

Title: My First Music Lesson

A music-based unit derived from the Music Starters Template: **Getting Kinders into Music**

Starting Point: Early childhood first music lessons

Generative topic:

Nursery rhymes

Rewritten as a question:

What's our favourite song?

Overview:

An introductory unit for kindergarten students. Nursery rhymes are used as an introduction to students becoming familiar with repertoire, new skills and routines in the music class. Students develop a song book of favourite songs.

Intended grades: Kindergarten

Standard: 1

Duration: 5 X 30 mins per week

Connections with Cognitive, Personal and Social Development:

- Understands that there are different arts forms through which enjoyment is gained and meanings expressed and derived
- Understands that there are helpful rules and ways of making decisions, and can act in acceptable ways

Throughlines	Understanding goals
Music is a part of everyday life.	1. Develop a repertoire of familiar songs.
Music and number are related.	2. Learn the correct procedure for using instruments and moving around the class room.
Music classroom routines and procedures.	3. Learn simple dance movements, finger actions and body movement to familiar songs.

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	move to the beat keep a beat on percussion instruments
✓ Rhythm	keep simple body percussion patterns play a simple ostinato on an instrument
Meter	
✓ Tempo	perform fast and slow
✓ Melody	sing simple tunes
Harmony	
Tonality	
Dynamics	
✓ Tone Colour	select appropriate instruments to accompany a song.

Texture	
Structure	
Style / Context	

Development of these skills:

Skill	Specific aspects
	Students can:
✓ Vocal	perform vocal skills, like humming, 'head voice', silly voices, whispers, scat singing, solo singing
✓ Instrumental	add sound effects to songs: guiro, clicks, etc. select a instrument to focus on for each song
✓ Movement	demonstrate finger play, actions that reflect words for a rhyme take turns at conducting perform simple dance movements to a song
Reading Notation	
Writing Notation	
✓ Listening / Aural Discrimination	listen and compare a different version of the same song listen to each other perform.
Improvising	
Composing	
Arranging / Transcribing	
Commenting	

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

UGs	Learning experiences	Ongoing assessment and feedback
1	Use a big book of nursery rhymes to engage students. Explore a theme, e.g. sheep, talk about the feeling of wool, sounds a sheep make.	Determine which songs the students know and which ones are new. Brainstorm as a class a list of 'theme' songs.
3	Students can act out songs, use props and toys to dramatise songs.	Observe student participation.

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, 2,3	Each lesson, select songs with a common concept. Use a wide variety of sound effects, percussion, songs that have movements, counting and actions. Change the words of the nursery rhymes e.g. Kookaburra sits on the old gum tree (electric wire).	Observe student participation in singing, performing and moving activities designed around the rhymes. Encourage students to perform their work with a friend or to the class.

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

UGs	Learning experiences	Ongoing assessment and feedback
1,2,3	Students compile their favourite songs in a big songbook. They illustrate and decorate the pages. They perform the 'Top 3' using finger actions, instruments, dances, etc. Burn a CD of them singing the nursery rhymes.	Students share their songs with a buddy class, parent audience Students comment on their own performance e.g. 'I was too shy and forgot to sing'.

Tips for teachers

Student generally know the words to these songs, so it allows them to concentrate on other aspects of listening, creating and performing without having to remember new text.

The challenge is for them to transfer 'classroom' behaviours to a new 'classroom' environment.

The hidden curriculum is that students are encouraged to cooperate in the music class, move in appropriate ways, use instruments, take turns and share.

This unit allows the establishment of connections between the music specialist, the kinder teacher and home. Ask students to sing their favourite song from each lesson to someone special. Give homework related to certain rhymes. Focus on counting songs and make explicit the links between number and music. Mirror beginning of the year activities that are happening in the classroom.

Resources and references

Some possibilities:

Three Blind Mice

This Old Man

Tideo

Ten Fat Sausages

Five Little Ducks

Five Green Speckled Frogs

Five Black Sheep in the Pen

1,2,3 Mother Caught a Flea

1,2 Buckle my Shoe

The Elephant's Web (On a little piece of string)

Juicy, juicy green grass and other works by Peter Coombe

The Wiggles Compact Discs