

LESSON PLAN FORMAT

Date	5 th March, 2029	Class	7HUMBO	Duration	50 mins
Subject	Music	Lesson Topic	Flipping Samples 1		
Purpose of the lesson	Think about and experiment with ideas of organizing/triggering sound. Learn technical processes for recording and editing (start and stop points of) samples.				

Background Information on students:

This Year 7 class have just begun at the school. The level of prior learning is unclear, but most students are from the usual primary feeder schools which do not have curricular music taught by a specialist music teacher. These schools do have extra-curricular programs, mostly concert band. The majority of students do not take part in these ensembles but are very enthusiastic about the musical cultures that they participate in, which typically include dance music, rock music, and hip-hop.

Objectives:

This lesson will provide opportunities for students to:

- Invent and perform sounds
- Organise sounds
- Learn to record samples in an app
- Learn to edit the start and ending points of samples
- Learn to trigger samples

Outcomes: (These should be derived from the Syllabus)

- **MU4-PER-01:** uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas
- **MU4-COM-01:** improvises, arranges or composes using the elements of music to create musical ideas
- **MU4-LIS-01:** uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music

Resources: (Materials required to implement the lesson)

- Class set of iPads or iPhones
- Flip Sampler (app for iPad) by Suture Sound Inc. <https://www.flipsampler.com>
- Sound Cards (Humberstone 2021)

Curriculum Links: (See Appendix 1)

- Starter activity: 2, 4, 5, 23, 42, 44
- Body: 9, 45, 20, 22, 45, 9, 20, 28, 56

Lesson Sequence:

Starter Activity (10 minutes)

Sound cards activity – see the attachment.

1. Divide into 2 groups.
2. Groups choose one card each, work out how to make that sound (some ideas are very abstract).
3. Teacher directs students to make sound when they point, establishes beat and some subdivision.
4. Divide into 3 groups.
5. Each group has a new card (sound), teacher directs again. This time with 3 layers, an obvious 4/4 beat.
6. Teacher gives one (confident) student cards, they hand them out to 3 groups, and direct them.
7. Can repeat 6 as many times as you like. Don't forget to shuffle the cards.
8. Variation: each group has *their own* director, but they aim to make a beat together. Can shuffle and repeat and give everyone a go until the 10 mins are up.

Teacher-led sampling activity. (10 minutes)

1. Teacher shows process for recording and editing a sample in the classroom using Flip Sampler.
2. Each sample is recorded with a student making sounds from the cards or found sounds around the room (could be musical instruments, but doesn't have to be)
3. Teacher demonstrates how the samples can be played back (performed) in combination, but doesn't dwell on this too much

Student exploration. (20 minutes)

1. Students record samples in the classroom, or, if appropriate, in the school/grounds.
2. Teacher assists but allows them to find sounds rather than directs them to good sources.

Playback and reflection and pack-up (10 minutes)

1. When students return to the room, teacher uses portable speaker to allow them to hear their samples in high quality
2. Some students may “perform” their samples as a beat, but this shouldn’t be forced
3. Ask students to reflect on what was learned (spoken or written)
4. Pack-up

Self Evaluation: (Completed after the Lesson – what worked, what didn’t, guidelines for future or next lesson.)

Appendix 1 – Syllabus Content Reference Numbers

In the above unit of work, Syllabus Content is given a Reference Number to save space. The numbers are allocated in the order that they are published in the Syllabus. Thus:

Performing

	Music in practice		Music in context
1	Sing demonstrating melodic and/or harmonic awareness	12	Apply stylistic characteristics in performance
2	Develop vocal and/or instrumental skills individually and in groups	13	Understand the purpose of a performance
3	Perform music in a range of musical styles to communicate musical ideas	14	Communicate musical ideas with expression
4	Perform in an ensemble recognising own role and those of others	15	Perform with consideration of composer and audience perspectives
5	Perform own compositions and those of others	16	Perform to audiences in different settings
6	Improvise on a given musical stimulus to develop musical ideas	17	Apply the protocols and responsibilities of working safely and respectfully with others
7	Perform from musical scores	18	Make ethical choices about how music is used in performance, including use of Indigenous Cultural and Intellectual Property (ICIP) protocols
8	Apply knowledge of musical terminology to rehearse and perform	19	Demonstrate understanding of risks and protocols related to information and identity
9	Experiment with technologies to explore creative possibilities		
10	Demonstrate safe vocal and instrumental practices including correct posture, warm-up and technique		
11	Reflect on own experience of performing to develop performance skills		

Listening

	Music in practice		Music in context
20	Listen to live and recorded music and identify musical features and ideas	29	Describe music in relation to a particular time period, culture, genre or style
21	Listen to and explore a range of repertoire to compare pieces of music	30	Make connections between pieces of music
22	Identify and describe the use of technologies in repertoire	31	Describe the stylistic, historical or geographical origins of pieces of music
23	Interpret a range of musical symbols and follow scores that include notations relevant to the repertoire	32	Recognise the purpose of a piece of music
24	Use appropriate musical terminology to describe and discuss music	33	Describe how music of Aboriginal and Torres Strait Islander Peoples can communicate Cultural understanding of Place, Country or Languages
25	Use written, verbal and multimodal forms to describe how musical ideas are communicated	34	Discuss music from the perspectives of composer, performer and audience
26	Use listening skills and memory to clap, sing or play musical patterns	35	Reflect on aesthetic qualities of music in personal responses to repertoire
27	Transcribe musical patterns using notations relevant to the repertoire	36	Discuss how identity can be reflected in music
28	Use listening skills to reflect on own live or recorded performances and compositions	37	Describe how music is adapted or arranged
		38	Compare versions of a piece of music to explore different responses and interpretations over time

		39	Identify cultural and social protocols in relation to repertoire
		40	Identify processes to support ethical choices when engaging with Aboriginal and Torres Strait Islander music
		41	Describe the influences on a piece of music, using written form and appropriate music terminology

Composing

	Music in practice		Music in context
42	Improvise and creatively explore musical ideas in response to a stimulus	48	Explore how conventions of different styles and media can be used to create meaning
43	Improvise and experiment to communicate musical ideas	49	Create musical ideas reflective of a genre or style
44	Experiment with different ways of combining musical ideas	50	Compose music inspired and influenced by Australian works, including Aboriginal music within appropriate local contexts, while working with local Community Knowledge Holders where possible
45	Use a range of sound sources, sound production methods, timbres and digital technologies to improvise, generate, compose, manipulate, arrange, notate and record musical ideas	51	Research cultural, historical and social influences to inform own compositions
46	Document musical ideas using notations appropriate to the style	52	Compose with a consideration of performer and audience perspectives
47	Reflect on and document in writing compositional choices and processes	53	Adapt pieces of music or their features for new purposes
		54	Apply protocols with respect for Aboriginal and Torres Strait Islander musicians, Communities and Cultural Knowledges, as well as Indigenous Cultural and Intellectual Property (ICIP)
		55	Apply the protocols and responsibilities of working safely and respectfully with others
		56	Demonstrate understanding of risks and protocols related to information, identity and intellectual property when sharing compositions or other material on public or private forums