

Building Characters In Music



Building Characters In Music
Stage 1 – 3 Teaching Resource

Sydney Symphony Orchestra

Acknowledgements

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“Your life can be changed and enriched through all sorts of music; music from now, music from the past, music from the very distant past and music from as recently as yesterday.

Through intensive listening students become involved in one of the highest orders of thinking.

As a teacher, by bringing students to a concert and studying music in the classroom, you are providing your students with a special pathway to musical knowledge through direct experience of and contact with live music.”

Richard Gill AO
(1941 – 2018)

Conductor, notable educator and advocate. Richard was the founding Artistic Director of Education at Sydney Symphony. He has inspired generations of musicians through his work and continues to inspire new generations through his legacy.

Background

The purpose of this resource

This Teaching and Learning Kit has been designed by Sydney Symphony Orchestra, in collaboration with registered educators, to assist you in building meaningful learning experiences around your concert attendance.

You may choose to use the existing lesson plans as they appear, or - using our handy differentiation hints - adapt them to align with the needs and interests of a particular group of students. Alternatively, go above and beyond and use the Resource Library to extend the students who really love to deep-dive into the world of orchestral music.

How will you use these flexible and adaptable resources? The choice is yours!

As always, we welcome all feedback and suggestions regarding the nature of our Teaching and Learning Kits. Please feel free to be in touch with our friendly Education team at education@sydneysymphony.com.

How curriculum is referenced in this resource

This resource is mapped to the NSW Curriculum. The beginning of each Lesson includes a matrix aligning the learning activities to the outcomes of the Creative Arts K – 6: Music Syllabus addressing performing, organising sounds and listening.

Introduction to the concert theme

This theme, *Building Character In Music*, Music lets us tell stories without words. Composers use all sorts of wonderful techniques to set the scene, suggest drama and build characters. Exploring ideas from the works of other classical and contemporary composers, we'll unpack how instruments and sound effects are used in wonderful ways to create powerful heroes, diabolical villains and star-crossed lovers. This interactive Schools Concert is all about characters in music and how we bring them to life.

Introduction to the repertoire

An overview of the repertoire that will be played by the orchestra in the concert is provided below. To listen to the repertoire, visit our Resource Library page in this resource kit where you can enjoy both a Spotify playlist and YouTube links to each work. Please note that the selection of repertoire may change for the live concert.

MUSSORGSKY Ballet of the Unhatched Chickens from Pictures at an Exhibition

1 minute 30 seconds

Modest Mussorgsky composed "Ballet of the Unhatched Chicks" after being inspired by a painting by a talented friend. This piece is part of his renowned work, Pictures at an Exhibition. Maurice Ravel later orchestrated Mussorgsky's composition. Watching a baby bird peck its way out of its shell is truly remarkable, showcasing its incredible determination.

GRIEG In the Hall Of The Mountain King from Peer Gynt

3 minutes

In the play, Peer falls in love with a girl he can't marry. He's forced to leave home due to his untrustworthiness and ends up in the Hall of the Mountain King, where trolls capture him. He angers the Troll King by refusing to marry his daughter and become a troll himself. Peer escapes from the trolls narrowly!

BEETHOVEN Symphony No. 5 Movement 1 "Fate" [Excerpt]

3 minutes

When questioned about the opening motif of the Fifth Symphony, Beethoven reportedly responded, "This is the sound of fate knocking at the door." The symphony commences with a notable four-note motif: "short-short-short-long."

MATTHEW HINDSON Snakepit from Dangerous Creatures

2 minutes

Dangerous Creatures was created as a modern version of *Carnival of the Animals* (Saint-Saens), featuring animals that pose threats or dangers to humans. It includes a variety of creatures, from large ones like the Rhinoceros Tango and Big Black Bears to smaller ones like Spiders, Army Ants, and, of course, snakes!

HANDEL Arrival of the Queen of Sheba from Solomon

3 minutes 30 seconds

The Queen of Sheba embarks on a long journey to visit King Solomon's magnificent court, accompanied by an impressive retinue that includes camels carrying spices, gold, and precious stones. Handel's music beautifully portrays the anticipation and grandeur of a majestic royal visit by an exotic foreign queen.

Resource Library

Below is a curated selection of additional third-party resources you might choose to use in supporting your students to engage in concert preparation. The lesson plans in this resource will suggest you select from these in order to plan/undertake your lessons - alternatively, these resources may also be used for differentiation and extension.

Things to listen to

This Teaching and Learning Kit has been designed by Sydney Symphony Orchestra, in collaboration with registered educators, to assist you in building meaningful learning experiences around your concert attendance.

Discover this Spotify playlist featuring concert repertoire audio recordings where available. [Click here](#) to access the playlist.

Alternatively, enjoy the links below to alternative repertoire formats:

- [*Mussorgsky – Dance of the Unhatched Chickens from Pictures at an Exhibition*](#)
- [*Grieg – In the Hall of the Mountain King from Peer Gynt*](#)
- [*Beethoven – Symphony No. 5 Movement 1 “Fate”*](#)
- [*Handel – Arrival of the Queen of Sheba from Solomon*](#)

Things to watch

- [How to write a character theme](#)
- [How to write a catchy theme like John Williams](#)
- [How to tell a story with music](#)

Lesson 1

Orchestral Imagination: Exploring The Instruments of an Orchestra

Intended Learning Outcome

Students develop an understanding of how different instruments and musical concepts can convey emotions, characters, and scenes in a narrative in a range of orchestral music.

NSW Curriculum Links

The activities in this resource are mapped to the outcomes of the K - 6 Creative Arts: Music Syllabus.

Stage	Outcomes
Early Stage 1 <i>Kindergarten</i>	MUES 1.4 Listens to and responds to music
Stage 1 <i>Year 1 and 2</i>	MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.
Stage 2 <i>Years 3 and 4</i>	MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
Stage 3 <i>Years 5 and 6</i>	MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

Materials

- Selected orchestral music pieces with clear narratives or themes
- AV set up and/or access to devices such as laptops or iPads.
- Drawing materials (paper, crayons, markers)- for extension suggestion

Lesson Plan

1. Remind students they'll soon be attending/have recently attended a performance given by the Sydney Symphony Orchestra. The theme of this concert is *Building Characters In Music*.
2. Explain that an orchestra includes many different instruments and can. Just as a painter can mix colours together in all sorts of ways to create a picture, so too can a composers (someone who makes instruments) create as many different sounds as a they can imagine.

Ask the class: Can anyone name any instruments of the orchestra?

3. Explore the instruments of the orchestra together by accessing the following [digital interactive](#). This is also accessible by using the QR code below:



4. Now that the students have had the chance to familiarise themselves with some of the instruments of the orchestra have a listen to a few different orchestral works.

Do not reveal the title of the work until after students have a chance to freely imagine. Encourage students to identify instruments in their descriptions along with other concepts of music such as dynamics (loud/soft), pitch (high/low) and tempo (fast/slow). Below is a helpful table that includes links to popular orchestral works that tell a story, along with scaffolding questions and suggested answers or discussion points about the musical features with students.

Scaffolding Questions

- Ask students what they think the composer was imagining when writing the music?
- Are there any instruments that stand out? Why?
- Can you describe the music? Is the music fast/slow, loud/soft, high/low smooth/jarring?
- What kind of character do you think this music is for? Villain, Hero, Funny, Spooky, Royal...

Name of the work	Musical features
March of the Little Lead Soldiers by Gabriel Pierné	<ul style="list-style-type: none"> • Trumpet imitating a bugle call • Snare drum giving a marching character • Music in 2 main beats for a “left, right, left, right” march feel
Ballet of the Unhatched Chickens from Pictures at an Exhibition by Modest Mussorgsky	<ul style="list-style-type: none"> • Flute has bright sound and quick notes • Music imitates the movement of a chicken
In the Hall of the Mountain King from Peer Gynt Suite No.1 by Evard Grieg	<ul style="list-style-type: none"> • Low sounding instruments have the melody or tune makes it sound quite dark • The music gets fast and faster
Arrival of the Queen of Sheeba from Solomon by George Frederic Handel	<ul style="list-style-type: none"> • Energetic joyful start • Celebratory feeling of the music • Use of string instruments
Main Title from Jaws by John Williams	<ul style="list-style-type: none"> • Jarring rhythm • High pitched violins • Low- string sounds
Wicked Witch from Wild Swans by Elena Kats-Chernin	<ul style="list-style-type: none"> • Range of instruments from low brass to piccolo make a by sound • Curious sounds made in the percussion section • Dissonance/clashing sounds

Extension and differentiation ideas

- **What story is the music telling?**

While listening to the suggested works above, ask students to draw a picture of what they think is happening in the music. Ask students to be as detailed as possible, they might consider if there is a character (hero, bad guy, animal friend...), what they are doing (adventure, hiding, celebrating something...), where they are (in nature, in a city, at home...). You may need to listen to the piece of music a few times to give students a chance to capture the details.

Ask students to share their picture with the class and describe how the music helped them to imaging this picture or story. Encourage students to be specific in their descriptions by naming instruments and details in the music such as fast/slow, high/low and loud/soft.

Lesson 1: Learning Outcome Reflection

This rubric is designed to offer you assistance with formative assessment of students' knowledge and understanding regarding the learning intentions of this lesson. Please feel free to adapt this resource as you see fit, or use it as the basis for more informal methods of assessment or reflection at the conclusion of the lesson.

Success Criterion	High	Moderate	Developing
Students can identify the instruments of an orchestra	The student is able to describe each instrument verbally (relative to the age/level of the student). The student demonstrates the ability describe music in relation to instruments.	The student is mostly able to describe each instrument verbally (relative to the age/level of the student). The student demonstrates some ability describe music in relation to instruments.	The student is developing the ability to describe each instrument verbally (relative to the age/level of the student). The student is able to describe a few of the instruments they hear.
Students can identify possible links between music and storytelling and character	The student freely shares (in any learning context comfortable to the student) an ability to brainstorm possible links between the concepts. The student is able to provide detailed explanations referencing musical concepts substantiating their answers.	The student freely shares (in any learning context comfortable to the student) an ability to brainstorm possible links between the concepts. The student is able to provide explanations referencing some musical concepts substantiating their answers.	The student shares (in any learning context comfortable to the student) an ability to brainstorm possible links between the concepts. The student is developing the ability to provide explanations referencing a musical concept to substantiate their answers.

Lesson 2

Imagination Station: Make Music For Your Character

Intended Learning Outcome

Students imagine their own character and develop an understanding how different types of sounds can convey their character.

NSW Curriculum Links

The activities in this resource are mapped to the outcomes of the K - 6 Creative Arts: Music Syllabus as well as the English syllabus.

Stage	Outcomes
Early Stage 1 <i>Kindergarten</i>	MUES1.2 Creates own rhymes, games, songs and simple compositions. ENE-UARL-01 Understanding and responding to literature: Understands and responds to literature read to them
Stage 1 <i>Year 1 and 2</i>	MUS1.2 Explores, creates, selects and organises sound in simple structures. EN1-UARL-01 Understanding and responding to literature: Understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose
Stage 2 <i>Years 3 and 4</i>	MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices EN2-UARL-01 Understanding and responding to literature: Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts
Stage 3 <i>Years 5 and 6</i>	MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts EN3-UARL-01 Understanding and responding to literature: Analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts

Materials

- Drawing materials (paper, crayons, markers)
- Worksheet print outs for each student
- AV set up
- Various classroom instruments (e.g., keyboard, drums, xylophone, tambourine)
- Various found sounds (pencils rattling in a cup, pots as drums, tapping a pen on a glass ...)
- Body percussion and voice

Lesson Plan

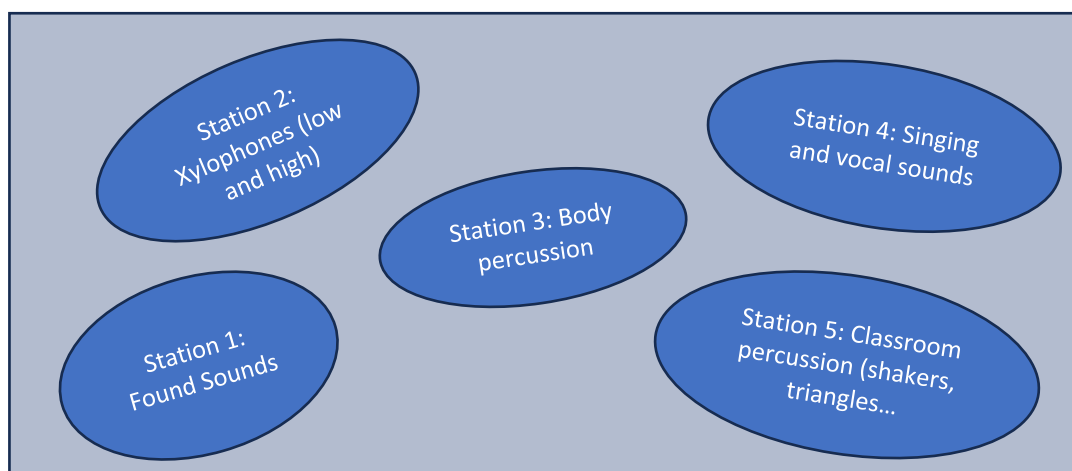
1. This activity starts as a group discussion. Together as a class discuss the following question:

What is a character?

A character is an important element in any story. A character could be a person, an animal or a creature. Characters can think, feel or act (move, talk...).

You might like to [watch this short video](#) explore the idea of a character together.

2. Imagine your own character. This step could be done individually or in pairs. Using the worksheet print out, each student should create their own character by drawing. Encourage students to think about whether their character is a person, animal or creature. An example has been provided for reference.
3. Set up your available classroom instruments and found sounds into "Imagination Stations". Each station should include a variety of items to explore, one of the stations could be for [body percussion](#) and another for voice. The diagram below shows an example of a classroom set up.



4. Divide the class into small groups. Each student should think about the character that they created and try to find a sound (or combination of sounds) that matches their character. For example, if a character is big and scary, student might create a low sound

on a piano while stomping their feet, but if the character is funny and silly, they might use a silly vocal sound to match while playing the triangle.
Allow each group a few minutes at each “Imagination Station” until they’ve had a go at each one.

5. Play and share! Now that each student has created a sound to match their character, share with the class. Students should tell the class about their character, perform their sound and explain why they chose the sound that they did. Encourage students to be detailed in their description by naming instruments, and describing high/low (pitch), fast/slow(tempo) and loud/soft (dynamics).



Extension and differentiation ideas

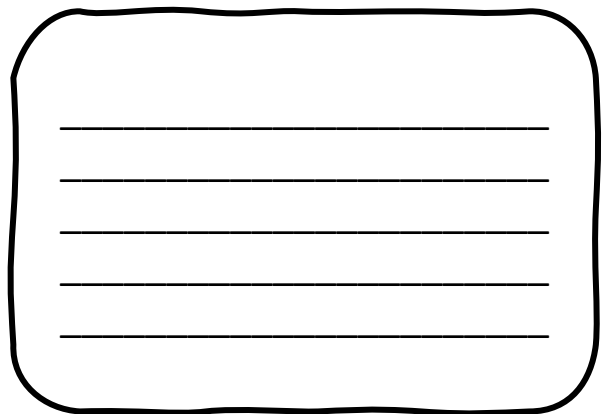
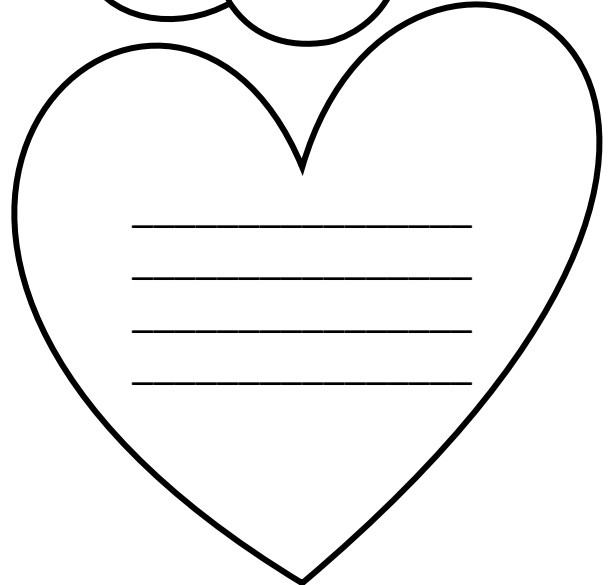
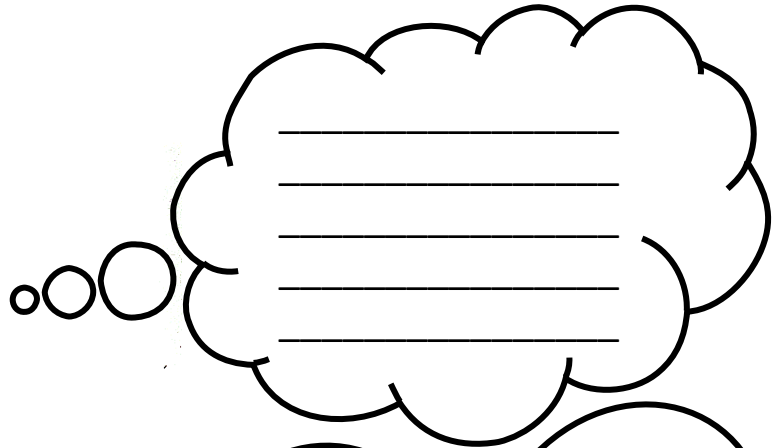
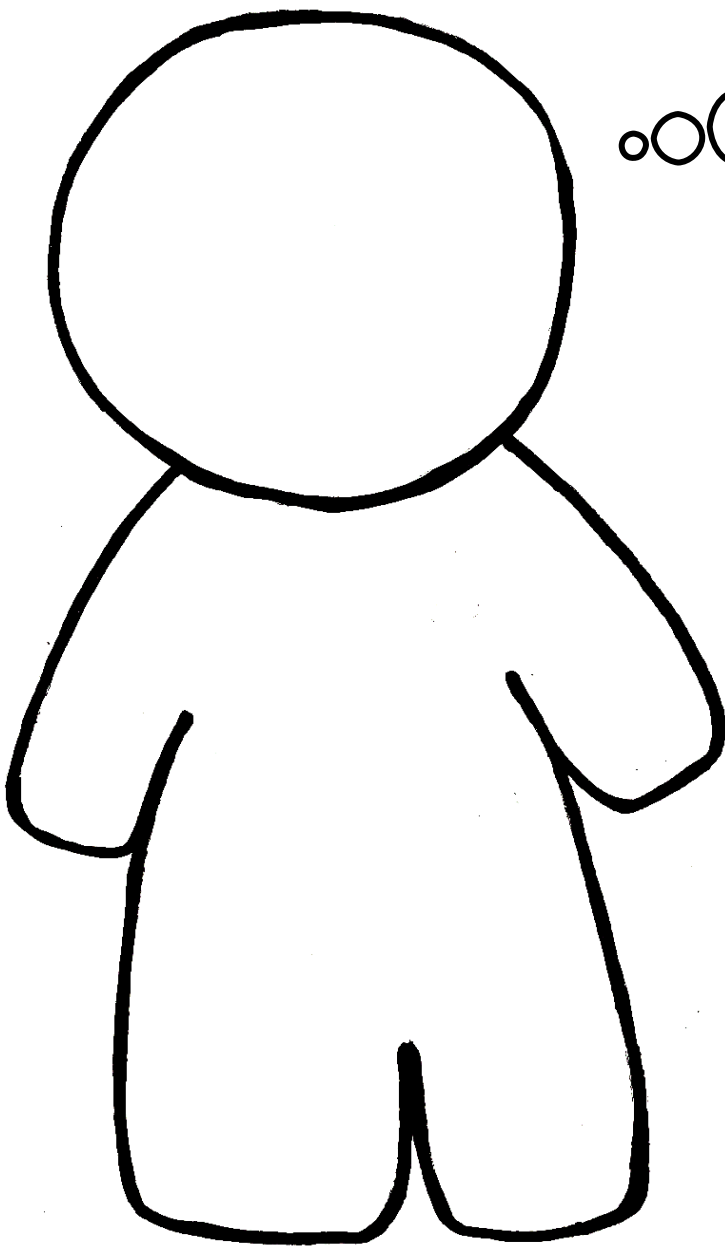
- For younger students, you might like to prepare two or three worksheets of contrasting characters to use for a guided sound exploration.
- Ask students to explore what their musical idea might sound like if their character’s mood changes. Explore happy, sad, angry, energetic... versions of their musical idea.
- For further exploration, students could swap their characters with a buddy and explore a new sound for this character at the “Imagination Stations” then Pair Share why they’ve chosen this particular sound and how it might be different to their buddy’s sound.
- For older students, ask students to create a memorable musical idea for their character. This could be a short repeatable rhythm, a melody or tune, they could even include lyrics describing their character. Ask students to notate their idea by using traditional or graphic notation.

Worksheet: Imagination Station

Name: _____ Class: _____

Imagine your own character. Is your character a person, animal or creature?

Write one sentence about what your character thinks  and another about what it feels.  Lastly, write one sentence about what your character likes to do.

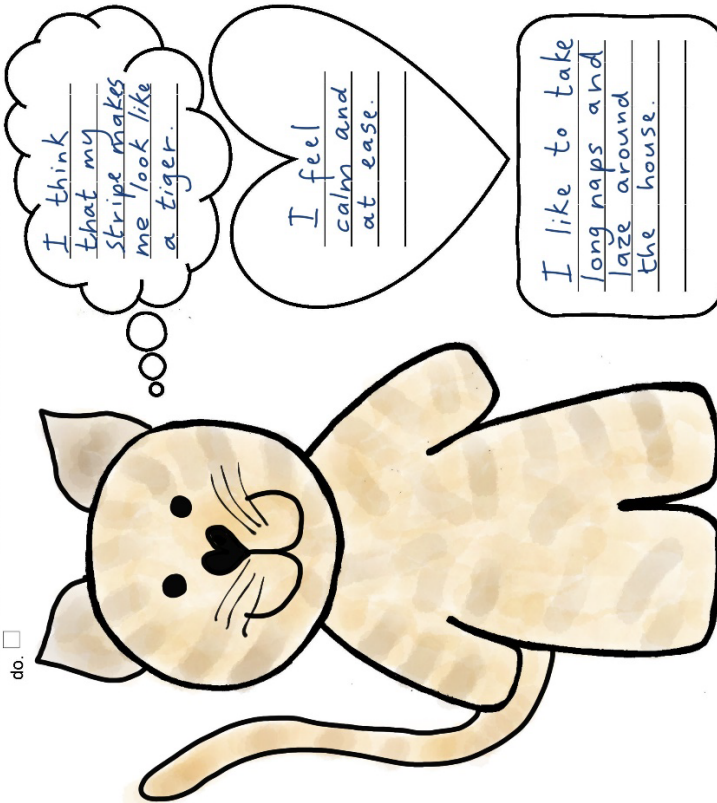


Worksheet: Imagination Station

Name: Example Class: _____

Imagine your own character. Is your character a person, animal or creature?

Write one sentence about what your character thinks and another about what it feels. Lastly, write one sentence about what your character likes to do.

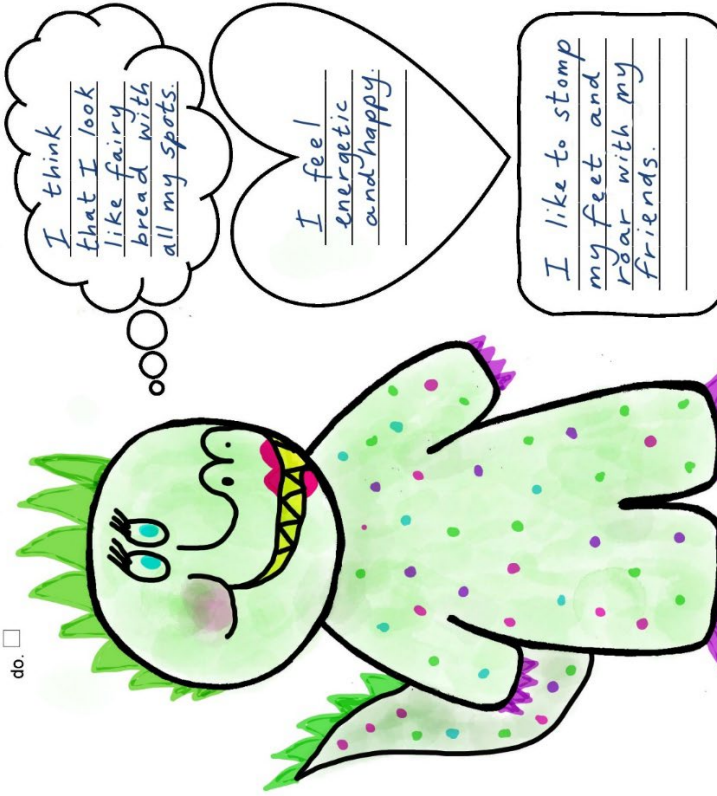


Worksheet: Imagination Station

Name: Example Class: _____

Imagine your own character. Is your character a person, animal or creature?

Write one sentence about what your character thinks and another about what it feels. Lastly, write one sentence about what your character likes to do.



Lesson 2: Learning Outcome Reflection

This rubric is designed to offer you assistance with formative assessment of students' knowledge and understanding regarding the learning intentions of this lesson. Please feel free to adapt this resource as you see fit, or use it as the basis for more informal methods of assessment or reflection at the conclusion of the lesson.

Success Criterion	High	Medium	Developing
Create a character	Student creates a character with interesting traits and a clear personality, showing originality and creativity in their concept. Student provides rich descriptions of the character's thoughts, feelings and actions.	Student creates a character with some interesting traits and a clear personality, showing some originality and creativity in their concept. Student provides descriptions of the character's thoughts, feelings and actions.	Student creates a character. Student attempted to provide descriptions of the character's thoughts, feelings and actions.
Create a sound or musical idea for your character	Student explores a range of sounds and combines a variety sounds to create a sound or musical idea to match their character's traits. Student can perform their idea confidently.	Student explores some sounds and created a sound or musical idea to match their character's traits. Student performs their sound or musical idea.	Student created a sound or musical idea that somewhat matches their character's traits. Student attempts to perform their sound or musical idea.
Explain why your sound or musical idea suits your character	The student can readily identify instruments and concepts of music and give detailed examples of how the music represents their character.	The student can identify some instruments and concepts of music and give detailed examples of how the music represents their character.	The student attempts to describe how the musical idea or sound links to their character.

Lesson 3

Use Sound and Music to Enhance a Story

Intended Learning Outcome

Students develop a conceptual link between music and storytelling by creating sounds and music to match a story.

NSW Curriculum Links

The activities in this resource are mapped to the outcomes of the K - 6 Creative Arts: Music Syllabus as well as the English Syllabus.

Stage	Outcomes
Early Stage 1 <i>Kindergarten</i>	MUES1.2 Creates own rhymes, games, songs and simple compositions. ENE-UARL-01 Understanding and responding to literature: Understands and responds to literature read to them
Stage 1 <i>Year 1 and 2</i>	MUS1.2 Explores, creates, selects and organises sound in simple structures. EN1-UARL-01 Understanding and responding to literature: Understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose
Stage 2 <i>Years 3 and 4</i>	MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices EN2-UARL-01 Understanding and responding to literature: Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts
Stage 3 <i>Years 5 and 6</i>	MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts EN3-UARL-01 Understanding and responding to literature: Analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts

Materials

- Short stories of 1 – 3 minutes (story books or online story resources)
- A range of classroom musical instruments and found sounds
- AV set up or access to devices such as laptops or iPads

Lesson Plan

1. Remind students they'll soon be attending/have recently attended a performance given by the Sydney Symphony Orchestra. The theme of this concert is *Building Characters In Music*.
2. This activity can be done as a whole class or in groups between 3 – 5. Set the class up in a way that students have access to a variety of instruments and/found sounds. They can also use body percussion and their voice for this activity.
3. Each group should select a short story. This could be a storybook or from an online resource such as [Stories for Kids](#). Read through the story and identify the characters and any other significant details together.
4. Using a selection of instruments, found sounds, body percussion and vocal sounds, bring the story to life with sound and music. Encourage students to explore sounds or musical idea (melody/tune or rhythm) to match the characters. Things to consider when exploring ideas:
 - What is the character doing, thinking or feeling?
 - Explore high/low (pitch), loud/soft (dynamics), fast/slow (tempo) sound and musical ideas. Which combination matches the character?
 - Are there other things in the story that need a sound? For example, a flowing stream or the sound of traffic.
5. Once the class or the group have created their sounds and musical ideas, practice performing it along with the story.
6. Perform your musical story for the class.
7. Reflecting on musical storytelling. Consider the following questions as a group or class:
 - What was the most memorable musical idea and why?
 - Which sound or musical idea matched the character well?

Extension and differentiation ideas

- For younger years, the teacher should guide the students through the story and activate their musical ideas at the right moment as the story progresses.

Lesson 3: Learning Outcome Reflection

This rubric is designed to offer you assistance with formative assessment of students' knowledge and understanding regarding the learning intentions of this lesson. Please feel free to adapt this resource as you see fit, or use it as the basis for more informal methods of assessment or reflection at the conclusion of the lesson.

Success Criterion	High	Medium	Developing
Understanding story, character and selecting music	<p>Student demonstrates a clear understanding of the story's theme, characters, and plot, accurately selecting music that complements and enhances the narrative.</p> <p>Music selections are varied, appropriate, and effectively enhance the mood, tone, and events of the story</p>	<p>Student demonstrates some understanding of the story's theme, characters, and plot, but the music selection does not consistently match the narrative.</p> <p>Music selections show some attempt to match the story but may not consistently enhance the mood, tone, or events.</p>	<p>Student demonstrates a limited understanding of the story's theme, characters, and plot, and the music selection does somewhat match the narrative but is inconsistent.</p> <p>Music selections for the story do not effectively enhance the mood, tone, or events.</p>
Creativity and presentation	<p>Student demonstrates exceptional creativity in selecting music that brings out the nuances of the story, showing originality and insight.</p> <p>The presentation is clear, engaging, and effectively communicates the connection between the music and the story.</p>	<p>Student shows creativity in selecting music that enhances the story, but the choices may lack some originality or depth.</p> <p>The presentation is mostly clear and communicates the connection between the music and the story adequately.</p>	<p>Student demonstrates limited creativity in selecting music, with choices that are somewhat predictable or generic.</p> <p>The presentation is somewhat unclear or lacks engagement, making it difficult to understand the connection between the music and the story.</p>

Lesson 4

Build a Story

Intended Learning Outcome

Students use a storyboard to create a short narrative and then compose their own music for their story.

NSW Curriculum Links

The activities in this resource are mapped to the outcomes of the K - 6 Creative Arts: Music Syllabus.

Stage	Outcomes
Early Stage 1 <i>Kindergarten</i>	MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts. MUES1.2 Creates own rhymes, games, songs and simple compositions. MUES 1.4 Listens to and responds to music
Stage 1 <i>Year 1 and 2</i>	MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts. MUS1.2 Explores, creates, selects and organises sound in simple structures.
Stage 2 <i>Years 3 and 4</i>	MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts. MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices.
Stage 3 <i>Years 5 and 6</i>	MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts. MUS3.3 Notates and discusses own work and the work of others.

Materials

- Print outs of Coda the Kangaroo worksheet
- Scissors
- A range of classroom musical instruments and found sounds

Lesson Plan

1. Remind students they'll soon be attending/have recently attended a performance given by the Sydney Symphony Orchestra. The theme of this concert is *Building Characters In Music*.
2. In small groups or as a class, cut out the images of Coda the Kangaroo on the next page and rearrange them to make a story. Optional: Students could write down their story about Coda the Kangaroo.
3. Now that students have created their story, allow them time to explore sounds and musical ideas to match their story. Consider the following when creating music to match:
 - Create a sound or musical idea for Coda the Kangaroo
 - How might Coda the Kangaroo feel? How can the music match what Coda is feeling?
 - What is Coda doing?
 - Are there other characters in the story? Do they need their own sound or musical idea?
 - Are there any other details in the story that need music? For example, weather, traffic...
4. Perform and share the story with musical accompaniment for the class.

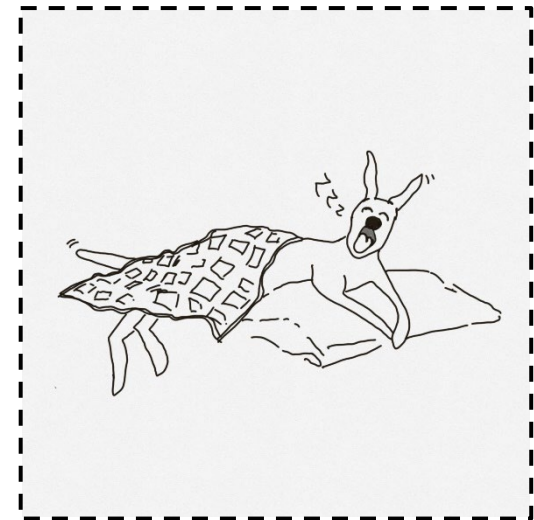
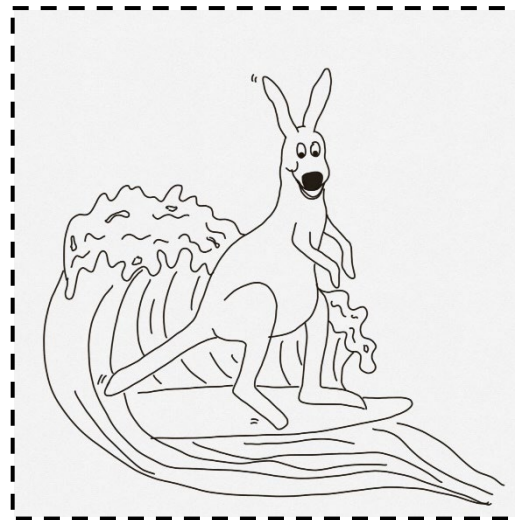
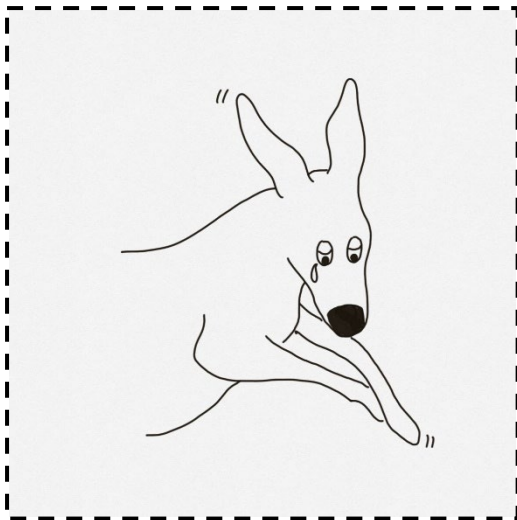
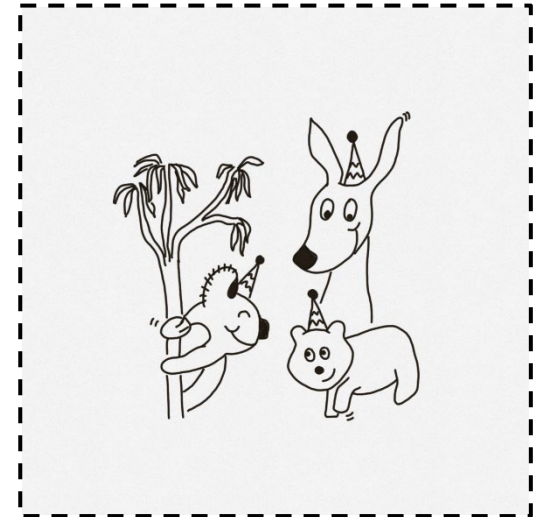
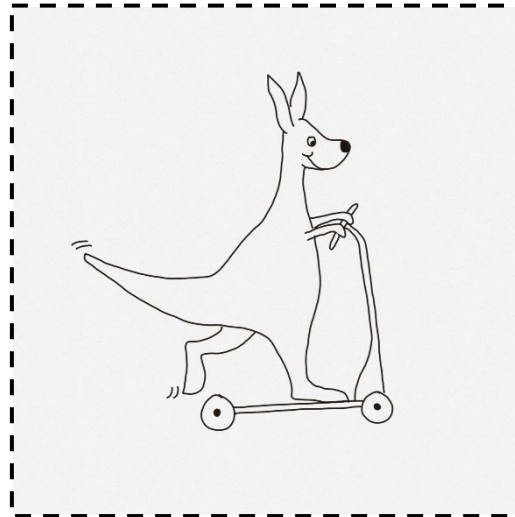
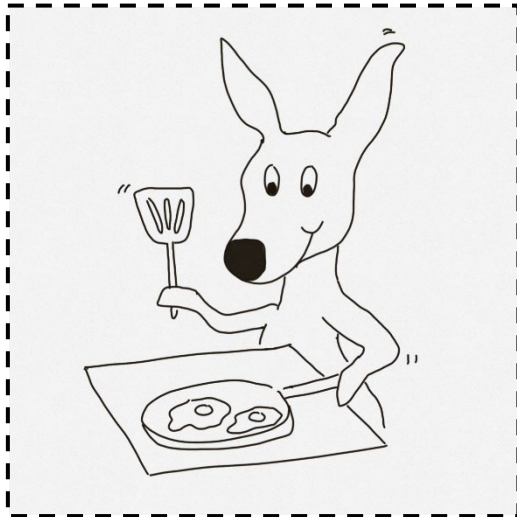
Extension and differentiation ideas

- For younger students, instead of creating a narrative, you could create music for one image at a time. For example, when Coda the Kangaroo is sleeping, students play their instruments slowly and quietly or sing a lullaby.
- **Match the Music:**
Explore a range of orchestral music and discuss which picture of Coda the Kangaroo it suits best. Discuss the reasons for your choice. Here are a few ideas to get you started:

Coda frying eggs: [Walking the Dog by Gershwin](#)
Coda on a scooter: [Playful Pizzicato from Simple Symphony by Britten](#)
Coda celebrating with friends: [Mambo from West Side Story Symphonic Dances by Bernstein](#)
Coda feeling sad: [Symphony No. 6 Movement 4 by Tchaikovsky](#)
Coda surfing: [Overture to the Marriage of Figaro by Mozart](#)
Coda feeling sleepy: [Pavane, Op. 50 by Gabriel Fauré](#)
- **Digital Build a Story:**
[Click this link](#) to access and download the Coda the Kangaroo pictures.
Using digital tools such as [GarageBand](#), [iMovie](#), [Kapwing](#) add the images and create or match musical ideas.

Worksheet: Build a Story- Coda the Kangaroo

Cut out the pictures of Coda the Kangaroo. Imagine a story using the pictures and create music to match.



Lesson 4: Learning Outcome Reflection

This rubric is designed to offer you assistance with formative assessment of students' knowledge and understanding regarding the learning intentions of this lesson. Please feel free to adapt this resource as you see fit, or use it as the basis for more informal methods of assessment or reflection at the conclusion of the lesson.

Success Criterion	High	Medium	Developing
Story development and musical creativity	<p>The story is original and creative, with interesting characters, settings, and plot elements that engage the audience.</p> <p>The music and sounds are seamlessly integrated with the story, enhancing its narrative flow, emotional depth, and immersive experience.</p>	<p>Students create a story linking together a few creative ideas.</p> <p>The music and sounds are well integrated with the story, enhancing its narrative and emotional impact, though some transitions may be smoother.</p>	<p>Students can articulate what may be happening in the picture.</p> <p>The music and sounds are somewhat integrated with the story but may feel disconnected or disjointed at times, affecting the overall coherence of the narrative.</p>
Collaboration and Teamwork	<p>Students effectively collaborate and work together as a team, valuing each other's contributions, sharing ideas, and supporting one another throughout the creative process.</p>	<p>Students demonstrate good collaboration and teamwork, with effective communication and mutual respect for each other's ideas and contributions.</p>	<p>Students show some effort to collaborate and work together as a team but may encounter challenges in communication or cooperation, impacting the overall quality of the project.</p>

Building Characters in Music: Stage 1 – 3 Teaching Resource, Sydney Symphony Orchestra

Lesson 5

Reflecting on our concert experience

Intended Learning Outcome

Students reflect their experience attending the Sydney Symphony Orchestra concert by explaining their observations.

NSW Curriculum Links

The activities in this resource are mapped to the outcomes of the K - 6 Creative Arts: Music Syllabus.

Stage	Outcomes
Early Stage 1 <i>Kindergarten</i>	MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts. MUES1.4 Listens to and responds to music.
Stage 1 <i>Year 1 and 2</i>	MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts. MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.
Stage 2 <i>Years 3 and 4</i>	MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts. MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
Stage 3 <i>Years 5 and 6</i>	MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

Materials

- Paper and writing/drawing implements

Lesson Plan

1. Remind students they recently attended a performance given by the Sydney Symphony Orchestra. The theme of this concert was *Building Characters In Music*.
2. Students are to draw a picture of their favourite moment from the *Building Characters In Music* live orchestral performance. Encourage students to think about:
 - Any instruments they liked
 - Any music they remember
 - Any musicians they remember
 - How they felt at the concert
3. Once students have drawn their picture, have them write a few sentences or a paragraph about their concert experience.
4. **Pair Share.** Students find a buddy and tell each other about their picture and concert experience.
5. As a class, listen to some of your favourite pieces from the concert again. Reflect on what they've learnt about how music may connect to a character. Is there anything in the music that reminds them of a character. While listening to the music, students have the option to:
 - Move and/or act like the character they think the music represents – can anyone guess what the character may be?
 - Draw a picture of the character they think the music conveys
6. Contact the team in charge of publishing your school's newsletter or e-news and consider sharing students' responses with the school community.

We'd love to see what you and your students create! Once your students have finished this activity, feel free to send their work through to us at education@sydneyorchestra.com

Lesson 5: Learning Outcome Reflection

This rubric is designed to offer you assistance with formative assessment of students' knowledge and understanding regarding the learning intentions of this lesson. Please feel free to adapt this resource as you see fit, or use it as the basis for more informal methods of assessment or reflection at the conclusion of the lesson.

Success Criterion	High	Medium	Developing
Recall and describe key aspects of their concert experience.	The student describes (in any mode relevant to the student's level/needs) elements of the concert experience in detail, articulating how the concert was experienced through the senses. The range of experiences described is significant.	The student describes (in any mode relevant to the student's level/needs) elements of the concert experience, perhaps articulating how the concert was experienced through the senses. The range of experiences described is satisfactory.	The student does not describe elements of the concert experience. The response includes very few or no observations of the experience.
Explain their observations using key terminology engaged with in previous lessons.	The student uses a high degree of key terms from previous lessons in order to describe their concert experience.	The student uses some key terms from previous lessons in order to describe their concert experience.	The student does not use any key terms from previous lessons in order to describe their concert experience.

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