



Victorian Music Teachers' Association

quality music education for all



3MBS Melbourne 103.5FM

Melbourne's best classical music and jazz

VMTA & 3MBS

LISTENING ACTIVITIES

Collection #6, 2026

Compiled by VMTA & 3MBS, 2026

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Key Links



VCE Study Design 2023-2027



ACARA National Music Curriculum



VCAA F-10 Music Curriculum





Introduction

Being able to listen to music and understand *how* and *why* it makes us feel a certain way is a very powerful tool for us as performers.

The more we listen to different types of music, the greater our knowledge and musical interests become, and we develop more language for describing what we are hearing.

These activities have been designed by the Victorian Music Teachers' Association Inc. (VMTA) to support direct application of the Victorian Curriculum & Assessment Authority (VCAA) responding outcomes for F-10 Music and VCE, as well as aligning with the ACARA outcomes in this area.

The activities use program excerpts from [3MBS - Intermezzo](#). 3MBS was finally launched on 1 July 1975. It was the first radio station to broadcast on the new FM band in Victoria and paved the way for the establishment of other community broadcasters. [Learn more about 3MBS.](#)

Teachers are encouraged to refer to supporting documents from VCAA and ACARA for delivering listening and responding activities in their settings.

Thank you for supporting the VMTA's vision of quality music education for all.

VMTA Board



Listening Activity #1

van Beethoven, Ludwig: Third
Movement from Piano Sonata No. 21
in C major, Op. 53.
Emil Gilels, pno.

Intermezzo | 9 September 2026 | 15:08-24:25

Student Name: _____



Choose at least 3 words to describe the feeling, mood or character of this excerpt.

How did Beethoven's approach in the third movement of the Waldstein Sonata evolve the typical piano rondo of the time?

If you had to create an imaginary scene to accompany this music, what would it be?

Listening Activity #2

Legrand, Michel: The Windmills of Your Mind. The Idea of North.



Intermezzo | 9 September 2026 | 1:12:29-1:17:06

Student Name: _____

Listen to the track above and select a 60 second excerpt to focus on, noting in the table below anything you can hear.

Which instruments and voice types can you identify in your 60 second excerpt?

Choose at least 3 words to describe the feeling, mood or character of your excerpt.

Discuss how the performers use duration, texture and variation to create character.

Listening Activity #3

Ravel, Maurice: Finale from Daphnis et Chlo  . London Symphony Orchestra and Chorus. Kent Nagano, cond.

Intermezzo | 9 September 2026 | 2:10:52-2:15:27

Student Name: _____



Listen to the track above and select a 60 second excerpt to focus on, noting in the table below anything you can hear.

TASK	NOTES
Character (Try to choose 3 words to describe the feeling or mood)	
Duration (Rhythm, Metre, Beat, Tempo)	
Pitch (Melody, Harmony, Tonality)	
Tone Colour (Sound production, sound sources)	
Texture (Layers of sound, balance/blend)	
Structure (Sections, compositional devices)	
Dynamics	
Articulation (Including Phrasing)	



Conclusion

Thank you for engaging with these materials and considering them for your spaces.

The VMTA welcomes any feedback you would like to share, suggestions for other activities and resources, or requests for professional learning in this space.

You can contact us via vmta@vmta.org.au, and we'll get back to you as soon as possible.

There is a great deal of additional content available at the VMTA website, including [free resources](#) and [online courses](#).

Additionally, membership is open to individual instrumental music educators, as well as Schools (including the ability to link multiple staff members to your profile) and Affiliate Organisations. [Learn more here](#), or reach out to us at the email address above.

The VMTA wishes to thank [Strategic Partner 3MBS](#), and all those engaging in quality music education across the state - your work is incredibly valuable and we appreciate your dedication, enthusiasm and tireless efforts.

VMTA Board

