

Title: *Analyse This, Analyse That*

*A music-based unit derived from the Music Starters Template: **Hey Baby***

Starting Point

Hey Baby

ABC Sing 2005

Song 18, Page 34

Generative topic:

Music has structure

Rewritten as a question:

What patterns can you find in this piece?

Overview:

Students will analyse the form of *Hey Baby* and become familiar with the I vi IV V chord progression. They will perform an arrangement of *Hey Baby* and arrange their own I vi IV V musical work.

Intended grades: 5/6

Standards: 3-4

Duration: 2 x 45 minute lessons

Connections with Cognitive, Personal and Social Development

- Understands the ways in which arts forms communicate for different purposes, audiences and contexts
- Understands how to select and use appropriate methodologies to identify relevant questions and plan and carry out discipline-based investigations
- Understands how to use particular thinking and problem-solving strategies, recognising that emotions, motivations and beliefs of themselves and others influence the process of making choices
- Understands how to access, organise, evaluate and analyse information to meet information needs
- Uses information tools to create products that effectively communicate or document their understanding
- Conforms to codes of practice for safe, responsible, ethical and legal use of information and information tools, processes and products
- Understands how to explore, refine and communicate more effective ways of thinking and acting mathematically in familiar situations
- Understands the scope of personal choice in weighing up competing factors when making wellbeing decisions for themselves and others in their immediate environment
- Understands that behaviours, attitudes and choices affect identity and relationships
- Understands how and why we work collaboratively to achieve goals
- Understands the strengths and weaknesses of plans and how this affects the implementation and realisation of goals

Throughlines	Understanding goals
Music has structure.	1. Music can be structured to create and maintain interest.
Music is a powerful communication tool, able to evoke mood, convey senses of time and place, trigger memory and emotional response.	2. Music is made up of repeating and contrasting sections / patterns.

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 demonstration of understanding.

Development of understanding of these concepts

Concept	Specific aspects
	Students can:
✓ Beat	maintain a steady beat whilst participating in a class performance
✓ Rhythm	demonstrate knowledge of standard rhythmic notation, including rests, ties across bar lines, syncopation
✓ Meter	understand common time
Tempo	
✓ Melody	play and sing the melody
✓ Harmony	identify the I vi IV V chord progression in the chorus
✓ Tonality	articulate the effect of the key change at the end
Dynamics	
Tone Colour	
✓ Texture	create a contrast in textures between the chorus and other sections
✓ Structure	identify that this piece starts with the chorus and repeats it throughout the song many times identify that there is a chordal structure in the chorus (note that the piece only has one verse and a bridge)
✓ Style / Context	answer questions such as: Where would you hear this piece?

Development of these skills

Skill	Specific aspects
	Students can:
✓ Vocal	perform as a group and as soloists
✓ Instrumental	participate in a class ensemble
✓ Movement	move appropriately to various sections create different dance sequences for each section
Reading Notation	
Writing Notation	
✓ Listening / Aural Discrimination	recognise the structure of the piece identify patterns identify the key change
Improvising	
Composing	
✓ Arranging / Transcribing	transpose the chorus into a different key
✓ Commenting	describe why this song has such wide appeal.

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

UGs	Learning experiences	Ongoing assessment and feedback
1	Sing a variety of songs using the I vi IV V pattern: e.g. <i>Glory of Love</i> , <i>Blue Moon</i> , <i>Wombat on a Surfboard</i> , <i>We go Together</i> , <i>Gina</i> , <i>Lollipop</i> , <i>Heart and Soul</i> (from ABC Sing)	Students identify the I vi IV V chord progression.
1,2	Sing through <i>Hey Baby</i>	Student Discussion How does this piece make you feel? Why does this song have such popular appeal? What are some of the song features (chord progressions, form, catchy lyrics / chorus)?

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	Analyse the form of the song	Students annotate a copy of the music.
1	Create different movement sequences or dances for each section	Students create a song map.
2	Perform the arrangement	Students complete a self assessment rubric.

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

UGs	Learning experiences	Ongoing assessment and feedback
2	Perform the piece for a wider audience using singing, playing and movement	Students evaluate the group performance.
1	Transpose the chorus of <i>Hey Baby</i> into a different key, demonstrating their understanding of the chord progression	Students produce a transposed score.
2	Use this knowledge to create a simple arrangement of another I vi IV V song	Students perform their own arrangement of another I vi IV V song.

Tips for teachers

In the key of C the melody of the chorus can be played on tuned percussion instruments. G is a good key for guitars but not vocally friendly.

Resources and references

Hey Baby Blue Moon / Do Ya Wanna Dance, We go Together, **ABC Sing 2005**, song 18 page 34

Wombat on a Surfboard **ABC Sing 1996**, song 31, page 54

Gina **Music for Little Kids** Jon Madin