

Title: *Up and Down The Steps*

A music-based unit derived from the Music Starters Template: Using Thongaphones

Starting Point: *pudding on the Hill Marimba Music for Little Kids* Jon Madin

Generative topic:

Major scales

Rewritten as a question:

How can you make music interesting when all you are doing is going up or down, one step at a time?

Overview:

Students are engaged in instrumental and vocal activities to develop understanding of how mood is created in music.

Intended grades: 3-6

Standards: 2/3

Duration: 4 x 40 minute lessons

Connections with Cognitive, Personal and Social Development:

- Understands how the basic elements of arts forms are used to communicate meanings in everyday life
- Understands how to use logical steps and processes to pose questions, gather information, make decisions and draw conclusions when undertaking an investigation
- Understands that they can solve problems in ways that are particular to them or their group, and can use tools provided

Throughlines	Understanding goals
Major tonality is a most important organiser of pitch material.	1. A scale is a series of neighbouring notes, played in order.
	2. Variations are created when some components (e.g. pitch and rhythm) are retained, whilst others (e.g. tempo, dynamics, timbre, energy) are changed.
	3. Textural variation is created by adding or subtracting parts.

This unit makes provision for:

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- individual activity
- ✓ guided / scaffolded inquiry
- ✓ 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	change the rhythm with new words
Meter	
✓ Tempo	change the tempo with mood changes
✓ Melody	maintain a constant melody
✓ Harmony	perform a bass line
Tonality	

✓ Dynamics	change dynamics with the mood of the music
✓ Tone Colour	vary tone colour according to their choice of instruments
✓ Texture	vary texture according to their choice of instruments
✓ Structure	maintain structure
✓ Style / Context	compose their own piece of music.

Development of these skills:

Skill	Specific aspects
	Students can:
✓ Vocal	vary their voice with a change of musical mood
✓ Instrumental	employ strategies to play a wide variety of instruments
Movement	
✓ Reading Notation	identify the ascending and descending scale
Writing Notation	
✓ Listening / Aural Discrimination	listen and adapt their playing accordingly
Improvising	
✓ Composing	demonstrate an awareness of rhythm maintain a scale articulate their reasons for choice of instrument.
Arranging / Transcribing	
Commenting	

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

UGs	Learning experiences	Ongoing assessment and feedback
1	Revisit some songs based on the sequential use of the major scale e.g. <i>Do Re Mi</i> from <i>The Sound of Music</i> , <i>Boris the Bass Man</i> from <i>Marimba Music 1</i> by Jon Madin	Observe student participation in discussion and activities. Initiate a discussion about what the pieces have in common (step movement).
1,3	Play the CD of <i>Pudding on the Hill</i> by Jon Madin	Students use a Y-chart to describe their interpretation of music and record their responses.
2,3	Students working in groups experiment singing the song <i>Pudding on the Hill</i> to create different moods (e.g. happy, sad, bored)	Students articulate how to create a piece of music that communicates specific mood and / or messages to a group of listeners.
1	Add the marimba part to the song. Develop students' understanding of the beat, dotted pattern, and phrasing of the song (e.g. clapping, walking, echo singing)	Students identify the stepwise descending movement.

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, 3	Students select suitable un-tuned percussion instruments to represent phrases in the song e.g. cows and the calves – drums; birds and the bees – triangle.	Students make judgements about what to include in a piece of music to achieve a particular effect Work with the students to notate their percussion sounds.

3	Students perform the song accompanied by their percussion instrumentation.	Record the song and play it back allowing students to self-evaluate using the PMI tool.
	Ask students to select two different tuned percussion instruments and explore their similarities and difference.	Students complete a Venn diagram comparing features of one instrument to another e.g. xylophones to boom whackers.
1	Sing a phrase (e.g. cows and the calves) and ask the students to find the notes that match each phrase on one of their tuned instruments.	Assess the students' ability to pitch match on an instrument.
1	Make phrase cards for the lyrics of the song (using pictures for special needs children). Lay out tone bars in sequence on the floor. Ask students to place their phrase card next to the note that is played for their phrase.	Assess the students' aural ability to pitch match the correct lyrics to the correct note.

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

UGs	Learning experiences	Ongoing assessment and feedback
1,2,3	Develop with students a performance of <i>Pudding on the Hill</i> that includes both tuned and un-tuned percussion. Practise performing in different ways to represent different moods (e.g. happy, boring) Allow students to experiment as conductors.	Discuss the role of the conductor in controlling and creating different effects and the mood of the piece. Record class brainstorming for future reference.
	Students tape and select their preferred presentation of the song <i>Pudding on the Hill</i> .	Students discuss the reasons for their preferences.
	In groups students change the lyrics of the song around a theme of their choosing e.g. cars / engines, fairyland, the sea, football. For example: <i>The cars and the cranks,</i> <i>The batteries and the bonnet,</i> <i>The axle and the accelerator,</i> <i>The gears and glove box,</i> <i>The floor mats and the fleecy seats,</i> <i>The engine and the ethanol,</i> <i>The dipstick and the door,</i> <i>The car and the car keys.</i>	Students record their original lyrics.
	Students in groups use creative instrumentation for their song, which reflects its theme, mood etc. Emphasise how this can be done by changing dynamics, tone colour, texture, structure, style. Encourage students to improvise part of their performance to enhance the song.	Students record their original composition.
	Develop with the students a rubric to assess their performance. Students practise and perform their composition.	Students self assess using a rubric. Uses rubric to assess students.

Tips for teachers

If resources are scarce, utilise piano or keyboards (white board marker can be used to temporarily mark the keys).

By filling glass bottles with varying levels of water (suggest coloured water) students can create a diatonic scale.

Some other tuned percussion instruments to use include xylophones, glockenspiels, marimbas, boom whackers, chime bars, melody bells, anklung and thongaphones.

Resources and references

Make Your Own Wacky Instruments by Jon Madin

Marimba Music for Little Kids by Jon Madin

Marimba Music 1 by Jon Madin

www.marimbamusic.com.au

Do Re Mi from the **Sound of Music** Rogers and Hammerstein

Thinking tools e.g. Y-chart, Venn Diagram, PMI

www.graphic.org