

# The Story Book Project

Presented by Jenny Gillan – *Listening Beyond Hearing*  
24<sup>th</sup> International Kodaly Symposium - Sarawak

[jennygillan@gmail.com](mailto:jennygillan@gmail.com)

<https://listeningbeyondhearing.com.au/>

## The History of the project

- Composition used to be open: “Compose what you like!”
- We were looking for more structure
- A desire for a more sequential approach to teaching ‘composition skills’ in class

## The process: Analysis

### Listening Beyond Hearing Textbook Chapter 1

#### Musical Character Spectrum

Sad with energy	Sad	Happy	Happy with energy
Aggressive	Sombre	Tranquil	Excited
Forceful	Ominous	Serene	Energetic
Terrifying	Desolate	Tender	Uplifting
Menacing	Melancholic	Relaxed	Cheerful
Chaotic	Bleak	Peaceful	Elated
Restless	Brooding	Laid Back	Joyous
Agitated	Foreboding	Calm	Triumphant
Frantic	Solemn		

# Character through Melody Activity

1. Listen to the musical excerpts played by your teacher.
2. Decide on appropriate Musical Character words that describe the mood of the piece and note them in the table.
3. Describe how these moods are created through the use of melody.

Musical Character Words	How created through Melody

*Listening Beyond Hearing Textbook Chapter 1*

## Harmonic, Melodic, Rhythmic Foundations

- ▶ Students have, in the lead up to this project, explored the related skills through:
  - ▶ Sight singing
  - ▶ Listening
  - ▶ Composing/arranging
  - ▶ Understanding I IV V vi harmony in Major and minor keys (arranging, composing, improvising)
  - ▶ Baroque Descending Sequence
  - ▶ Word Setting activities – lots on paper which then goes into the Sibelius program

Year 7	Year 8
<b>Practical tasks:</b> Sing and Play, Sing and handsign	
<b>Music Analysis:</b> Vocabulary, Mnemonics, Rhythm, Melody, Texture	
<b>Musical Styles:</b> Spirituals	Australian Folk Music - arrangement
Classical style	Baroque Style – La Folia
	Overview of Jazz - Ragtime focus

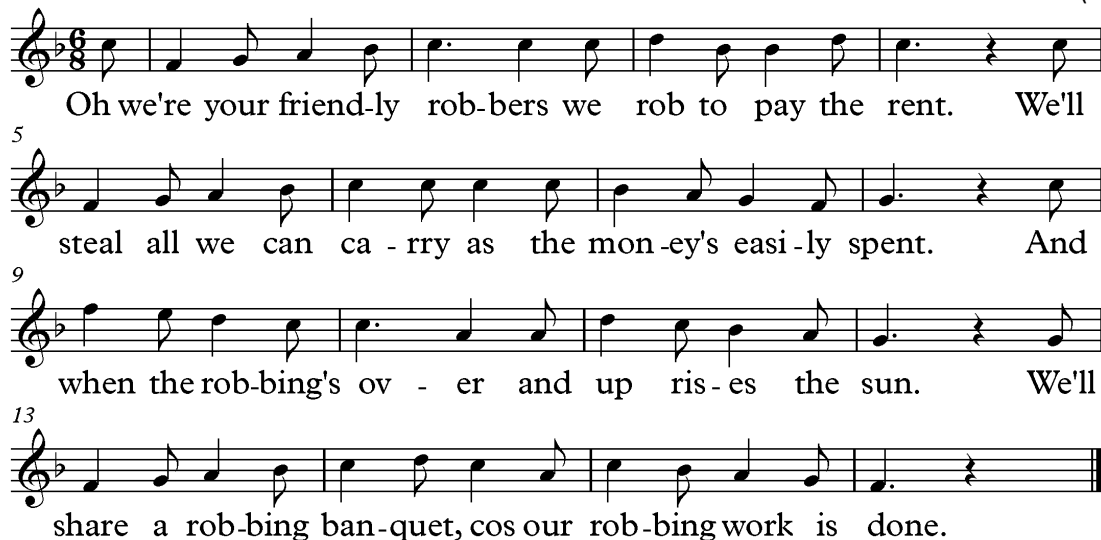
## Early Stages

- Discuss the characteristics of the characters
  - Physical
  - Mood/temperament
  - How can you create these using the musical elements?

### The Robbers' Banquet

J. Gillan

Mia (Year 7)



Oh we're your friend-ly rob-bers we rob to pay the rent. We'll  
5 steal all we can ca - rry as the mon-ey's easi-ly spent. And  
9 when the rob-bing's ov - er and up ris-es the sun. We'll  
13 share a rob-bing ban-quet, cos our rob-bing work is done.

While walking through a farm one day  
I thought I'd steal a pig  
It wasn't such a challenge, he wasn't very big.  
The downfall of my story must now be revealed:  
I got caught by the cops because the pig,  
he squealed!

My worst attempt at robbing  
involved a jewelry store  
There were necklaces and bracelets  
and rings by the score.  
I saw a watch and took it,  
I didn't mean no harm  
But I would've gotten further  
if I took it off her arm!

I like to steal from people  
who can't catch me when I run  
The very young or old are particularly fun.  
I nicked a granny's purse one day  
now don't you tell a soul,  
she got it back quick smart  
when I ran into a pole!

## Organisation

Number	Musical Work	Status of Composition
1	Overture	Hayley, Emma
2	Mole theme	TOM done
2a	Mole Digging theme	Rebecca Next week
3	TV Music?	Peter
4	Sad mole music "Something missing"	Cassidy

## Instrument Lists

Name	Year Level	Instrument
Tom	9	Piano/tuba
Harry	8	Piano
James	8	Drums
Hayley	7	Harp/viola

## Composition Check List

- Compositions have listed their correct number (01 - 17) and are:
  - SAVED as this to google drive
  - Have their number in their TITLE.
- Dynamics, tempo marks, phrasing etc. HIDE EMPTY STAVES
- No Collisions
- Parts checked with all instrument types
- Introducing text in the score
- Save your final Score in Google Drive
  - Save any vocal or percussion scores in a folder numbered appropriately.

## Benefits for Students

- A chance for students to:
  - Compose in many different styles
  - Compose short works that were not exhaustive
  - Compose by themselves and in groups
  - A chance to learn from each other and extend their harmonic skills
  - Extension for high achievers
  - The chance to compose something played by REAL people in REAL concerts where REAL issues need to be resolved

## Benefits for the School

- Collaboration with the dance department and art department
- An enjoyable end product that has helped grow that concert beyond the capacity of the venue!
- A way of connecting with visiting primary students and Outreach concerts
- Collaboration with other year levels

## Discoveries

- Balance on the computer doesn't = balance live! Some instruments need transposing parts
- Transposing parts!!
- Dragging timpani to Port Phillip Specialist School is not possible...or worth it for two notes
- Students are notorious for
  - forgetting their music
  - Leaving the only copy of the music with the one person who is away ill that day
- Correct grouping of rhythm DOES make it easier to read!

## Possible Stories

- Giraffes Can't Dance
- Feathers for Phoebe
- The Musicians of Bremen
- Mole Music
- The Gingerbread Man
- The Three Little Pigs
- The Musical Life of Gustav Mole