

Musical beginnings



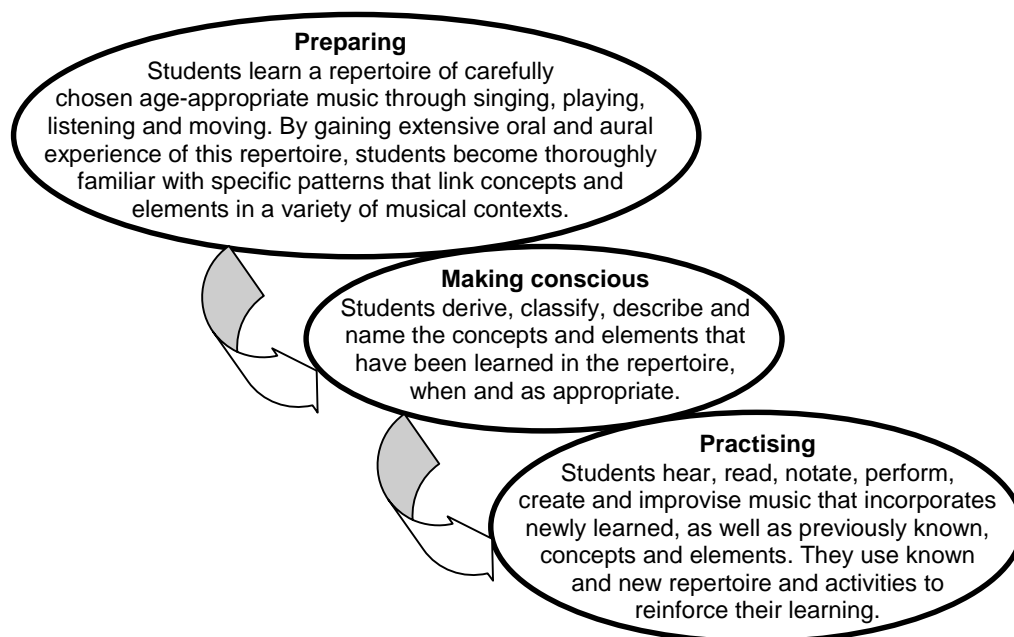
Strand
Music

Purpose

Children sing, play instruments, listen, move and engage in musical play to explore and develop their musical skills and understandings. They make music by themselves and with others, learning a repertoire of rhymes, songs and singing games.

Overview

Activities in this module are based on a learner-centred approach for students who are beginning to work with the musical concepts and elements of Level 1. These activities are organised into three phases: preparing, making conscious and practising.



The development of musical knowledge and skills at higher levels is dependent on the thorough preparation and practice that takes place from Level 1 onwards. For some concepts, the preparation phase may need to continue for an extended period of time, possibly months or even years, for some students. Practice needs to be ongoing and extensive, and coexists with and complements the preparing and making conscious phases.

Using this module

This module provides examples of planning and suggestions for teaching and assessing with outcomes and core content, within one musical context.

Module organisation

When planning for musical learning and for the demonstration of learning outcomes, careful consideration should be given to the sequence in which students prepare, make conscious and practise core content. The use of repertoire that incorporates core content, and activities that allow students to develop their understanding of that core content, will provide a variety of opportunities for them to demonstrate learning outcomes. The music outcomes are interrelated, complementary and interactive, and should be considered together when planning and assessing.

This module contains samples of planning overviews that illustrate how the core content can be sequenced so that learning is cumulative and sequential. The time allocations reflect timetabling arrangements in many Queensland schools.

- A **sample level overview** shows one way of organising the core content for Level 1 in a time frame of 30 hours over three semesters. The level overview is based on a minimum time allocation of 30 hours for music for Level 1, which may be distributed over a period longer than one school year. Where more time is available, the level overview may be amended to provide for a wider range of musical contexts for students, and for expanded opportunities for music-making activities.
- A **sample ten-week term overview** shows how cumulative and sequential learning may be planned across ten weeks or one school term, based on the outline for semester 1 given in the level overview. This sample overview was written for term 1 of a Year 1 program. It provides a summary for planning, showing teaching focuses and links to core content.
- **Four sample lesson plans** are included to demonstrate one way in which this term overview may be implemented within a classroom context, using a time frame of approximately 30 minutes per lesson. Each lesson contains activities that provide opportunities to prepare and practise musical concepts and skills.

The times indicated in the lesson plans are suggested as guides for planning activities. They are included to enhance understanding of the purpose of the activity, to indicate the approximate time an activity warrants in relation to the lesson time as a whole, and to reinforce the need for inclusion of a variety of purposeful activities. They also reflect what is considered appropriate in a well-paced lesson that will hold students' interest in the lower primary school. When using the lesson plans, adjust the time allocations and activities to suit the needs, interests and abilities of your students. This may involve spreading the activities over two lessons.

Links to the cross-curricular priorities

Activities contribute to learning in literacy, numeracy and lifeskills and can be used for gathering evidence about students' development in these cross-curricular priorities. Literacy links include knowing about and using the specific letters of the alphabet and sounds in words; focused listening to spoken and sung texts, comprehending and composing meaningful texts; and creating a spoken text. Numeracy links include counting in songs with cumulative actions to reinforce number concepts. Lifeskills links include personal development skills in identifying and developing talents and recognising individual strengths.

Some students with physical, hearing or vision impairment may need assistance with some activities within this module. Seek advice from their support teachers.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on and support student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Core learning outcomes

This module focuses on the following core learning outcomes from the Music strand of the *Years 1 to 10 The Arts Syllabus*.

Level statement: Level 1

Students know a repertoire of songs of limited pitch range that they can sing in tune and in appropriate style, individually and with others. They understand and respond to musical elements through singing, playing instruments, listening, improvising, and moving.

Students aurally and visually recognise, sing, play, read and write rhythmic patterns containing ♩ ♪ ♫ and melodic patterns containing *so*, *mi* and *la* in various positions on the staff.

- MU 1.1 Students aurally and visually recognise and respond to Level 1 core content in music they hear and perform.
- MU 1.2 Students sing a repertoire of songs of limited pitch range and play instruments, individually and with others, including simple rhythmic and melodic two-part music.
- MU 1.3 Students read and write short musical patterns containing Level 1 core content.



Core content

This module provides a learning context for the following concepts and skills, which are developed from Level 1 core content from the syllabus:

- | | |
|----------------------------|---|
| Rhythm and metre | <ul style="list-style-type: none">• beat and rhythm• two- and four-beat metre• ♩ ♪ ♫ |
| Pitch and melody | <ul style="list-style-type: none">• difference between speaking and singing voices• melodic contour and patterns containing <i>so</i>, <i>mi</i> and <i>la</i> |
| Part work | <ul style="list-style-type: none">• rhythmic ostinatos• song and beat• song and rhythm |
| Form and structure | <ul style="list-style-type: none">• question and answer phrases |
| Tone colour | <ul style="list-style-type: none">• untuned percussion instruments• widely contrasting melodic instruments |
| Expressive elements | <ul style="list-style-type: none">• fast/slow• soft/loud |

Sample Level 1 Overview (3 semesters)

Once elements and concepts have been introduced, practice is ongoing and should be incorporated into planning across this level.

	Semester 1 Term 1 Musical beginnings	Semester 2	Semester 3
Rhythm and metre	<ul style="list-style-type: none"> beat in simple time beat in compound time faster/slower rhythmic pattern 	<ul style="list-style-type: none"> preparation of one and two sounds on a beat beat in compound time — using appropriate actions for $\frac{6}{8}$  	<ul style="list-style-type: none"> two-beat metre four-beat metre 
Pitch and melody	<ul style="list-style-type: none"> discrimination between speaking and singing voices in-tune singing accurate starting pitch question and answer phrases higher/lower — increasingly wide distance between intervals leading to the interval of an octave inner hearing singing 	<ul style="list-style-type: none"> recognition of song from melody higher/lower — perfect 5th and minor 3rd intervals melodic question and answer using song motifs accurate starting pitch, varying the starting pitch melodic contour 	<ul style="list-style-type: none"> higher/lower — <i>so-mi</i> staff notation <i>la</i>
Part work	<ul style="list-style-type: none"> song and beat song and rhythm movement ostinato 	<ul style="list-style-type: none"> beat and rhythm skipping and singing in $\frac{6}{8}$ rhythmic ostinato 	<ul style="list-style-type: none"> rhythmic accompaniments
Form and structure	<ul style="list-style-type: none"> phrase structures 	<ul style="list-style-type: none"> same and different structures 	<ul style="list-style-type: none"> question and answer phrases
Tone colour	<ul style="list-style-type: none"> environmental sounds individual voices 	<ul style="list-style-type: none"> classroom percussion 	<ul style="list-style-type: none"> widely contrasting instruments, e.g. violin and trumpet
Expressive elements	<ul style="list-style-type: none"> soft/loud fast/slow 	<ul style="list-style-type: none"> soft/loud fast/slow 	<ul style="list-style-type: none"> detached/smooth

Assessment

The following table provides examples of opportunities for gathering evidence and making judgments about students' demonstrations of The Arts core learning outcomes in this module. When making an on-balance judgment about demonstrations of the learning outcomes, consider all the points in the 'Making judgments' column. The table is neither exhaustive nor mandatory. Assessment opportunities should be negotiated with students to maximise their demonstrations of these outcomes in a variety of ways. Reflect with students on evidence gathered to make judgments about their demonstrations.

Since *Musical beginnings* has been written for students who are beginning to work with the outcomes and core content at Level 1, assessment is focused on growth in student learning rather than on the demonstration of outcomes. Nevertheless, some children may be able to demonstrate what they know and what they can do with what they know at this level.

Outcomes	Gathering evidence	Making judgments
<p>MU 1.1 Students aurally and visually recognise and respond to Level 1 core content in music they hear and perform.</p>	<p>Students may:</p> <ul style="list-style-type: none"> listen attentively to music excerpts or sung books (see weeks 2, 3, 8 and 9). <p>The teacher may use:</p> <ul style="list-style-type: none"> teacher observation of student responses in class <p>recorded in:</p> <ul style="list-style-type: none"> checklists. 	<p>Do students:</p> <ul style="list-style-type: none"> sit and listen attentively to the music? show an awareness of the beginning and end of the music? respond to the music with appropriate body language?
<p>MU 1.2 Students sing a repertoire of songs of limited pitch range and play instruments, individually and with others, including simple rhythmic and melodic two-part music.</p>	<p>Students may:</p> <ul style="list-style-type: none"> sing <i>Starlight</i> in a class group with some children playing finger cymbals (see week 4). <p>The teacher may use:</p> <ul style="list-style-type: none"> teacher observation of student singing in class activities <p>recorded in:</p> <ul style="list-style-type: none"> checklists. 	<p>Do students:</p> <ul style="list-style-type: none"> sing the song, matching the pitch and maintaining a steady beat, without teacher assistance? show some sensitivity to the style of the song through dynamics and tempo?
<p>MU 1.1 as above And preparation for MU 1.3 Students read and write short musical patterns containing Level 1 core content</p>	<p>Students may:</p> <ul style="list-style-type: none"> recognise rhythmic and melodic patterns of known songs. <p>The teacher may use:</p> <ul style="list-style-type: none"> teacher observation of student response <p>recorded in:</p> <ul style="list-style-type: none"> anecdotal records. 	<p>Do students:</p> <ul style="list-style-type: none"> identify songs accurately from the given pattern when sung or played?

Background information

Focus

Young children in their first year of formal schooling learn music most successfully when the skills and concepts are approached through play activities involving singing, moving, listening and playing instruments. Instructions for the singing games used in this module are included as teacher resources.

Children enjoy singing for pleasure and unaccompanied singing is important, as children need to be able to hear their own voices and those of the children around them. Singing in tune requires children to be able to differentiate between their speaking and singing voices, which may take time and teacher assistance. Limiting the pitch range and length of songs, using the natural pitch range of young voices, encouraging children to sing softly, and singing songs slowly and clearly will help improve the quality of children's singing.

Moving to music, beginning with free expressive movement, helps to develop the more precise rhythmic movement needed for singing games and dances. With time and practice, children are able to learn the more specific movements needed for responding correctly to beat. Moving to their own singing is both enjoyable and important for young children.

Focused listening needs to be developed from the outset. It is a skill that is important in music and one that is readily transferable to all other areas of learning. Children need to be taught to listen critically to their own singing, the singing of their classmates and the teacher, live instruments played in various venues, and recorded music from a range of styles and genres.

Repertoire

Children already have prior experience and knowledge of music through their exposure to many forms of media, live performances of various kinds, and local community experiences. Music in the classroom can enhance and draw on this knowledge but need not duplicate it.

Repertoire selected for inclusion in this module has been chosen for specific educational purposes, relating to the core learning outcomes and core content. Wherever possible, this repertoire has been taken from music books and other resource materials that are readily available and are currently being used in many Queensland schools. It is important to know the repertoire in this module thoroughly before using it in lessons.

This music can be supplemented or substituted with other repertoire at the teacher's discretion, based on the needs and interests of students and the local learning context. When choosing music, give due consideration to age appropriateness, vocal range, musical quality and content, student needs and educational purposes.

Books are used in this module to help develop listening skills. Children sit attentively and focus on the illustrations, making no noise at all. This helps the children develop an understanding of audience protocols and allows the teacher to model a good singing sound, appropriate style and expression.

Some of the books included in this module have an existing melody (usually traditional) associated with them, and some have text that easily lends itself to teacher improvisation of a melody. Picture books could also be used, as well as puppets or other props (an item of clothing, a costume or a hat), to help animate the song.

Monitoring student progress

Use checklists to keep records of students' progress and to assist in making judgments about demonstration of outcomes. 'Teacher resource 2' is a sample Level 1 checklist. Information in each column of the checklist would take several lessons to collect. When monitoring in-tune singing, for example, you can quickly ascertain if the singing of individual children is in tune and on pitch as they sing a greeting or in a singing game. Only a small number of children need to be monitored in this way in each lesson, but this gathering of evidence is ongoing and an accurate indication of student progress without being time consuming.

Terminology

Students have opportunities to become familiar with and use the following terminology in this module:

bells	finger cymbals	orchestra	tuning fork
claves	higher	slower	violin
choir	louder	softer	woodblock
faster	lower	string instruments	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Education Queensland policies on health and safety considerations for Music may be found at www.education.qld.gov.au/corporate/doem/sindex/m-ind.htm.

For policies and guidelines for the Catholic sector, refer to the Queensland Catholic Education Commission website at www.qcec.qld.catholic.edu.au/www/index.cfm.

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved within a supportive environment
- work individually or in groups
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- support one another's efforts
- become empowered to take on roles
- negotiate and accept change
- become empowered to communicate freely.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Support materials and references

The following resources may be helpful additions to your professional library. Review material before using it with students. Resources referred to in this module are identified with an asterisk (*).

Information relating to copyright issues can be found at the Australian Copyright Council's *Online Information Centre* at www.copyright.org.au/index.htm. Please note the licence conditions that apply to downloading and printing information sheets from this site.

Print

Choksy, L. 1981, *The Kodaly Context*, Prentice Hall, Englewood Cliffs, New Jersey.

Choksy, L. 1999, *The Kodaly Method I: Comprehensive Music Education*, Prentice Hall, Englewood Cliffs, New Jersey.

*Department of Education, Queensland 1987, *Tune In: A Music Program for Primary Schools, Level 1*, Brisbane.

Feierabend, J. 1986, *Music for Very Little People*, Boosey and Hawkes, New York.

Forrai, K. 1990, *Music in Preschool*, 2nd edn, Corvina, Budapest.

Harrop, B., Blakeley, P. & Gadsby, D. 1975, *Apuskidu: Songs for Children*, A & C Black, London.

*Hoermann, D. & Bridges, D. 1985, *Catch a Song*, Dominie Press, Sydney.

Johnson, J. 2001, *Listening to Art Music*, Volume 1, Clayfield School of Music, Brisbane.

Mattison, E. 1991, *This Little Puffin*, Puffin Books, London.

Nursing Mothers' Association of Australia 1983, *Merrily, Merrily*, 3rd edn, Dominion Press, Melbourne.

Books that are sung in this module

Goodheart, P. 1997, *Row, row, row your boat*, Koala Books, Sydney.

Halpern, S. 1995, *What shall we do when we all go out*, North-South Books, London.

Iremey, J.W. 1995, *Three blind mice: The whole story*, Derrydale Books, New York.

Nelson, C. & Steer, D. 1999, *Snappy little movers*, Ken Fin Books, New York.

Richardson, J. 1996, *10 bears go marching*, Five Mile Press, Melbourne.

Trapani, T. 1993, *The itzy bitsy spider*, Peribo Pty Ltd, Sydney.

Tulip, J. 1999, *If you're happy and you know it*, Wonder Kids, Sydney.

Westcott, N.B. 1989, *The lady with the alligator purse*, Heinemann, London.

Easily accessible sources for the repertoire in this module

Title	Source
1 2 3 4 (rhyme)	<i>Tune In</i> , Level 1, p. 41
Baa, baa, black sheep	<i>Tune In</i> , Level 1, p. 42
Bee, bee, bumble bee	<i>Tune In</i> , Level 1, p. 71
Bell horses	<i>Tune In</i> , Level 1, p. 28; <i>Catch a Song</i> , p. 21
Everybody do this	<i>Tune In</i> , Level 1, p. 45; <i>Catch a Song</i> , p. 94
Hey hey	<i>Tune In</i> , Level 1, p. 34
Hickory, dickory dock (rhyme)	<i>Tune In</i> , Level 1, p. 28
Johnnie works with one hammer	<i>Tune In</i> , Level 1, p. 24
Old MacDonald	<i>Tune In</i> , Level 1, p. 17; <i>Catch a Song</i> , p. 135
Ring-a-ring-a-rosie	<i>Tune In</i> , Level 1, p. 16
Roly, poly	See 'Teacher resource 1'
Round and round the garden (rhyme)	<i>Tune In</i> , Level 1, p. 21
See saw, up and down	<i>Tune In</i> , Level 1, p. 16; <i>Catch a Song</i> , p. 172
Starlight	<i>Tune In</i> , Level 1, p. 31; <i>Catch a Song</i> , p. 177
Tick tock	<i>Tune In</i> , Level 1, p. 20
Twinkle, twinkle, little star	<i>Tune In</i> , Level 1, p. 17; <i>Catch a Song</i> , p. 198

Electronic

Audio recordings

Britten, B., 'This Little Babe' from *Ceremony of Carols*, any recording.

Grieg, E., 'In the Hall of the Mountain King' from *Peer Gynt Suite*, any recording.

Mozart, W.A., *String Quartet No. 16 in E, Major*, any recording.

Rimsky-Korsakov, N., *Flight of the Bumble Bee*, any recording.

Rossini, G., *William Tell Overture*, any recording.

Trad. arr: O'Leary, M., *Shalom Chaverim* from *Mostly Australian Songs*, Young Voices of Melbourne, YVMCD001, 1995.

Trad. *Joshua Fought the Battle of Jericho* from *The Battle of Jericho*, Vol. 2, Moses Hogan Chorale Community Ensemble, MGH Records 0505 CD.

Vivaldi, A., 'Spring' from *The Four Seasons*, any recording.

Websites

(All websites were accessed in March 2002.)

Music Ed Resources Idea Library: www.angelfire.com/nb/musicedresources

Pentatonic Music Collection: www.pentatonika.com/index.html

Sample Term Overview — Weeks 1 to 3

Term 1	Week 1	Week 2	Week 3
Prepare	beat	beat	beat
Make conscious		faster/slower	softer/louder
Practise			
Rhythmic development	<i>See saw, up and down</i> — beat actions <i>Round and round the garden</i> — beat	<i>See saw, up and down</i> — beat actions <i>Ring-a-ring-a-rosie</i> — faster/slower <i>Johnny works with one hammer</i> — woodblock on beat	<i>See saw, up and down</i> — beat actions <i>Johnny works with one hammer</i> — triangle on the beat
Instrumental work		<i>Johnny works with one hammer</i> — woodblock on beat	<i>Johnny works with one hammer</i> — triangle on the beat <i>Bell horses</i> — bells
Melodic development	<i>Good morning</i> — sing the greeting <i>Old MacDonald</i> — sing; text substitution	<i>Good morning</i> — sing/speak the greeting <i>Old MacDonald</i> — sing; text substitution <i>Twinkle twinkle</i> — sing <i>Tick tock</i> — sing	<i>Good morning</i> — sing the greeting <i>Tick tock</i> — action song; prepare so-mi
Part work	<i>See saw, up and down</i> — actions on beat while singing <i>Ring-a-ring-a-rosie</i> — walk or skip in a circle while singing	<i>See saw, up and down</i> — actions on beat while singing <i>Ring-a-ring-a-rosie</i> — walk or skip in a circle while singing	<i>Bell horses</i> — sing, move and play
Listening	<i>If you're happy and you know it</i> — book	<i>Row, row, row your boat</i> — book	<i>The itsy bitsy spider</i> — book <i>Shalom Chaverim</i>
Games	<i>Ring-a-ring-a-rosie</i>	<i>Ring-a-ring-a-rosie</i> — faster/slower	<i>Tick tock</i> <i>Ring-a-ring-a-rosie</i> — softer/louder
Repertoire	<i>See saw, up and down</i> — new song <i>Ring-a-ring-a-rosie</i> — singing game <i>Round and round the garden</i> — rhythm <i>Old MacDonald</i> — sing; text substitution <i>If you're happy and you know it</i> — teacher sings	<i>Johnny works with one hammer</i> — new song; beat; instruments <i>Tick tock</i> — new song action song; in-tune singing <i>See saw, up and down</i> — beat <i>Twinkle, twinkle, little star</i> — sing <i>Ring-a-ring-a-rosie</i> — game; faster/slower <i>Old MacDonald</i> — sing; text substitution <i>Row, row, row your boat</i> — sing a book	<i>Bell horses</i> — new song; instrumental <i>Tick tock</i> — action song; in-tune singing <i>Ring-a-ring-a-rosie</i> — game; softer/louder <i>See saw, up and down</i> — beat <i>Johnny works with one hammer</i> — beat <i>The itsy bitsy spider</i> — sing a book <i>Shalom Chaverim</i> — listen; singing voices

Sample Term Overview — Weeks 4 to 7

Term 1	Week 4	Week 5	Week 6	Week 7
Prepare	beat	beat	beat	beat
Make conscious		higher/lower		
Practise	faster/slower; softer/louder		higher/lower	higher/lower
Rhythmic development	<i>Hickory dickory dock</i> — beat and rhythm	<i>Hickory dickory dock</i> — beat and rhythm	1 2 3 4 — children tap in time to the rhyme <i>See saw, up and down</i> — perform actions, chosen by throwing a large cube with action pictures	<i>Hey hey</i> — improvise text and movement 1 2 3 4 — tap in time; substitute children's names <i>Johnny works with one hammer</i> — beat and rhythm
Instrumental work	<i>Bell horses</i> — bells <i>Starlight</i> — finger cymbals	<i>Starlight</i> — finger cymbals <i>Bell horses</i> — bells	<i>Starlight</i> — finger cymbals	<i>Johnny works with one hammer</i> — use claves on beat
Melodic development	<i>Good morning</i> — sing the greeting <i>See saw, up and down</i> — in-tune singing <i>Tick tock</i> — in-tune singing	<i>See saw, up and down</i> — sing in a high voice and a low voice <i>Good morning</i> — sing the greeting	<i>Ring-a-ring-a-rosie</i> — vary pitch and use the terms 'higher' and 'lower'	<i>See saw, up and down</i> — sing <i>Ring-a-ring-a-rosie</i> — vary pitch; use the terms higher/lower <i>Old MacDonald</i> — sing, text substitution
Part work	<i>Bell horses</i> — sing, move, play	<i>Starlight</i> — play/sing <i>Bell horses</i> — play, move, sing	<i>Starlight</i> — play, sing	
Listening	Grieg, 'In the Hall of the Mountain King'	Mozart, <i>String Quartet No. 16</i> — discuss 'string family' <i>What shall we do when we all go out?</i> — book	Vivaldi, 'Spring' — violin, string family <i>The lady with the alligator purse</i> — book	<i>Joshua fought the battle of Jericho</i> — choral sound
Games	<i>Ring-a-ring-a-rosie</i> <i>Tick tock</i>	<i>Bell horses</i> — freeze game	<i>Ring-a-ring-a-rosie</i> <i>Tick tock</i>	<i>Ring-a-ring-a-rosie</i> <i>Wash the dishes</i>
Repertoire	<i>Hickory dickory dock</i> — new rhyme <i>Ring-a-ring-a-rosie</i> — game; faster/slower, softer/louder <i>See saw, up and down</i> — in-tune singing <i>Bell horses</i> — game; bells <i>Starlight</i> — new song Grieg, 'In the Hall of the Mountain King' — faster/slower; louder/softer <i>Tick tock</i> — action song; prepare so-mi; in-tune singing	<i>Hickory dickory dock</i> — action rhyme <i>Round and round the garden</i> — rhyme <i>Bell horses</i> — bells; freeze game <i>See saw, up and down</i> — sing; higher/lower <i>Starlight</i> — sing; instruments; prepare beat	1 2 3 4 — new rhyme; prepare beat <i>Starlight</i> — sing; play instruments; prepare beat <i>See saw, up and down</i> — beat <i>Ring-a-ring-a-rosie</i> — higher/lower; game <i>Tick tock</i> — action song; in-tune singing Vivaldi, 'Spring' — violin, string family <i>The lady with the alligator purse</i> — book	<i>Hey hey</i> — new song; prepare beat; text substitution; movement improvisation 1 2 3 4 — beat; text substitution <i>See saw, up and down, up and down</i> — sing <i>Old MacDonald</i> — sing; text substitution <i>Johnny works with one hammer</i> — prepare beat <i>Ring-a-ring-a-rosie</i> — higher/lower; game

Sample Term Overview — Weeks 8 to 10

Term 1	Week 8	Week 9	Week 10
Prepare	beat	beat	beat
Make conscious			
Practise	softer/louder		higher/lower; softer/louder
Rhythmic development	<p>1 2 3 4 — play in time; substitute children's names; perform softer/louder</p> <p><i>Hey hey</i> — improvise movement on beat</p> <p><i>Everybody do this</i> — improvise movement on beat</p>	<p><i>Hey hey</i> — improvise movement on beat</p> <p><i>Everybody do this</i> — improvise movement on beat</p>	<p>1 2 3 4 — play in time (substitute children's names)</p> <p><i>Everybody do this</i> — improvise movement on beat</p> <p><i>Bee, bee, bumble bee</i></p> <p><i>See saw, up and down</i> — keep beat while singing</p>
Instrumental work	<p>1 2 3 4 — claves</p> <p><i>Bell horses</i> — playing bells</p>	<i>Starlight</i> — finger cymbals	1 2 3 4 — woodblock
Melodic development	<p><i>Everybody do this</i> — new song</p> <p><i>Hey hey</i> — sing; prepare <i>so-mi</i></p> <p><i>Old MacDonald</i> — sing</p> <p>Children sing names and teacher echoes</p>	<p><i>See saw, up and down</i> — in-tune singing</p> <p><i>Starlight</i> — sing</p>	<p><i>See saw, up and down</i> — keep beat while singing</p> <p><i>Everybody do this</i> — sing</p> <p><i>Bee, bee, bumble bee</i> — sing</p> <p><i>Baa, baa, black sheep</i> — sing</p>
Part work	<p>1 2 3 4 — play; sing</p> <p><i>Bell horses</i> — play, move, sing</p>	<i>Starlight</i> — play, sing	<p>1 2 3 4 — play, sing</p> <p><i>See saw, up and down</i> — sing; perform beat actions</p>
Listening	<p>Rossini, <i>William Tell Overture</i> — orchestra</p> <p><i>10 bears Go Marching</i> — book</p>	<p>Rimsky-Korsakov, <i>Flight of the Bumble Bee</i> — instrumental</p> <p><i>Snappy little movers</i> — book with text improvisation</p>	<p>Britten, 'This Little Babe'</p> <p><i>Three blind mice: The whole story</i> — book</p>
Games	<i>Bell horses</i>	<i>Bee, bee, bumble bee</i> — elimination rhyme	<i>Bee, bee, bumble bee</i>
Repertoire	<p><i>Everybody do this</i> — new song; prepare beat; movement improvisation</p> <p>1 2 3 4 — prepare beat; text substitution; claves; softer/louder</p> <p><i>Hey hey</i> — movement improvisation; prepare beat</p> <p><i>Old MacDonald</i> — sing</p> <p><i>Bell horses</i> — play bells; freeze game</p>	<p><i>Bee, bee, bumble bee</i> — new song</p> <p><i>Hey hey</i> — movement improvisation; prepare beat</p> <p><i>Everybody do this</i> — prepare beat; movement improvisation</p> <p><i>Starlight</i> — sing; instruments; prepare beat</p> <p><i>See saw, up and down</i> — in-tune singing</p> <p><i>Flight of the Bumble Bee</i> — active listening</p>	<p><i>Roly, poly</i> — new rhyme; higher/lower; softer/louder</p> <p>1 2 3 4 — prepare beat; text substitution; wood block</p> <p><i>Everybody do this</i> — sing; movement improvisation</p> <p><i>Bee, bee, bumble bee</i> — sing; prepare beat</p> <p><i>Baa, baa, black sheep</i> — sing</p> <p><i>See saw, up and down</i> — sing and keep beat</p>

Activities: Sample lesson plans

Week 1

Times are suggestions only.

Activity	Purpose	Mins	Materials and procedure
Sing	Introduce singing and greeting	4	<ul style="list-style-type: none"> Teacher sings 'Good morning, Year 1' to children, using <i>so-mi</i>, and asks class to sing 'Good morning' in return. Sing greeting a few times.
Play game: <i>Ring-a-ring-a-rosie</i>	Enjoyment: learn to form a circle; singing	6	<ul style="list-style-type: none"> Teacher directs children to make a circle and begin singing and playing <i>Ring-a-ring-a-rosie</i>. Repeat the game several times.
Sing: <i>See saw, up and down</i> ; movement improvisation	Rhythmic development: action on the beat; learn new song	5	<ul style="list-style-type: none"> Teacher sings <i>See saw, up and down</i> while children listen. Teacher sings again 2–3 times, asking children to create movements 'like a see saw'. Teacher selects some actions for the class to copy as <i>See saw, up and down</i> is sung another 2–3 times. Teacher sings again, asking children to sing along.
Rhyme: <i>Round and round the garden</i>	Rhythmic development: beat and rhythm	6	<ul style="list-style-type: none"> Children say <i>Round and round the garden</i> and perform actions on their own hands. Teacher moves around the class and performs actions on hands of individual children as the rhyme is repeated 5–6 times.
Sing: <i>Old MacDonald</i>	Melodic development	5	<ul style="list-style-type: none"> Sing <i>Old MacDonald</i> together. Verses are decided by choosing a toy animal from the teacher's bag.
Listen: <i>If you're happy and you know it</i>	Active listening	4	<ul style="list-style-type: none"> Teacher sings <i>If you're happy and you know it</i> to the children while showing them the book.

Teaching considerations

Resources required for this lesson: bag of toy farm animals (or pictures). Words for *Old MacDonald*:

- Old MacDonald had a farm ee-i-ee-i oh,
And on that farm he had a dog ee-i ee-i oh,
With a woof woof here and a woof woof there,
Here a woof, there a woof everywhere a woof woof,
Old MacDonald had a farm ee-i ee-i oh.
- cow
- sheep
- horse
- cat

This is the version that is used in *Tune In*, Level 1 (p.17).

It is usual for students to say which animal they will sing about.

See 'Teacher resource 1' for the actions to songs and singing games.

Opportunities for gathering evidence

- Observation of children listening attentively while the teacher sings the book.
- Observation of children maintaining a steady beat.

Week 2

Times are suggestions only.

Activity	Purpose	Mins	Materials and procedure
Sing	Greeting and tuning up	3	<ul style="list-style-type: none"> Teacher sings 'Good morning, Year 1' to the children on <i>so</i> and <i>mi</i>. Class sings 'Good morning' in return. Teacher then says 'Good morning'. Children note the difference between singing and speaking voices.
Sing action song: <i>Johnny works with one hammer</i> with percussion instruments	Rhythmic development: beat actions; play the woodblock	5	<ul style="list-style-type: none"> <i>Johnny works with one hammer</i>. Sing together with actions. Teacher shows woodblock and demonstrates how to play correctly. Individual children have turns playing the woodblock while the class sings.
Sing: <i>Twinkle, twinkle, little star</i>	Singing: posture	2	<ul style="list-style-type: none"> <i>Twinkle, twinkle, little star</i>. Class sings the song. Repeat the song with attention to straight back for good singing posture.
Sing: <i>See saw, up and down</i>	Rhythmic development	4	<ul style="list-style-type: none"> Teacher sings <i>See saw, up and down</i>, gesturing for the class to join in. Repeat the song several times (6–8) while teacher performs actions on the beat for children to copy.
Listen: <i>Tick tock</i>	Learn new song	3	<ul style="list-style-type: none"> Teacher sings new song, <i>Tick tock</i>, to the class. Teacher uses a bird puppet to be the cuckoo popping out of the clock. Sing the song again.
Game: <i>Ring-a-ring-a-rosie</i>	Learn about tempo; enjoyment; practise forming a circle; singing	5	<ul style="list-style-type: none"> Sing and play <i>Ring-a-ring-a-rosie</i>. Each time the song is sung, the children choose whether to sing faster or slower.
Sing: <i>Old MacDonald</i>	Melodic development	3	<ul style="list-style-type: none"> Sing <i>Old MacDonald</i> together and children decide on the verses.
Listen: <i>Row, row, row your boat</i>	Active listening	4	<ul style="list-style-type: none"> Teacher sings <i>Row, row, row your boat</i> to the children while showing them the book.

Teaching considerations

Resources required in this lesson: woodblock, bird puppet. See 'Teacher resource 1' for the actions to songs and singing games.

Opportunities for gathering evidence

- Observation of singing, participation and responses to listening activity.

Week 3

Times are suggestions only.

Activity	Purpose	Mins	Materials and procedure
Sing	Greeting and tuning up	2	<ul style="list-style-type: none"> Teacher sings 'Good morning, Year 1' to the children on <i>so</i> and <i>mi</i>. Class sings 'Good morning' in return.
Sing and move: <i>Bell horses</i>	Learn new song; play bells	4	<ul style="list-style-type: none"> Teacher sings <i>Bell horses</i> while the children gallop round the room. At the end of the song the children 'freeze'. Two to four sets of bells are given to the children to shake as they gallop. Repeat the activity several times giving other children turns at the bells.
Sing action song: <i>Tick tock</i>	Singing	4	<ul style="list-style-type: none"> Sing <i>Tick tock</i> with the actions. Children are in groups of three.
Listen: <i>Shalom Chaverim</i>	Singing: vocal quality	5	<ul style="list-style-type: none"> Discuss with the children 'What is a choir?'. Relate as much as possible to the classroom and school environment. Play <i>Shalom Chaverim</i>, a traditional song arranged by Mark O'Leary and sung by the Young Voices of Melbourne.
Play game: <i>Ring-a-ring-a-rosie</i>	Learn about dynamics; enjoyment; practise forming a circle; singing	4	<ul style="list-style-type: none"> Sing and play <i>Ring-a-ring-a-rosie</i>. Each time the song is sung, the children choose whether to sing softer or louder.
Sing: <i>See saw, up and down</i>	Rhythmic development: beat.	3	<ul style="list-style-type: none"> Sing <i>See saw, up and down</i> repeating several times (6–8) while the children perform actions (on the beat) in pairs.
Sing action song: <i>Johnny works with one hammer</i> with percussion instruments	Rhythmic development: beat actions; playing the triangle.	5	<ul style="list-style-type: none"> <i>Johnny works with one hammer</i>. Sing together with actions. Teacher shows the triangle and demonstrates how to play correctly. Individual children have turns playing the triangle while the class sings.
Listen: <i>The itsy bitsy spider</i>	Active listening	3	<ul style="list-style-type: none"> Teacher sings <i>The itsy bitsy spider</i> to the children while showing them the book.

Teaching considerations

Resources required in this lesson: triangle, bells. See 'Teacher resource 1' for the actions to songs and singing games.

Opportunities for gathering evidence

- Observation of children physically responding to song by keeping the beat in *Johnny works with one hammer*.

Week 4

Times are suggestions only.

Activity	Purpose	Mins	Materials and procedure
Sing	Greeting and tuning up	2	<ul style="list-style-type: none"> Teacher sings 'Good morning, Year 1' to children on <i>so</i> and <i>mi</i> and class sings 'Good morning' in return.
Rhyme: <i>Hickory dickory dock</i>	Rhythmic development	3	<ul style="list-style-type: none"> Say the rhyme <i>Hickory dickory dock</i>. Add appropriate actions such as fingers running up arm for running up the clock.
Play game: <i>Ring-a-ring-a-rosie</i>	Learn about dynamics and tempo; enjoyment; practise forming a circle; singing.	5	<ul style="list-style-type: none"> Sing and play <i>Ring-a-ring-a-rosie</i>. Each time the song is sung, the children choose a card to determine how the song is performed. The cards have an illustration as well as the word 'softer', 'louder', 'faster' and 'slower'.
Listen: 'In the Hall of the Mountain King'	Active listening; discuss music.	7	<ul style="list-style-type: none"> Children listen to 'In the Hall of the Mountain King' from the <i>Peer Gynt Suite</i> (a stage adaptation of a verse drama) by Edvard Grieg. Children describe the music in a brief class discussion. Responses could include 'it gets faster and louder'.
Sing: <i>See saw, up and down</i>	Singing in tune: posture	3	<ul style="list-style-type: none"> Children and teacher sing <i>See saw, up and down</i> paying attention to singing with straight backs.
Sing action song: <i>Tick tock</i>	Singing	4	<ul style="list-style-type: none"> Children sing <i>Tick tock</i> with the actions.
Sing and move: <i>Bell horses</i>	Play bells; singing	4	<ul style="list-style-type: none"> Children sing <i>Bell horses</i> while galloping and shaking bells. Children remember to 'freeze' at the end of the song.
Listen, sing and play: <i>Starlight</i>	Learn new song; play finger cymbals.	3	<ul style="list-style-type: none"> Teacher sings <i>Starlight</i> while playing finger cymbals (demonstrating correct playing technique). Children sing with teacher while some children have a turn playing the instrument.

Teaching considerations

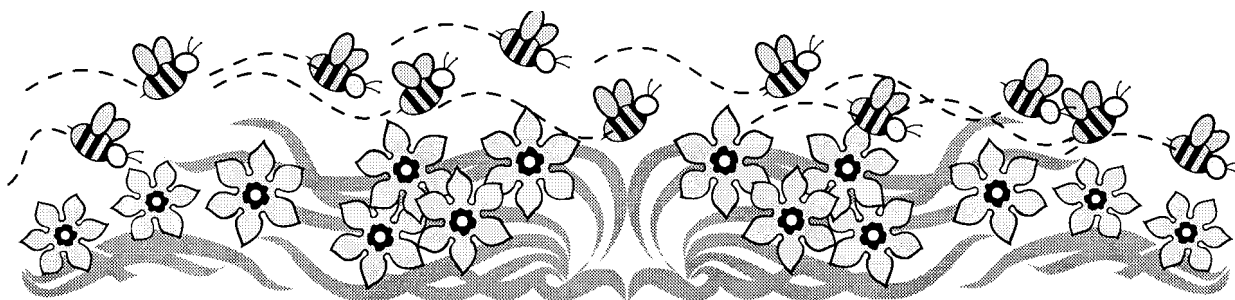
Resources required in this lesson: sight word identification cards (softer, louder, faster, slower), bells, finger cymbals. See 'Teacher resource 1' for the actions to songs and singing games.

Opportunities for gathering evidence

- Observation of children actively listening to and discussing 'In the Hall of the Mountain King'.
- Observation of children singing *Starlight* in a class group.
- Observation of children maintaining a steady beat while singing.

Directions for the singing games

Teacher resource 1



Title	Directions
<i>Bee, bee, bumble bee</i>	Students and teacher form a circle. One student is chosen as the 'bee' and goes to the centre of the circle. The 'bee' walks around the circle pointing to the students on the beat. The student pointed to on the word 'out' becomes the next 'bee'.
<i>Bell horses</i>	A freeze game. Students 'freeze' into a position at the end of the song.
<i>Ring-a-ring-a-ring-a-rosie</i>	Students form a circle and hold hands. They side step around the circle while singing. On the words 'all fall down', they do just that.
<i>Roly, poly</i>	Line 1 — Roll hands around each other and then move upwards; Line 2 — Roll hands around each other and then move downwards; Line 3 — Roll hands around each other and then move out; Line 4 — Roll hands around each other and then point in towards body; Line 5 — Roll hands around each other and then 'peep' through 'finger glasses'; Line 6 — Roll hands around each other and then pretend to sleep on hands.
<i>Round and round the garden</i>	Find a partner and stand or sit opposite each other. One student holds out one hand with palm facing up. The partner plays the finger game as follows: 'Round and round...teddy bear' — draw circles on the palm of hand 'One step, two step' — walk fingers up partner's arm 'Tickly under there' — tickle partner.
<i>Tick tock</i>	Students form groups of three and stand side by side. The student in the middle is the 'cuckoo'. The outside two make a clock by joining inside hands over the 'cuckoo', and their outside hands in front of the 'cuckoo' to make a door. Students nod their heads from side to side to the beat while singing. On the words 'open wide the door', students drop outside hands to open the door. On each 'cuckoo' the bird's head pops out.

Acknowledgments

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This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 The Arts Syllabus

Years 1 to 10 The Arts Sourcebook Guidelines

The Arts Initial In-service Materials

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