

16–34

12–15

8–11

4–7

0–3

3 %

6 %

24 %

40 %

27 %

5 %

9 %

25 %

38 %

23 %

5 %

9 %

25 %

38 %

23 %

1 %

3 %

26 %

34 %

36 %

3 %

0 %

16 %

62 %

19 %

Year 8

Score Range

Boys

Girls

Pakeha

Māori

Pasifika

16–34

12–15

8–11

4–7

0–3

19 %

15 %

24 %

31 %

11 %

17 %

14 %

25 %

33 %

11 %

22 %

16 %

22 %

31 %

9 %

8 %

12 %

27 %

37 %

16 %

10 %

7 %

35 %

29 %

19 %

Commentary:

Few students at either year level showed strong ability to discuss music using musical language. Māori and Pasifika students did this less well than Pakeha students at both year levels. There was little change in performance from 2004 to 2008.