



Students will create their own piece of music by exploring the manipulation of the elements of music when given a starting rhythm.

Curriculum connection: Australian curriculum v9

Content statement: Manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meaning when composing and practising music for performance, and notate, document and/or record the music they compose. (AC9AMU6C01)

Elaboration: Composing a melody, manipulating elements of music such as rhythm, pitch, dynamics, texture or timbre, and using a compositional device/s such as a given form (verse/chorus, binary or ternary), contrast or repetition to structure the music, notating, documenting and/or recording; for example, using a combination of graphic and staff notation or making an audio recording.



This series of lesson five lessons focuses on the idea of manipulating elements of music.

Firstly, students should revise what the elements of music are. In this unit we focus on six of them: melody, harmony, tempo, dynamics, rhythm and timbre.

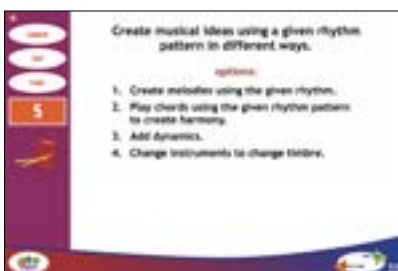
In this lesson, students are given a rhythm pattern, which is:



Students are asked to use it in different ways:

1. They can add pitches, and play it on a tuned instrument to make a melody.
2. They can use a chord instrument, like a ukulele or guitar and use that rhythm as a strumming pattern.
3. They can play it on an untuned instrument like a drum, and alter dynamics and tempo.

When they have had a few minutes to try and do that, come back together as a class to share ideas.



You can advance to this page, which has the rhythm written in notation and a music player to hear the rhythm as well.

