

Bush Living Activity Book

- A practical music program blending the arts and the environment.
- Contains teacher planning and assessment ideas, photocopiable activities and accompanying music.
- An ideal companion to the Bush Living Music Book.



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Activity 1 Creating Songs



Group Work Planning Sheet

Look at the style of each "Sounds of the Bush" song:

1 Are there rhyming patterns? Note some of the rhyming patterns you observe.

2 What themes are present in each of the songs?

3 Select one of the songs. Count the number of syllables in each line.

4 Is there a definite pattern you can see, i.e. 6 syllables, 7 syllables, 6 syllables, 5 syllables in each verse?

5 Is there a verse then a chorus, or two verses then a chorus?

6 Which style will you model your song on?

7 What is the theme for your song?

On another sheet of paper, write some ideas for your song:

8 (a) Make lists of rhyming words that could be used in your song.

(b) Which percussion instruments would be appropriate for background sounds?

(c) What is the title of your song? _____

(d) Write out your song on the computer when you have completed the lyrics.

Related Outcome

Students will discuss the style of songs, examining the verses, chorus and musical features.

Activity 3 Creating Plays



Group Work Planning Sheet

Listen to the "Sounds of the Bush" songs and carefully read through the lyrics. Select one song on which to base your play.

1 Write the title of the song:

2 List the characters from the song:

3 What other characters will you include in your play?

4 What props and scenery will you need for your play?

5 List the percussion instruments you will use for background music.

6 How will the room be set up for the performance?

To Finish: Write or type out the script of the play for the rest of the class to read.

Evaluate your play by asking the rest of the class for comments.

(E.g. positive aspects on how to improve the play.)

Related Outcome

In groups, students will devise and perform a play based on bush themes.

Teachers' Notes for Activity 4

Models and Dioramas

(OPEN-ENDED AND STRUCTURED)

FOCUS: VISUAL ARTS

Using the "Sounds of the Bush" songs as a basis, students create models of bush creatures and make dioramas of their habitats.

Provide students with copies of the lyrics of specific songs for information about the habitats of selected animals. Students can also locate information on habitats from websites (See Page 2). Students to discuss and share the information with others, making a list of the relevant information.

Process:

1. Draw designs of the creatures and their habitats.
2. Create the models and dioramas.
3. Evaluate and appraise their models when they have been completed.

A student planning sheet is included on Page 16.

Encourage students to discuss ways of enhancing their models. Students to make changes. Display creatures in their habitats around the classroom.



Links to Other Learning Areas

ENGLISH

Listening and Speaking; Viewing; Reading; Writing

MATHS

Statistics

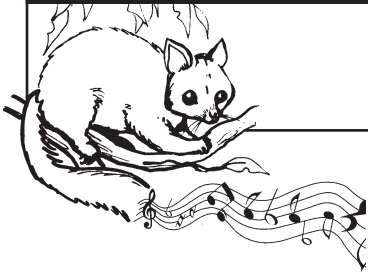
TECHNOLOGY

Technology Process; Materials

Key Learning Outcomes

- 1) Students read, write, listen and speak to communicate and share their ideas with a wide range of people.
- 2) Students develop and apply mathematical knowledge and skills in practical situations.
- 3) Students collect, organise and evaluate information to develop their knowledge and share with others.
- 4) Students develop and use a wide range of technology for a specific purpose or task.
- 5) Students develop and evaluate strategies in order to solve problems individually and in collaboration with others.
- 6) Students respect and care for the environment and understand the concept of Australian identity.
- 7) Students use creative skills to develop their art and to value the work of other people.
- 8) Students improve their learning by working independently and in collaboration with others.
- 9) Students appreciate and value the rights of others to work in a safe learning environment.

Assessment-Teacher Reflection for Activity 6



Collage / Mural



(OPEN-ENDED AND STRUCTURED)

FOCUS: RESEARCH SKILLS,
VISUAL APPEAL OF ART, CO-OPERATIVE LEARNING

Questions

The questions below are guidelines for the teacher for observing the students working together in groups. There is also a focus on locating information from the music and art skills.

What characteristics of birds did the students find from the three songs?

Were these characteristics included in the artwork?

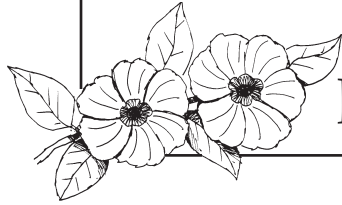
Were the colours of the birds accurately depicted?

What art skills did the students focus on to decorate their birds?

Did the students listen to each other in the discussion and work co-operatively?

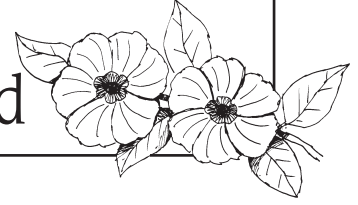
Does the completed mural show understanding of the overall bush theme?

Sample



Activity 15

Preservation of Our Bushland



Inquiry Learning Model

❶ What is the focus of your investigation?

❷ What is the extent of this problem in your local area?

Locate information by visiting the local bushland, interviewing community members or researching websites.

This website may be useful: <https://www.nationalparks.nsw.gov.au/conservation-and-heritage/tackling-weeds-pest-animals>

❸ Gather data relevant to your investigation from a range of sources. Make notes below.

❹ List the sources you used to gather data.

❺ Outline how you will organise the data.

Related Outcomes

- a. Students will investigate the ways people interact with each other and with their environment in order to make informed decisions and implement relevant social action.
- b. Students will examine and discuss the individual threats to Australian bushland regions, using an investigative approach.

Rating Scale Assessment for Activity 15

Preservation of Our Bushland

(STRUCTURED)

FOCUS: INQUIRY, CO-OPERATIVE LEARNING

This rating scale can be used by the teacher as an evaluation process.

Rating Scale

- 1 Beginning
- 2 Developing
- 3 Consolidating
- 4 Well-developed
- 5 Highly-developed



Students worked co-operatively in groups.	1	2	3	4	5
Students listened to the ideas of others.	1	2	3	4	5
Data was informative and relevant.	1	2	3	4	5
Investigation included a range of sources.	1	2	3	4	5
Songs were used as one of the sources of information.	1	2	3	4	5
The written information was accurate and detailed.	1	2	3	4	5
Data was communicated clearly to other students.	1	2	3	4	5