


Title	<b>1, 2 Buckle My Shoe</b>
Target Group	Standard 1/2
<i>Aspects of this Music Starter have been developed into the Worked For Me ... unit plan</i>	
<b>1, 2, Buckle My Shoe</b>	
Starting Point	 <p>1, 2, <i>Buckle my shoe</i> 3, 4, <i>Knock at the door</i> 5, 6, <i>Pick up sticks</i> 7, 8, <i>Lay them straight</i> 9, 10 <i>A big fat hen!</i></p>
Possible Throughlines	<ul style="list-style-type: none"> <li>• Music can describe words</li> <li>• Music can create contrast</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>• Say the rhyme using the given rhythm</li> <li>• Sing the rhyme</li> <li>• Make two groups (call and response)</li> <li>• Perform separately ( group one bar 1, group two bar 2)</li> <li>• Vary dynamics</li> <li>• Vary tempo</li> <li>• Ideas for contrasting variations using voices / instruments</li> <li>• Add very simple pitched accompaniment</li> </ul>
What If?	<ul style="list-style-type: none"> <li>• Say the numbers and play the words</li> <li>• Play the numbers and say the words</li> <li>• Play all as instrumental call and response</li> <li>• Create a new rhythm and tempo by changing numbers to 100, 200</li> <li>• Create a new text</li> <li>• Mix movement / body percussion / dynamics / tempo</li> <li>• Combine all elements to produce even more contrast</li> <li>• Select the favourites for a performance sequence</li> </ul>
Transdisciplinary Potential	<ul style="list-style-type: none"> <li>• Mathematics / Numeracy – counting to ten, counting in twos, counting rhymes</li> <li>• English / Literacy – rhyming words, opposites</li> <li>• Health and Wellbeing – opposites in movement</li> </ul>
Related Repertoire	<ul style="list-style-type: none"> <li>• <i>A Rhyme in Time</i> Doug Goodkin (Warner)</li> <li>• <i>Counting Songs and Rhymes</i></li> <li>• <i>This Old Man</i></li> <li>• <i>10 in the bed</i></li> <li>• <i>Star-light, Star-bright</i></li> <li>• <i>Variations on a Nursery Song</i> Op.25 for piano and orchestra by Dohnanyi</li> <li>• <i>A Children's Overture</i> for Orchestra Roger Quilter</li> <li>• Orff rhymes</li> <li>• Proverbs</li> </ul>
Assessment Possibilities	<ul style="list-style-type: none"> <li>• Contributes ideas towards tasks</li> <li>• Participates appropriately to work through ideas</li> <li>• Comments thoughtfully</li> <li>• Keeps the beat</li> <li>• Keeps the rhythm pattern</li> <li>• Understands call and response</li> <li>• Understands phrase length</li> <li>• Understands tempo and volume change, gradual or abrupt</li> </ul>
Related Music Vocabulary	<ul style="list-style-type: none"> <li>• Fast / slow</li> <li>• Loud / soft</li> <li>• Pattern</li> <li>• Rhythm</li> <li>• Instrument names</li> </ul>