

Title: *Beating up the Boa Constrictor*

A music-based unit derived from the Music Starters Template: **Beat / No Beat**

Starting Point

Boa Constrictor Upbeat Level 1, Ashton Scholastic

or

ABC Sing Book 1983, Song 28, Page 37

Generative topic:

Beat / No Beat

Rewritten as a question:

How can the elements of beat and no beat be used to convey mood and atmosphere?

Overview:

Students will learn the song *Boa Constrictor* and participate in playing, singing and movement activities to explore ways of understanding the structure of beat and no beat in conveying mood and atmosphere.

Intended grades: Prep 1/2

Standard: 2

Duration: 4 to 5 X 40 minute lessons

Connections with Cognitive, Personal and Social Development

- Understands how the basic elements of arts forms are used to communicate meanings in everyday life
- Understands how to use logical steps and processes to pose questions, gather information, make decisions and draw conclusions when undertaking an investigation
- Understands that they can solve problems in ways that are particular to them or their group, and can use tools provided
- Understands common and unique characteristics of self and others and that relationships with others are a basic human need
- Understands some of the factors that contribute to wellbeing and begins to make connections between them

Throughlines	Understanding goals
The absence or presence of beat may be used to convey mood and atmosphere.	1. Music may or may not have a beat.
	2. The presence and absence of beat is a powerful contrast.
	3. Contrast is an important tool in conveying mood and atmosphere.

This unit makes provision for:

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

Development of understanding of these concepts

Concept	Specific aspects
	Students can:
✓ Beat	create contrasting sections of beat and no beat
Rhythm	
✓ Meter	change from no meter to duple meter
✓ Tempo	understand that beat and no beat are affected by tempo
Melody	
Harmony	
Tonality	
Dynamics	
Tone Colour	
Texture	
✓ Structure	articulate that structure (beat / no beat sections) is determined by the words of the song
✓ Style / Context	manipulate some elements to achieve particular moods.

Development of these skills

Skill	Specific aspects
	Students can:
✓ Vocal	sing in unison maintaining integrity of pitch
✓ Instrumental	use non-pitched percussion instruments with and without beat
✓ Movement	respond to the text
Reading Notation	
Writing Notation	
✓ Listening / Aural Discrimination	discriminate between the beat and no beat sections
✓ Improvising	create their own movement and instrumental effects in response to the text
Composing	
Arranging / Transcribing	
✓ Commenting	describe the differences between beat and no beat.

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

UGs	Learning experiences	Ongoing assessment and feedback
1	Discuss everyday sounds that have beat or no beat e.g. pulse or heartbeat, walking, tooth-brushing, environmental sounds.	Observe student responses
1	Undertake a variety of activities involving a physical response to beat and no beat music examples Upbeat Level One pre-recorded examples	Observe 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	Sing well known nursery rhymes e.g. <i>Humpty Dumpty</i> , <i>Jack and Jill</i> , <i>Hickory Dickory Dock</i> , <i>Grand Old Duke of York</i> , <i>Bananas in Pyjamas</i> .	Discuss possible no beat passages that could occur in the song e.g. Humpty Dumpty falling off the wall. Encourage students to contribute own ideas for other rhymes.

2	Students act out a rhyme whilst the teacher plays appropriate beat and no beat accompaniment on the piano.	Ask students to freeze when they hear a change from beat to no beat or vice versa.
	Discuss snakes, boa constrictors in particular: What it would be like to be squeezed by one? Students then create snake movements (This forms the basis for the no beat section of the song in which all children will improvise a no-beat, non pitched accompaniment.)	Observe student participation and responses.
3	Teach the song <i>Boa Constrictor</i> Encourage students to move in response to the contrasting sections.	Observe student responses to the contrasting sections.
	Students select an appropriate non-pitched percussion instrument with which to accompany the song	Observe students moving around the room: behaviour, safety etc.
1,2,3	Divide the class into three groups: one plays beat music, the second plays no-beat music and the third sings and dances in response to the song.	Observe student interaction and participation.
	Give each group a conductor Swap the groups and repeat.	Observe student interaction and participation.

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

UGs	Learning experiences	Ongoing assessment and feedback
1,2,3	Develop a set of criteria as a rubric so that everyone has a clear idea of the task.	Write rubric on the white board and use it as a focus for discussion and assessment.
2	Divide class into groups. Each group chooses a Nursery Rhyme (from a provided list) to perform using instruments and movement.	Assess student focus on the beat and no beat sections.
3	Students perform to the class.	Discuss the final performance as a group and with the whole class.

Tips for teachers

When singing *Boa Constrictor* exaggerate the free singing in section A so that the contrast becomes very obvious.

Six is a good number for the group work.

Dragon (**ABC Sing 1986**; also in **Up Beat Level 1**) can be used in a similar fashion.

The activities work best when undertaken in the order set out above.

Resources and references

Sound system

Recordings of music with beat and no beat

Unpitched percussion instruments (enough for each student)

White board and markers

Nursery Rhymes (traditional)

Boa Constrictor **Up Beat Level One** Ashton Scholastic

Boa Constrictor **ABC Sing Book 1983**, Song 28, Page 37

Dragon **ABC Sing 1986**, Song 4, Page 2