


Title	Syncopation
Target Group	Standard 3
<i>Aspects of this Music Starter have been developed into the Worked For Me ... unit plan</i> Syncopizza	
Starting Point	 <p>Gon - na make piz - za, gon - na make it fast.</p> <p>Gon - na eat slow - ly, got - ta make it last.</p> <p>Gon - na add cheese, pep - per - on - i too,</p> <p>Gon - na make piz - za, share it with you.</p>
Possible Throughlines	<ul style="list-style-type: none"> • Music has structure • Music can serve many purposes • The elements of music co-exist and interact in many different ways • Children are creative and competent people • Music can be satisfying and fun
Challenges	<ul style="list-style-type: none"> • Maintain a steady beat while reciting the chant • Identify like rhythmic phrases • Identify the phrases with syncopated rhythm • Recognise conventional rhythmic notation of syncopated and straight rhythms • Identify where the rhythmic pattern is broken
What If?	<ul style="list-style-type: none"> • We replaced the words with body percussion e.g. one sound for syncopation and one sound for a straight rhythm • We added some movement • We changed cheese to something else (one syllable word) • We added some ostinati 'toppings' • We played those ostinati on un-tuned percussion • We put movement with our ostinati to show the rhythm • We said the whole rhyme without syncopation (e.g. change in mood) • We changed all the words but maintained the rhythmic pattern • We added a melody, keeping the second phrase of each line on one note • We made a class arrangement incorporating some of these ideas
Transdisciplinary Potential	<ul style="list-style-type: none"> • Writing rhyming poetry • Health and wellbeing e.g. junk food, healthy options, cooking
Related Repertoire	<ul style="list-style-type: none"> • <i>Sink a potato Upbeat Level 3</i> • <i>Syncopated Cyril ABC Song Book, 1993</i>
Assessment Possibilities	<ul style="list-style-type: none"> • Contributes ideas to work out tasks and activities associates with 'what if' • Participates appropriately to work through ideas contributed by others • Volunteers to identify a syncopated rhythm from the chant • Claps and chants a syncopated and straight rhythmic phrase from the chant • Demonstrates the ability to perform an ostinato in a small group • Comments thoughtfully on what is seen and heard