

MSO

CLASSROOM

EXAM PREPARATION ACTIVITY 1: MOOD MATRIX

SUGGESTED FOR:

Students undertaking VCE Music (or similar)

RESOURCES:

Something to write on, Internet access

TIME: 60 minutes

BEFORE YOU BEGIN:

Read through the steps below and identify any terms you are unfamiliar with.

- Remind yourself of the elements of music by visiting page 13 of the [VCE Music Study Design](#)

THE TASK:

One of the key skills of VCE Music is using appropriate vocabulary to describe ways in which performers manipulate the elements of music to create character or mood. To help you prepare to demonstrate this skill in the end of year exam, you will develop a series of 8 mind maps showing how the elements may be used to create diverse moods/characters. *Chances are that one of your 8 mind maps will be close to the character of the music played in the exam listening response questions...*

STEP 1 – THE MOOD MATRIX

- The Mood Matrix helps you classify mood/character words used to describe music.
- Using the Mood Matrix on page 2, brainstorm as many mood/character words as you can, writing them into the appropriate quadrant of the Mood Matrix below. (e.g. Joyous = happy and high energy. Solemn = sad and low energy).
- Now circle your two favourite words from each quadrant. These will become the focus of your 8 mind maps in the next step.
- If you have trouble getting started with a variety of character words look up [The Feeling Wheel](#) to get you started (PLEASE NOTE – not all of these feelings equate to appropriate words for describing music e.g. ‘appreciated’, ‘jealous’ etc.)

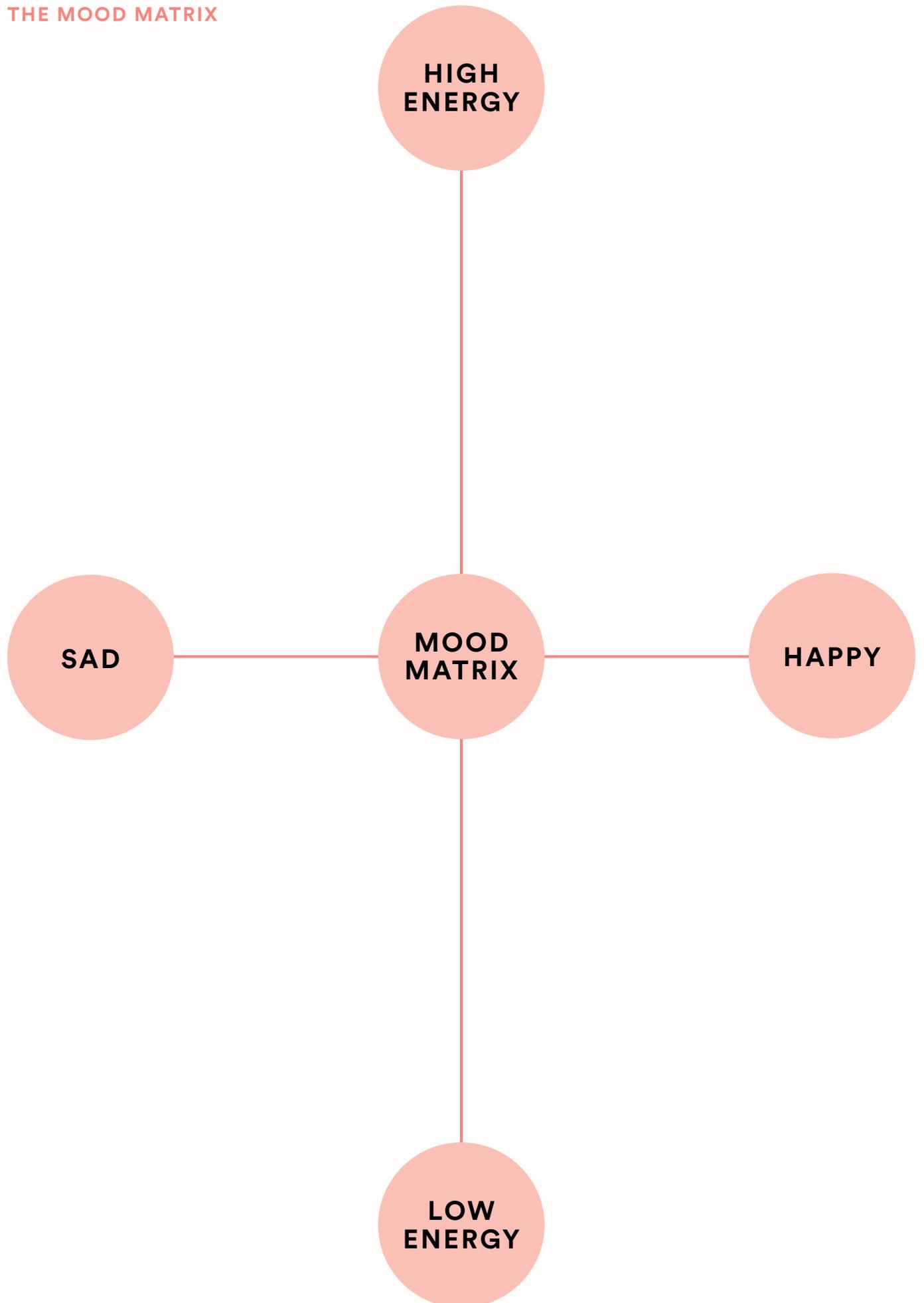
STEP 2 – MIND MAP

- Use the template on page 3 to develop 8 mind maps, one for each of your selected character words.
- Under the heading of each element, hypothesise how you expect that melody would be treated to create the given character.
- Finding recordings that match your character words can be helpful.
- Here is an example for [ominous](#) from the brilliant [Listening Beyond Hearing](#) website.

CURRICULUM LINKS

- VCE Music Performance:
 - Outcome 3 — *Music Language*
- VCE Music Style and Composition:
 - Outcome 1 — *Responses to Music*

THE MOOD MATRIX



MIND MAP

ARTICULATION

PHRASING

DYNAMICS

**IMPROVISATION,
EMBELLISHMENT,
ORNAMENTATION**

TONE COLOUR

TEXTURE

**CHARACTER
WORD**

**METER, TEMPO
& RHYTHM**

**TONALITY &
HARMONY**

MELODY

BLEND & BALANCE

REFLECTION

- Arrange your character words in a hierarchy from most **aggressive** to **serene**.
 - How did you decide on the order?
 - What do you notice about each individual element when you follow the hierarchy from aggressive to serene?
 - Which elements have the most significant impact on the creation of character?
- Which elements did you find easiest to write about?

PRACTICAL APPLICATION

- Choose your favourite melody (perhaps something from your end of year performance program or a simple children's song) and manipulate the elements as you have described them in your mind maps to develop 8 very different performances.
- Record your favourites and send them to schools@mso.com.au and your friends and family too.

*These resources have been devised by James Le Fevre for exclusive use in MSO Online Classroom.
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BIOS



NICHOLAS BOCHNER

After training in Adelaide and London, Nicholas spent 3 years as Artist-in-Residence at the University of Queensland as part of the ensemble *Perihelion*, forging a strong reputation as an exponent of contemporary music. He joined the MSO as Assistant Principal Cello in 1998. Since then he has appeared as a soloist, chamber musician and recitalist. He has also taught cello and improvisation at the Australian National Academy of Music (ANAM).

Nicholas has always had a strong commitment to music education and community engagement. In 2010 he was awarded the Dame Roma Mitchell Churchill Fellowship to study the LSO's iconic Discovery program and the use of improvisation in training classical musicians at the Guildhall School of Music.

In 2016, Nicholas' considerable experience as an orchestral musician and his passion for communication led him to undertake a fellowship at ANAM where he developed, conducted and presented educational concerts for primary school children. During the fellowship he was mentored by Paul Rissmann, Graham Abbott and the legendary Richard Gill AO. Since then he has presented educational concerts for children and adults for MSO, ANAM and the Melbourne Chamber Orchestra.

In 2020 he was named the MSO's Cybec Assistant Conductor for Learning and Engagement. He is also the conductor of the Melbourne University Biomedical Students' Orchestra. In support of his work as an education presenter, Nicholas has been studying conducting with Benjamin Northey and won a coveted place at the TSO's 2019 Australian Conducting Academy.



JAMES LE FEVRE

For the past 15 years, James Le Fevre has been sharing his passion and enthusiasm for music education with students and colleagues from around the country across the Independent, Catholic and State School systems. He was recently appointed as Head of Music at the Victorian College of the Arts Secondary School having served as The Arts Learning Area Leader and also Director of Bands at Our Lady of Sion College for 7 years prior. As an active member of the music community, James performs regularly across a wide range of genres and is forging a reputation as an engaging presenter and conductor. He proudly serves as the Immediate Past National President and as a Vice President of the Australian Band and Orchestra Directors Association – Victoria.

James holds a Bachelor of Music with Honours from the Australian National University majoring in Jazz Saxophone, and education qualifications from Monash University. In 2016, James completed studies in Education Leadership on scholarship to the Expert and Leading Teachers Colloquium through the National Excellence in School Leadership Initiative.

Thank you to our content and resource consultants:

James Le Fevre, Head of Music, Victorian College of the Arts Secondary School