

SUBJECT: General Music Programme (GMP)

Choose 2-3 of the following resource packages to be taught across a 10-15 week GMP curriculum or across the semester.

Resource Package 1:

| | |
|---------------------------------|---|
| LEVEL | Secondary 1 & 2 Exp/N(A)/N(T) |
| TOPIC | Recycled Expression |
| DESCRIPTION OF RESOURCES | Expose students to different rhythmic patterns. Using recycled plastic materials that would likely to have been thrown away in the common household, students would create a 'Stomp' performance using these household items as percussion instruments in creative and rhythmic ways. Each group of 4-5 students would then rehearse and perform to the rest of the class and be graded on their creativity and relevance to environmentally-friendly themes. |
| MATERIALS NEEDED | Common household plastic items and anything that can produce sound up to student's choice and creativity. E.g. Plastic pails, Plastic Bags, Plastic boxes, Plastic cutleries etc. |
| OTHERS | Example of stomp performance using recycled items: http://www.youtube.com/watch?v=Sjm1hQ7cKgo Additional Resource: http://iop.rdc.nie.edu.sg/music/ng-hoon-hong/stomp_module.php |

Resource Package 2

| | |
|---------------------------------|--|
| LEVEL | Secondary 1 & 2 Exp/N(A)/N(T) |
| TOPIC | 'Bring your own bag day' Jingle |
| DESCRIPTION OF RESOURCES | <p>Compose and record a short 5-10 sec memorable jingle for supermarket retailers to broadcast and remind consumers to bring their own reusable bag while shopping.</p> <ul style="list-style-type: none"> ● Expose students to examples of jingles e.g. Macdonalds, Biore, Maybelline. ● Allow students to experiment with creating short melodies using boomwhackers ● Notate down the melody that they have composed and perform it on music software ● Record voice using microphone ● Enrich audio clip with music loops and effects |
| MATERIALS NEEDED | <p>Possible software: Garageband for Mac and Sony ACID Xpress for Microsoft and Sibelius or Finale for music notation Music classroom instruments: Boomwhackers, Percussion instruments e.g. triangle, castenet, tambourine, sleigh bells etc.</p> |

Resource Package 3:

| | |
|---------------------------------|--|
| LEVEL | Secondary 1 & 2 Exp/N(A)/N(T) |
| TOPIC | 'It's more than just a bag' Podcast |
| DESCRIPTION OF RESOURCES | <p>Provide infographic materials and excerpts of the White Paper. Students are to create a short 1-2 minute musical podcast dissuading the public from using plastic bags using the jingle that the students would have composed. The podcast may also include speech and images. The end product may be shared via social media platforms to disseminate the message of using less plastic bags.</p> <ul style="list-style-type: none"> ● Expose students to elements of the White Paper ● Choose appropriate images to use for podcast ● Provide harmonization for jingle composed ● Prepare script of arguments to discourage plastic bag usage (can be scaffolded during English Language classes) ● Record and sync voice, music and images to create a video podcast ● Upload onto social media platforms to disseminate |
| MATERIALS NEEDED | <p>Possible software: iMovie for Mac or Windows Movie Maker for Windows Social media platform: Facebook, Twitter, Tumblr etc.</p> |



Suggested Rubrics:

Resource package 1:

| Criteria | Can do better 1 | Getting there 2 | Good job! 3 | Wow! 4 |
|--------------------------------------|---|--|---|---|
| Selection and use of instruments | Selection and use of instruments is inappropriate and not creative all the time | selection and use of instruments is appropriate and creative sometimes | selection and use of instruments is appropriate and creative most of the time | selection and use of instruments is appropriate and creative all the time |
| Environmental awareness | Selection and use of instruments lack awareness of environmental issues | Selection and use of instruments shows some awareness of environmental issues | Selection and use of instruments shows substantial awareness of environmental issues | Selection and use of instruments shows complete awareness of environmental issues |
| Musical Intention | The sounds never reflect the actual intentions of the performance | The sounds reflect the actual intentions of the performance sometimes | The sounds reflect the actual intentions of the performance most of the time | The sounds reflect the actual intentions of the performance all the time |
| Coordination | Perform with weak or no coordination | Perform with coordination sometimes | Perform with coordination most of the time | Perform with coordination consistently |
| Development of musical design | There is no development and no evidence of design with no attempt of variation | There is some development and some evidence of design with some attempts of variation | There is development and evidence of design with attempts of variation | There is coherent development and clear evidence of design with multiple |



Singapore
Environment
Council

In joint collaboration with NIE'S GESL Group 27, Building Blocks.

| | | | | |
|--|--|--|--|--------------------------|
| | | | | attempts of variation |
|--|--|--|--|--------------------------|

Resource Package 2 & 3:

| Criteria | Can do better! 1 | Getting there! 2 | Good job! 3 | Wow! 4 |
|---|--|---|--|---|
| Effectiveness of images chosen | Images chosen lack imagination and creativity and ineffective with the rest of the podcast | Some elements of thought and creative in the choices that are occasionally effective with the rest of the podcast | Most images chosen showed evidences of creative and thought process and are generally effective in usage | Most images chosen showed evidences of creative and thought process and are very effective in usage |
| Effectiveness of harmonization of jingle/ short melody | Poor coordination of rhythm with the melody and mostly wrong chords played | Partial coordination of rhythm with the melody and some wrong chords played | Mostly coordinated melody and accompaniment with few wrong chords played | Fully coordinated melody and accompaniment with no wrong chords played |
| Description of music in podcast | Description is lacking in details and insights and has no clear structural flow | Description is occasionally detailed and insightful with evidence of a structural flow | Description is somewhat detailed and insightful with clear structural flow | Description is detailed and insightful with very clear structural flow |
| Use of music | Use of music at inappropriate moments and | Occasional effective use of music at appropriate moments and | Somewhat effective use of music at appropriate moments and | Effective use of music at appropriate moments and important part |



| | | | | |
|-----------------------------|--|--|---|---|
| | important parts of the music not highlighted | important parts of the music is sometimes highlighted | important parts of the music is generally highlighted | of the music is clearly highlighted |
| Overall Presentation | Overall presentation is not very convincing with no observable educational value | Overall presentation is somewhat convincing with few educational value | Overall presentation is mostly convincing with some educational value | Overall presentation is very convincing with high educational value |

Grade

- A** 16-20
- B** 11-15
- C** 6-10
- D** 1-5