

**Title: *One, Two, Buckle my Shoe***

A music-based unit derived from the Music Starters Template: **One, Two, Buckle My Shoe**

**Starting Point:**



**Generative topic:**

Contrast

**Rewritten as a question:**

In what ways can we make contrasts in music?

**Overview:**

Students will learn the rhyme *One Two, Buckle My Shoe* and participate in playing, singing and creative activities to explore ways of incorporating contrast into the performance.

**Intended grades:** Prep, 1 and 2

**Standards:** 1 / 2

**Duration:** 2 x 40 minute lessons

**Connections with Cognitive, Personal and Social Development:**

- Understands that there are different arts forms through which enjoyment is gained and meanings expressed and derived
- Understands how to use simple strategies that assist in organising thoughts
- Understands how to modify their own actions in the light of reflection
- Understands how to deliberately use observation and questioning to solve personally significant problems
- Understands that mathematical language and ideas can be used to describe situations encountered through play and interaction with the environment
- Understands the everyday ways in which self and others are connected
- Understands that their actions affect their own wellbeing and that of significant others

<b>Throughlines</b>	<b>Understanding goals</b>
Rhythms can sound different when interpreted on different instruments or body percussion.	1. Elements can be manipulated in particular ways to convey contrast and mood: <ul style="list-style-type: none"><li>• tempo</li><li>• dynamics</li><li>• texture</li><li>• articulation</li><li>• meter (Standard 2).</li></ul>

**This unit makes provision for:**

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- ✓ individual activity
- ✓ guided / scaffolded inquiry
- ✓ self-assessment
- ✓ peer-assessment
- ✓ independent student demonstration of understanding.

**Development of understanding of these concepts:**

Concept	Specific aspects
	Students can:
✓ Beat	maintain a steady beat at different tempi
✓ Rhythm	adhere to the rhythm of this ostinato (five, six, pick up sticks)
✓ Meter	identify duple time
✓ Tempo	change tempo to provide contrast
Melody	
Harmony	
Tonality	
✓ Dynamics	change dynamics to provide contrast
✓ Tone Colour	change sound source (instrument or body percussion)
✓ Texture	create contrasts by choice of instruments
✓ Structure	determine structure by the rhyme and ostinato
✓ Style / Context	discuss the difference between a song and a chant.

**Development of these skills:**

Skill	Specific aspects
	Students can:
✓ Vocal	sing the rhyme using 'soh' and 'me'
✓ Instrumental	play ostinato on un-tuned percussion (Standard 2) used as accompaniment
✓ Movement	use body percussion (could be extended into movement)
✓ Reading Notation	familiarise themselves with the ostinato pattern (Standard 2)
✓ Writing Notation	invent a way to record work in order to revisit in subsequent lessons (Standard 2)
✓ Listening / Aural Discrimination	describe the mood and exploring the effects of changing defined elements
Improvising	
Composing	
✓ Arranging / Transcribing	arrange a rhyme as a group task
✓ Commenting	listen and comment on what they have heard.

**Warming up / Tuning in: engaging the students in the inquiry**

UGs	Learning experiences	Ongoing assessment and feedback
	Listen to and recite counting rhymes and nursery rhymes.	Assess students' knowledge of familiar songs. Note student participation in activities.

**Guided / scaffolded inquiry: enabling students to acquire, process and represent information, to further develop understanding and challenge thinking**

UGs	Learning experiences	Ongoing assessment and feedback
1	Learn the focus rhyme.	
	Perform the rhyme in two groups like call and response.	Discuss echoes i.e. call and response.
	Perform the rhyme using contrasting instruments, and / or body percussion.	As a result of class discussion and individual suggestions, note students' capacity to select contrasting instruments.
	Vary group sizes and tasks which demonstrate contrast.	Ask students to verbalise: <ul style="list-style-type: none"> <li>• what is different?</li> <li>• how does it change the song?</li> <li>• how does it make you feel?</li> </ul>

**Culminating performances: enabling students to demonstrate insights and demonstrate their understanding**

UGs	Learning experiences	Ongoing assessment and feedback
1	Students present varied interpretations of the rhyme demonstrating contrast	Class discussion
	Students apply knowledge of contrast to another known rhyme (e.g. <i>Ten in the Bed, This Old Man, Allison's Camel</i> )	Plan a performance using selected ideas.

**Tips for teachers**

Group sizes can be anything from two children to half the class.

Movement can be extended to include whole body movement so contrasts can be visual as well as aural.

Where the rhyme is sung to 'soh', 'me' pitched instruments can be introduced using 'doh' 'soh' as an accompaniment (Standard 2).

**Resources and references**

Enough instruments un-tuned to provide possibilities for contrast

A smaller number of barred instruments

*A Rhyme in Time* Doug Goodkin, Warner

Counting Songs and Rhymes

*Soh me* nursery rhymes (e.g. *Starlight, Star Bright, Old Mother Witch* etc)

**Variations on a Nursery Rhyme** Dohnanyi (*Ah, vous dirai-je, Maman*)

**A Children's Overture**, Roger Quilter