

**Title: *Supermarket Composer***

*A music-based unit derived from the Music Starters Template: **Supermarket Composer***

**Generative topic:**

Performing and writing words rhythmically

**Rewritten as a question:**

How do we use notation to show rhythms?

**Overview:**

Students will explore the rhythm of words and how they are performed. They will identify words that have a similar pattern and write simple rhythms using supermarket items as a starting point.

**Intended grades:** P-6

**Standards:** 1-2

**Duration:** 3 x 30 minute weekly lessons

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

- Understands the ways in which arts forms communicate for different purposes, audiences and contexts
- Understands how to select and use communications for different audiences, purposes and contexts
- Understands that mathematical language and ideas can be used to describe situations encountered through play and interaction with the environment

Throughlines	Understanding goals
Music has meter.	1. Performing words in rhythmic patterns
	2. Writing rhythm notation

**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	maintain a steady beat
✓ Rhythm	accurately perform rhythms.
Meter	
Tempo	
Melody	
Harmony	
Tonality	
Dynamics	
Tone Colour	
Texture	
Structure	
Style / Context	

**Development of these skills:**

Skill	Specific aspects
	Students can:
Vocal	
Instrumental	
Movement	
✓ Reading Notation	read simple rhythm patterns
✓ Writing Notation	write simple rhythm patterns
✓ Listening / Aural Discrimination	select words that have the same rhythm.
Improvising	
Composing	
Arranging / Transcribing	
Commenting	

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

UGs	Learning experiences	Ongoing assessment and feedback
1	Students sing songs with vegetables as a theme.	Brainstorm a class list of vegetables from these songs. Students make a list of their favourite or least favourite vegetables.

**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	Students use flashcards with pictures of fruit and vegetables. They perform the words rhythmically. They use the cards for echo clapping with the class.	Students accurately perform echo patterns.
1	Students select one vegetable and perform the rhythm whilst others guess which vegetable matches the rhythm.	Students listen to others performing, and make appropriate choices.
2	Students are guided through simple rhythm writing (e.g. pear = ta; apple = titi; watermelon = ticka ticka)	Students write simple rhythm patterns for vegetables of their choice Students notate the correct rhythms.
1	Students take an imaginary shopping trolley through the supermarket but can only put in their trolley vegetables with the same rhythm (e.g. tomato, banana, zucchini).	Students identify words with similar rhythm patterns.

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

UGs	Learning experiences	Ongoing assessment and feedback
1,2	Students structure a sequence using the vegetable flashcards to create a rhythmic composition.	Students write and perform the rhythmic patterns derived from the name of vegetables.

**Tips for teachers**

Use these ideas when classes are studying well-being, diet and nutrition.

Supermarket catalogues are a useful source of good pictures for flash cards. Write the name clearly on the front.

The rhythmic pattern can be written on the reverse side, or on a separate flashcard so students can play 'snap'.

You can use these ideas with football teams, cars, place names etc.

**Resources and references**

*I have a Little Garden* **Themes** Margaret McGowan-Jackson

*Eat Your Vegetables* **ABC Sing 1992**

Flash cards made from supermarket catalogues