


Title	Vini Vini
Target Group	Standard 3/4
<i>Aspects of this Music Starter have been developed into the Worked For Me ... unit plan</i> Music Has Form	
Starting Point	<p>Traditional song from the Pacific Islands:</p> <p style="text-align: center;">Vini Vini <i>Traditional</i></p> 
Possible Throughlines	<ul style="list-style-type: none"> • Students are creative, competent people • Purposeful repetition consolidates skills and facilitates memorisation • Music is a powerful communication tool • Music has structure (repetition and contrast) • Engagement with music is satisfying and fun
Challenges	<ul style="list-style-type: none"> • Rhythmic notation (rests, dotted rhythms, repeat signs, key signature) • Playing tuned percussion using correct mallet technique (thirds) • Singing the song while maintaining pitch integrity (harmony thirds) • Keeping a steady beat using lummi sticks, whilst singing the song • Recognising phrases using different dance / stick actions for each phrase • Following pitch pattern of song with lummi stick patterns • Learning the following flowing lummi stick pattern: <ol style="list-style-type: none"> 1. four taps of both sticks on the floor in front of them 2. four taps of their partners sticks 3. four taps of both sticks on the floor in front of them 4. cross sticks above partner's head and finally two taps on the floor (follows the pitch pattern) 5. repeat pattern once for the next four phrases 6. four taps of both sticks on the floor in front of them 7. tap partner's sticks, tap own, tap partner's, tap own 8. four taps of both sticks on the floor in front of them 9. tap partner's, tap own, cross sticks above head • Learning the following dance steps in a circle formation, holding hands: <ol style="list-style-type: none"> 1. four steps running to the left, four steps running to the right 2. four steps towards the centre raising joined hands into the air 3. four steps backwards lowering joined hands. Repeat 4. two slow steps into centre (right foot, left foot) 5. Raise right arm, then left arm into the air (fist clenched) 6. two slow steps out of the circle then raise both arms into the air twice and clap on 'AY' 7. Repeat dance, gradually getting faster

What If?	<ul style="list-style-type: none"> • We could choose to live on an island anywhere in the world • Life in Hobart was increasingly influenced by music and dance • We played the song in the key of G • We performed it as if you are a warrior (e.g. as a war dance) • We invented our own dance movements • We used long bamboo poles instead of lummi sticks • We formed into groups of four to work out some new lummi stick rhythm patterns • We changed the song to 3/4 time • We invented new words • We imagined we are paddling a canoe e.g. What actions could we include that suited the song?
Transdisciplinary Potential	<ul style="list-style-type: none"> • Effects of tourism / culture / customs on ways of life • Pacific Island cultures including aspects such as tourism, economics, transport, sustainability, family life • Design costumes / wooden tree trunk drums to enhance performance
Related Repertoire	<ul style="list-style-type: none"> • Rhythm clapping / lummi sticks – keeping the beat • <i>Stick passing games</i> • <i>Pusi Nofo</i> (Samoa) ABC Sing 2005 • Andre Van de Plas, <i>Green</i>, Fiji / Solomon Islands • African stone passing games • Malaysian Hand Drill, <i>Sing Song Saya</i> • <i>Hippopotomus Song</i> by Jon Madin • Playground chants (e.g. clapping with partners)
Assessment Possibilities	<ul style="list-style-type: none"> • Maintains beat and rhythmic patterns and identifies strong beats • Copies movements in response to beat and rhythmic patterns • Responds appropriately to gradations in tempo • Identifies melodic movement by steps / leaps • Recognises differences between unison and harmony • Works cooperatively with others in a group situation