

## Arts – Music: “Impressions”

# Level 1-4

### Lesson Description

Every possible form of musical expression contains many examples of the importance of place – as subject matter, as cause for memory or celebration, as evocation of emotion or location of event, as expression of patriotic sentiment.

**Students are asked to compose/choose/perform a piece of music that represents their place – and the place is defined: it may be the school, the district, the town.** It should be defined in terms appropriate to the idea of locality, somewhere that students will identify as “my place”. Compose, choose, and perform will depend on the characteristics of the group.

Which ever option is appropriate to the capacity of the students, their first task is to define the type of music that best suits their place: “pop” songs, folk songs, concert works, and patriotic songs (including national anthems) have been written about place.

**Students can be asked for examples – and played examples.** What, for example, are composers “saying” about place in works as diverse as “Strawberry Fields For Ever”, “The Banks of the Ohio”, “The Road to Gundagai”, “The Moldau” (from “My Country” by Smetana), “I Still Call Australia Home” and “Advance Australia Fair”?

Having determined what style of music suits their place students must either compose and original work OR (subject to the class or group’s available skills) write new and appropriate lyrics to fit an existing tune. These lyrics **MUST** include the name of the place and be either about the place or how the place got its name. The lesson concludes with performance of the works and with discussion of what the choice of music and use of works (in the lyrics) has said about the composers’ sense of their place.

### Lesson Aim and Objectives

Whether composing or using pre-existing work the lesson encourages the students to think of music as a form of expression, recognising the difference between the way in which sentiments concerning place are expressed, for example, through patriotic songs on the one hand and popular song on the other. Further, by “composing” their own work about their place students extend this understanding of music’s scope for expressiveness into a choice enabling them to express their own feelings/thoughts about “their place”.

### Materials Needed

Music materials, such as percussion instruments, to support the concluding performance requirement.