

## Animal Parade / New Zealand Tourism Video

**Approach:** Team

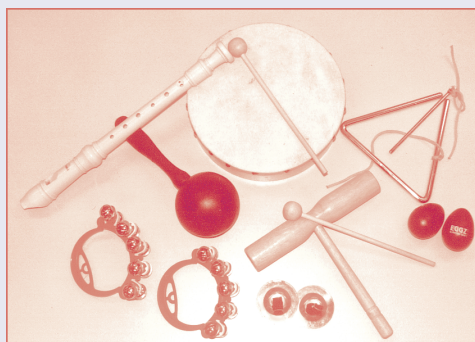
**Level:** Year 4 (Animal Parade)  
Year 8 (New Zealand Tourism Video)

**Resources:** Box of instruments (3 beaters, 1 pair of cymbals, hand drum, recorder, woodblock, 2 egg maraccas, 2 sets of bells, 1 agogo, 1 maracca, triangle); keyboard; felt pen and answer sheet; video (2 minutes).

The video for year 4 students featured four 30 second segments showing an albatross flying, a penguin walking and jumping, ducks and ducklings walking, and a kiwi walking and eating.

The video for year 8 students featured four 25 second segments showing a whale moving on the surface of the ocean, a large gannet colony, a kiwi walking and eating, and a school of fish swimming.

### Questions/instructions



**Put out the box of instruments, answer paper and pen.**

When we see video and film, quite often there is music to go with the pictures and scenes. The people who make up the music watch the video and try to compose music that suits the pictures or the scene.

We are going to watch a very short video clip, and later on make up some music to go with it.

Let's watch the video first.

#### **Show video**

Now we'll see it two more times and I want you to think about the different scenes you see, and to think about the kinds of music that would be suitable for the different scenes.

#### **Restart the video**

Now I want your team to use this sheet to write a name for each scene you saw on the video.

First of all, talk about the scenes, then write on the sheet the name you've chosen for each one.

#### **Allow 2-3 minutes**

Now under the name you have given to each scene, I want you to write down some ideas for sounds or the kind of music you could make that would be suitable for each scene.

#### **Allow 3 or 4 minutes**

Now let's look at the video 2 more times before you practise making the sounds for each scene.

#### **Restart the video**

Now choose instruments and practise making sounds for each scene. Try to make the sounds as suitable as you can.

Each time you start to play a new scene, one of you can point to the sheet to show that you are changing scenes.

You can have up to 5 minutes to practise that now.

#### **Allow up to 5 minutes practice time.**

#### **Teacher withdraws.**

Now I would like you to play your music through to me two more times. I will play the video, so that you can watch it as you play your music.

#### **Restart the video.**

#### **Inventiveness in range of sounds**

	y4	y8
<b>strong</b>	13	21
<b>moderate</b>	39	41
<b>weak</b>	48	38

#### **Meaningful interpretation of scenes**

<b>strong</b>	8	14
<b>moderate</b>	40	39
<b>weak</b>	52	47

#### **Co-ordination and presentation**

<b>strong</b>	15	23
<b>moderate</b>	43	43
<b>weak</b>	42	34

*% responses*

**y4 y8**

### Commentary:

All instructions and marking criteria were identical for both year levels. The video segments for year 4 appeared to be somewhat easier to compose music for, probably reducing the performance gap between year 4 and year 8 students.