

Title: *Synco-pizza*

A learning sequence devised from the Music Starter Template: **Syncopation**

Starting Point:

Gon - na make piz - za, gon - na make it fast.

Gon - na eat slow - ly, got - ta make it last.

Gon - na add cheese, pep - per - on - i too,

Gon - na make piz - za, share it with you.

Generative topic:

Syncopation

Rewritten as a question:

What does it mean to be 'off the beat'?

Overview:

Students will learn the chant *Gonna make Pizza*. They will identify syncopated rhythm and create / compose various vocal and instrumental (un-tuned) syncopated ostinati. They will perform an arrangement of the rhyme with the ostinati and compose a melody for the chant using a pentatonic scale (Standard 3).

Intended grades: 5/6

Standards: 2/3

Duration: 4 x 40 minute weekly 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
- Understands common and unique characteristics of self and others and that relationships with others are a basic human need
- Understands the need for constructive personal and social relationships
- Understands that decision-making can be a group process and participates responsibly
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Throughlines	Understanding goals
Students will understand that syncopation is the irregular placement of accents.	1. Contrasting rhythmic patterns played together create interesting texture.
	2. Syncopation relies on an underlying steady beat.

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	keep a steady duple beat
✓ Rhythm	perform syncopated and straight rhythms
✓ Meter	identify duple meter
Tempo	
Melody	
Harmony	
Tonality	
Dynamics	
Tone Colour	
✓ Texture	layer accompaniment patterns consider the effect of thicker and thinner texture
✓ Structure	understand that the structure of the poem is significant in exploring the difference between syncopated and straight rhythms
✓ Style / Context	chant.

Development of these skills:

Skill	Specific aspects
	Students can:
✓ Vocal	employ spoken rhyme and vocal expression
✓ Instrumental	perform an ostinati on un-tuned percussion
Movement	
✓ Reading Notation	read rhythmic notation associated with the rhyme (standard 3 upper)
Writing Notation	
✓ Listening / Aural Discrimination	recognise the difference between syncopated and straight rhythms
Improvising	
✓ Composing	as a small group, compose vocal and instrumental ostinati
Arranging / transcribing	
✓ Commenting	devise a rubric self and peer assess.

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

UGs	Learning experiences	Ongoing assessment and feedback
	Play <i>Syncopated Cyril</i> or other syncopated songs or music.	Students discuss what they hear.
	Demonstrate a syncopated rhythm on a un-tuned instrument or by movement (or both) while class maintains a steady beat.	Students attempt to recreate a syncopated rhythm whilst the teacher maintains the beat.
	Play or sing <i>Sink a Potato</i> to the class.	Students generate a syncopated rhythm.

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
2	Students learn the chant <i>Gonna Make a Pizza</i> by: <ul style="list-style-type: none"> • echo • completing lines • internalising parts of the rhyme. 	Observe student participation in group activities.
2	Students explore the concept of syncopation through musical movement and patsching by: <ul style="list-style-type: none"> • stepping the beat and saying the rhyme • clapping the rhythm with the words • clapping the rhythm and stepping the beat together • stepping the rhythm and clap the beat • assigning beat and rhythm to separate groups. 	Students use hand-signs to indicate recognition of syncopated or straight rhythms.
1	In small groups students devise vocal ostinati to include their favourite pizza toppings. Ostinati must be syncopated.	With teacher guidance, students list toppings in a syncopated rhythm.
1	Students play the ostinati on un-tuned percussion to accompany the rhyme.	Students transfer their understanding of syncopation onto instrumentation.
1	Students add a melody for the chant in a pentatonic key.	At Standard 3 students demonstrate these skills.
1	Students devise different melodies for each syncopated phrase and use the same melody for the straight phrases.	

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

UGs	Learning experiences	Ongoing assessment and feedback
1, 2	Have students agree on a rubric including at least the following criteria for the performance: <ul style="list-style-type: none"> • an introduction • a section for each group • an ending. 	Peer and self assessment using rubric and / or critical comment.
	Plan a whole class performance incorporating the rhyme, ostinati, un-pitched (Standard 2 and 3) and pitched (Standard 3 only) instruments	Students submit a transcription of their work.
	Have a trial performance from which students can gather feedback from peers and their own perceptions.	Video final performance. Discuss performances.

Tips for teachers

Students need:

- confidence in keeping a steady beat before attempting syncopation
- experience in pentatonic improvisation (Standard 3)
- familiarity with tuned percussion instruments and playing techniques (Standard 3)
- familiarity with un-tuned percussion instruments and playing techniques (Standard 2).

Resources and references

Rhyme *Gonna make Pizza* (source unknown)

Sink a Potato **Upbeat**

Syncopated Cyril **ABC Sing 1993, Page 24**

Your own repertoire of syncopated songs