

Family Origins

YEAR LEVEL: YEAR 5-6

CURRICULUM: HASS: ACHASSI094

TEACHER INFORMATION:

Music is closely connected with various types of identity. Certain instruments and repertoire may be associated with a country, a geographical region, a religion or other social subgroup. They may be associated with city or rural performances or used in ceremonial or leisure contexts. They may also be emotionally connected to an individual's sense of personal identity.

With this understanding, it is clear that different types of music do different types of cultural work and are encoded with different types of meanings. The way we listen to and evaluate popular music which is different to how we listen to and evaluate Western classical music, or traditional/folk music, or any other music from disparate origins with different social purposes. Accordingly, each style or genre should be interpreted in line with the conventions that underpin its use in its own setting.

Australia is a multicultural country. Apart from those with Aboriginal heritage, Australia is made up of people who, as individuals, or through their forebearers, came from other countries. In this lesson, students will use Sound Infusion to create a composition based on the geographical origins of their family.

ACTIVITY:

Students ask their parent where their ancestors were born or came from. They select instruments from countries where they have ancestral origins to create a composition that combines these sounds. This may involve combining instruments that are not normally heard together so students may need to experiment with different combinations of instruments to arrive at a texture that they are happy with.

As with all Sound Infusion activities, the learning tasks should be accompanied by guided group discussion that provides an opportunity to explore ideas about music, peoples and places more deeply.