

Welcome to **MUSIC**Now!



Notes for the teacher:

Welcome to MusicNow Series 1; music education videos for students aged between 4-8! Although we have provided references here to the Australian NSW and ACARA National Music Curriculum, the content has been designed to be universally applicable to young students. These videos will help younger children experience the foundations of music.

Students will learn along the way as we discover new songs, concepts of music, and especially develop skills in singing and rhythm. The theory of music and sound is also embedded as learning experiences into the videos. Use these resources for face-to-face or online teaching.

Teacher notes and curriculum references are provided below. They contain further information on particular musical concepts with vocabulary/key words listed for you to use in your day-to-day teaching, along with suggestions for extension activities.

Have fun, and enjoy the music!

Ruth McCall and Lanneke Jones



How to use MusicNow *Series One*

1. Easy play

Just press play and join in! All videos can be watched from a seated position on the floor or on chairs. No other resources are needed. We recommend that you encourage the children to get involved and sing along with us from the very beginning.

2. More singing

Use the lyrics (which can be found at the end of this document) and the backing tracks to have some extra singing time in your class. These bonus tracks can be used to accompany your class assembly, grandparents' day or any special occasion items.

3. Explore more

Using the extension activity suggestions for further KLA integration, explore heaps of fun activities and learning points. Watch each video more than once in the course of the week, gathering deeper learning experiences the second time around.



Learning Experiences & Video reference point					
Clap Along 1'14"	Tony Chestnut * 2'04"	Improving with the Team 7'04"	Music Is Everywhere 7'52"	Mabate Wodogo * 10'46"	Improving with the Team 15'46"
Curriculum References					
MUES 1.1; MUS 1.1; MUES1.4, MUS1.4; ACAMUM080; ACAMUM081	MUES 1.1; MUS 1.1; MUES1.4; MUS1.4; ACAMUM080	MUES 1.1; MUS 1.1; MUES1.2; MUS1.2; MUES1.4; MUS1.4 ACAMUM080; ACAMUM081; ACAMUM082; ACAMUR083	MUES 1.1; MUS 1.1; MUS1.3; MUES 1.4; ACAMUM080;	MUES 1.1; MUS 1.1; MUES1.4; MUS1.4; ACAMUM080; ACAMUM081; ACAMUM083	MUES 1.1; MUS 1.1; MUES1.2; MUS1.2; MUES1.4; MUS1.4 ACAMUM080; ACAMUM081; ACAMUM082; ACAMUR083
Music Concepts					
Rhythm, Pitch, Structure: Call and Response	Pitch: Singing, gross motor development, memory	Pitch, Duration, Structure: Organising Sound	Pitch: Scale numbers 1-5	Pitch: Music from another culture	Duration: Organising Sound, Rhythm, Pitch
Vocabulary / Key Words					
Rhythm	Pitch	Beat, Improvise		Call and Response	

Teaching Notes

Clap Along This activity invites the children to copy and repeat Lanneke and Ruth. Through varied voice and clapping patterns, the children are introduced to the concepts of **rhythm** and **pitch**. The process of **call and response** is a vehicle for learning through repetition. These activities are repeated throughout the series, to enhance confidence in making and responding to sound. These 'silly' sounds used by the presenters invite children to give attention to the changing vocal and clapping patterns, encouraging enhanced concentration.

EXTENSION: Find opportunities throughout your week to make up various vocal and rhythmic patterns, using nonsense words and sounds. You could use this method to help classroom management, to gain attention, or to indicate time for a new activity within your daily program. Encourage the children to be the leader and see where the activity takes you and the class.

Tony Chestnut * Ruth teaches a song using actions. Each word links to a body part, and the children are encouraged to indicate the body part as they sing the song. **Repetition** is key to the development of memory. Verbal, music and muscular memory is stimulated in this exercise.

EXTENSION: KLA link to English. Discussion of homophones: dual meanings of words - such as pair, pear, pare; toe, tow; bear, bare; pour, poor, paw. Make up a class poem using homophones. Use actions, and various rhythmic treatments to recite the words.



* Lyrics at end of document
 ** This song has a sing-along backing track

Improvising with the Team This moment is for you and the students to sing and clap along, and make music any way you wish with Ruth, Lanneke and the children on screen. There is freedom to improvise and move, and you could encourage the students to stand up and express themselves freely. Show the students how to keep the **beat** by clapping, stamping, and making vocal sounds along with us.

Music Is Everywhere Lanneke and Ruth introduce the concept of **pitch**, and 5 notes of a **musical scale**. Pitch in music refers to the position of a single sound in the complete range of sound, and the relative highness and lowness of sounds. This activity allows students to develop an interest in discriminating how pitch patterns can easily be created. (Precursor to **composition** tasks.)

EXTENSION: Composition: *Make a classroom composition using stickers (or masking tape) on the floor. Stepping on each sticker represents a different note, (as the macarons on our video). Certain sections may represent silence, and others, a pitch. You could also alter this idea and use stickers to represent short rhythm patterns. KLA extension link to English: each sticker could represent a word, or letter, or phrase.*



Mabate Wodogo * Music of another **Culture** - African language.

Students sing and create musical ideas using repetition, pitch, words, sounds and movement to contribute to a **call and response** song with actions. Swahili is a Bantu language spoken by about 98 million people, mainly in Tanzania, Uganda and Kenya, and also in Burundi, Mozambique, Oman, Somalia the Democratic Republic of the Congo and South Africa. Swahili is an official language of Tanzania, Uganda and Kenya, and is used as a lingua franca throughout East Africa.

Links to other KLAs: Literacy, HSIE, Cross cultural (African, Swahili), Geography



EXTENSION: *Discuss animals who live on a farm. Also, the various landscapes you would expect to see in a rural area. Children use their senses to imagine images of the countryside and farms and make their own 'farmyard music' involving animal noises and actions.*

Improvising with the Team Once again, encourage the students to sing and clap along to the beat with us, and to make music any way they wish. There is freedom to improvise and move, and perhaps you can encourage the students to stand up and express themselves freely with movement.

* **Lyrics at end of document**

** **This song has a sing-along backing track**

* LYRICS

Mabate Wodogo

Mabate Wodogo, x2
 wana o galea,
 Katika shambazuri
 Na juyamti
 Wana say ma 'qua qua qua'
 Katika shambazuri
 Na ju yamti

*The little ducks
 are swimming in the pond,
 in the beautiful farm
 and amongst the trees.
 They say 'quack quack quack'*



Tony Chestnut

Tony Chestnut knows I love him,
 Tony knows, Tony knows,
 Tony Chestnut knows I love him,
 That's what Tony knows.

Makolay



Call: A Keelie Makolay, mo paco meeno sway
 (Makolay, do you want to come and play?)

Response:
 Yeah, yeah, mo paco meeno sway.
 (Yeah, yeah, I want to come and play.)

Mo paco meeno sway,
 Mo paco meeno sway,
 Mo paco meeno sway,
 Mo paco meeno sway.
 (I want to come and play)

Baby Prune

A baby prune is like his dad,
 But he's not wrinkled half so bad.
 We have wrinkles on our face,
 A prune has wrinkles EVERY place
 No matter how young a prune may be
 He's always full of wrinkles.

*Second verse, same as the first,
 a little bit louder, a little bit worse (drumroll on knees)*

A baby prune is like his dad,
 But he's not wrinkled half so bad.
 We have wrinkles on our face,
 A prune has wrinkles EVERY place
 No matter how young a prune may be
 He's always full of wrinkles!

She'll be comin' 'round the Mountain

She'll be comin' 'round the mountain when she comes (x2)
 She'll be comin' 'round the mountain, comin' 'round the mountain
 She'll be comin' 'round the mountain when she comes. (toot toot!)



She'll be riding six white horses when she comes (x2)
 She'll be riding six white horses, riding six white horses
 She'll be riding six white horses when she comes. (whoa back! toot toot!)

Oh we'll all go out to meet her when she comes (x2)
 Oh we'll all go out to meet her, all go out to meet her
 Oh we'll all go out to meet her when she comes (hi babe! whoa back! toot toot!)

She'll be wearing pink pyjamas when she comes (x2)
 She'll be wearing pink pyjamas, wearing pink pyjamas
 She'll be wearing pink pyjamas when she comes (woo hoo! hi babe! whoa back! toot toot!)

Oh we'll kill the old red rooster when she comes (x2)
 Oh we'll kill the old red rooster, kill the old red rooster
 Oh we'll kill the old red rooster when she comes (chop, chop! woo hoo! hi babe! whoa back! toot toot!)

Oh we'll all have chicken and dumplings when she comes (x2)
 Oh we'll all have chicken and dumplings, all have chicken and dumplings
 Oh we'll all have chicken and dumplings when she comes (yum yum! chop, chop! woo hoo! hi babe! whoa back! toot toot!)

Oh we'll have a great big party when she comes (x2)
 Oh we'll have a great big party, have a great big party
 Oh we'll have a great big party when she comes (yee ha! yum yum! chop, chop! woo hoo! hi babe! whoa back! toot toot!)

I've got A Car That's Made of Tin

I've got a car that's made of tin,
 Nobody knows what shape it's in.
 It's got four wheels and a running board,
 It's a four-door, it's a Ford.
 Honk, honk, rattle, rattle, toot, crash, beep, beep x 3
 Honk, honk! (2, 3, 4)



Dynamic song

I am singing pianississimo
I am singing pianissimo
I am singing piano
I am singing mezzo piano
I am singing mezzo forte
I am singing forte
I am singing fortissimo
That's as loud as I can go!

The Pirate Song

When I was **one I sucked my thumb** and ran away to sea,
I climbed aboard a pirate ship and the captain said to me:
*We're going... North, South, East, West, over the rolling sea,
With a bowl of jelly in my belly, this is the life for me. Oi!*

When I was **two I tied my shoe** and ran away to sea,
I climbed aboard a pirate ship and the captain said to me:
*We're going... North, South, East, West, over the rolling sea,
With a bowl of jelly in my belly, this is the life for me. Oi! Oi!*

When I was **three I climbed a tree** and ran away to sea,
I climbed aboard a pirate ship and the captain said to me:
*We're going... North, South, East, West, over the rolling sea,
With a bowl of jelly in my belly, this is the life for me. Oi! Oi! Oi!*

When I was **four I opened the door** and ran away to sea,
I climbed aboard a pirate ship and the captain said to me:
*We're going... North, South, East, West, over the rolling sea,
With a bowl of jelly in my belly, this is the life for me. Oi! Oi! Oi! Oi!*

When I was **five I took a dive** and ran away to sea,
I climbed aboard a pirate ship and the captain said to me:
*We're going... North, South, East, West, over the rolling sea,
With a bowl of jelly in my belly, this is the life for me. Oi! Oi! Oi! Oi! Oi!*



Let's use our feet

L Jones

4/4

Let's use our feet, Let's use our hands. CLAP! 2 3 4 HEAD! 2 3 4
Stamp Patsch R/L Clap! tap shoulders Head! tap shoulders

5

We can play for - e - ver, We can clap for - e - ver.
R L clap R L clap R L clap R L clap

7

Just like this! Just like this!
patsch patsch clapR(high) patsch patsch clapL(high)



ADDENDUM

Curriculum and MusicNow: These sequential videos are designed to incorporate all music learning outcomes set in the NSW Syllabus and the Australian Curriculum for Early Stage 1, and Stage 1 in particular. MusicNow has referenced these in the teacher notes for your planning.

By using MusicNow videos as part of your classroom music planning, all standards are clearly achieved.

The concepts of music are the building blocks of all music. They are:

**Pitch, Rhythm (Duration), Dynamics & Expressive Techniques,
Texture, Structure & Timbre (Tone Colour)**

The Foundation Statements, Content Descriptions and Outcomes of the NSW and National Curriculums (Australia) are as follows, and are referred to throughout our teacher notes.

NSW CURRICULUM:

Early Stage 1 Outcomes: Students sing, play and move to a range of music. They experiment with sounds and begin to organise them into basic structures. Students listen and respond to a variety of music.

Stage 1 Outcomes: Students sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources. They organise sounds into simple structures and begin representing creative ideas symbolically. Students listen to, and identify, simple features of music and make judgements about musical effectiveness and preference.

AUSTRALIAN CURRICULUM:

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

	NSW CURRICULUM	AUSTRALIAN CURRICULUM
Performing	(Early Stage 1) MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.	ACAMUM080 Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion.
	(Stage 1) MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.	ACAMUM081 Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community.
Organising Sound	(Early Stage 1) MUES1.2 Creates own rhymes, games, songs and simple compositions.	ACAMUM082 Create compositions and perform music to communicate ideas to an audience.
	(Stage 1) MUS1.2 Explores, selects and organizes sounds in simple compositions.	
	(Stage 1) MUS1.3 Uses symbol systems to represent sounds.	
Listening	(Early Stage 1) MUES1.4 Listens to and responds to music.	ACAMUR083 Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples.
	(Stage 1) MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.	