

Title: *Moovin' n Groovin'*

*A music-based unit derived from the Music Starters Template: **Moovin' n Groovin'***

Starting Point: Musical movement is not the same as dance

Generative topic:
Movement to music

Rewritten as a question:
In what different ways can we move to music?

Overview:
Students will develop a repertoire of expressive movement skills.

Intended grades: Kinder / Prep
Standards: 1 / 2
Duration: 4 x 30 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 that they can solve problems in ways that are particular to them or their group, and can use tools provided
- Understands the need for constructive personal and social relationships
- Understands some of the factors that contribute to wellbeing and begins to make connections between them

Throughlines	Understanding goals
Music and movement can complement each other.	1. Demonstrate the elements of movement e.g. shape, height, direction, quality – flowing, angular, relationship – self, team, whole body / focus body part.
	2. Select movements in response to a given stimulus
	3. Respond to obvious stylistic musical characteristics through movement.

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	march, skip, hop, jump to the music
Rhythm	
Meter	
✓ Tempo	move slowly, fast and with graduated speed
Melody	
Harmony	
Tonality	
✓ Dynamics	create movement reflecting the dynamics of the piece

Tone Colour	
Texture	
Structure	
✓ Style / Context	perform smooth movements, jerky movements e.g. movements in keeping with the style of the music.

Development of these skills:

Skill	Specific aspects
	Students can:
Vocal	
Instrumental	
✓ Movement	explore a range of movements
Reading Notation	
Writing Notation	
✓ Listening / Aural Discrimination	respond to music, making choices about appropriate movements
Improvising	
Composing	
Arranging / Transcribing	
✓ Commenting	reflect on appropriateness of movement sequence.

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

UGs	Learning experiences	Ongoing assessment and feedback
3	Play a range of music samples and ask students to move to each piece in an intuitive manner.	Observe student engagement in the activities (video if possible).
1	Act out different styles of movement e.g. marching, jumping, spinning, skipping, hopping.	Observe gross motor skills, balance, left / right awareness, body control, cross patterning, clockwise.

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	Develop student understanding of basic movement repertoire by engaging them in activities focusing on shape, height, direction, quality, relationship and body parts: <i>alphabet tall and short letters</i> <i>groups of 3 with only 5 feet on the ground</i> <i>swans or robots</i> <i>bobs and statues</i> <i>mexican wave</i> <i>mirror imaging</i> <i>instrument says change</i> <i>using scarves</i> <i>action songs</i>	Observe student work. Question and discuss to focus attention on the characteristics of each movement. Take digital images of students' work which in turn stimulate discussion.
	Students explore non-verbal responses to a wide variety of stimuli .These could be individual, pairs or group activities: <i>machines</i> <i>occupations: What am I doing?</i> <i>graphic notation shapes</i> <i>emotions</i> <i>animals</i> <i>sports</i> <i>geometric shapes</i>	Observe student work.

	<p>Students make a movement in response to music. <i>e.g. songs such as The Marvellous Toy, Jack in the Box</i> <i>environmental sounds</i> <i>classroom percussion sounds</i> <i>short excerpts of instrumental music.</i></p>	<p>Display digital images of students' work which in turn stimulate discussion. Students share and discuss their work. Students talk about the characteristics of the music 'It makes me think of ...'</p>
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Culminating performances: enabling students to demonstrate insights and demonstrate their understanding

UGs	Learning experiences	Ongoing assessment and feedback
1, 2, 3	<p>Students demonstrate movement responses to a continuous series of (5) contrasting excerpts of music of approximately 20 seconds each with 'freeze' gaps between them <i>Ride of the Valkyries</i> Wagner <i>The Aquarium</i> Carnival of the Animals Saint Saens <i>Organ Toccata in D minor</i> Bach <i>The Moldau</i> Smetana <i>The Flight of the Bumble-bee</i> Rimsky-Korsakov</p>	<p>Observe students' ability to:</p> <ul style="list-style-type: none"> • listen attentively to determine character • use a range of movements • reflect the character of the music in the movements • respond independently without copying others.

Tips for teachers

This unit is NOT about formal dance patterning.

It provides a real contrast with dance activities where the focus is on a sequence of pre-determined steps.

It has lots of possibilities for involving classroom teachers and teacher aides, as no 'formal' musical knowledge is required.

The broader the range of musical excerpts you can find, the better.

Excerpts need to be quite short and each one should maintain its character.

Encourage the children to listen before they move.

Access to a video recorder is a real bonus; and still images also have a place.

Building a picture board of movement examples is helpful: diagrams, photos, pictures that illustrate different kinds and qualities of movement.

Resources and references

Expressive Movement (part of a series: **A Framework for Speech and Drama**: Department of Education and the Arts, Tasmania (1990)

A & C Black books have lots of action songs, try *Okki-Tokki-Unga* and *Apusskidu*, for starters