

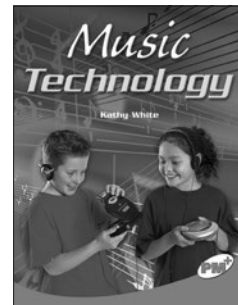
# Music Technology

PM Level 26

Emerald

**Text Type** Information Report / Recount / Narrative / Explanation

**Running Words** 894



## Preparing for Guided Reading

### Orientation to the text

- The way we listen to music has come a long way since the invention of the phonograph by Thomas Edison in 1877. Today we can enjoy music in many ways – on a tiny minidisc CD player, on the radio or TV, the internet and on small devices such as phones or iPods. Radio technology has developed too, from live broadcasts in the 1920s to the modern DJ who uses a computer to search for music tracks. We can play electronic versions of traditional instruments such as pianos and drums. And the Internet has meant that more people have access to music from all over the world.

### Prior knowledge

- Explain that the following words appear in the text: *gramophone, radio, records* and *microphone*. Encourage students to write these words in sentences to predict information presented in the text.

## Building the Balanced Reader

### Grammatical conventions

- Highlight examples of noun and verb agreement, e.g. *there are six music tracks; Drums are one of the ...; Each kind of scratch has a name.*
- Identify comparative adjectives, e.g. *louder, bigger.*

### Vocabulary

#### Key vocabulary

*amplifiers, complicated, download, fragile, generator, gramophone, Instrument, microphone, performance, phonograph, technology, transmitter*

### Spelling

- Have students search the text for words that contain the long 'u' sound. Investigate the letter patterns used to represent these sounds, e.g. *music, tune, new, you.*

### Visual Literacy

- Encourage students to read the captions and labels on the photographs in the text.
- Assist students to read and understand the information on the timeline on pp. 5–7.

- Discuss the graphic text on pp. 8–11, and explain the difficulties associated with this type of writing.

### Focusing on the story – guided reading

- Ask students to read to the end of p. 11 after setting the focus question: *What sorts of materials have been used to record music? Name eight different ways that music has been recorded over time.*
- Encourage students to write an opening for Harry the Announcer to read at the beginning of his 1922 radio broadcast.
- Discuss with students how materials used to make instruments have changed over the years. Ask them to think of examples. Can materials affect the sound that an instrument makes?
- Ask students to read to the end of p. 17 after setting the focus questions: *What styles of music are popular today? What is the function of an amplifier? How does a drum work?*
- Ask students to list the eight or nine tracks that they would choose if they had Angela's job for an hour.
- Give students an opportunity to share their broadcast opening announcement.
- Share students' responses to the focus questions. Then discuss the following: *What could have gone wrong during a radio broadcast in the early 1920s?*
- Share students' responses to the focus questions. Then discuss the following: *Are there any similarities between a 1920s announcer and today's DJs?*  
*How has computer technology changed the way music and sounds are produced?*

### Comprehension

- In the past, what was the only way people could listen to music? (*Literal*)
- Why was scrim and coconut matting used inside old-fashioned radio stations? (*Inferential*)
- How have changes in music technology changed the way we listen to music? (*Applied Knowledge*)

### Follow-up activities

- Discuss various types of music and ask students to choose their favourite style. Make a graph to show which music styles are most and least popular.

## Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.
- \_\_\_\_\_

## Success Criteria

- I can use the glossary to locate the meaning of specific words in the text.
- I can identify different text types by referring to their structure and language features.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up