

Music Count Us In Presented by Debbie O'Shea

Quick Lesson Outline

| Tone Set | Кеу | Activity | Purpose | Some Debbie Notes |
|--------------|----------|--|-------------------------------|--|
| s,l,t,drmfsl | d=F | MCUI – We Are | Entry song | Routine!!!! |
| | | | Handing out | I get so much more done. |
| | | | workbooks | |
| | | Activity 1 in Workbooks | Rhythm | Important to use 'real' music |
| drm sl | d=F | a. rhythmic dictation | Notation | notation. |
| | | b. Score analysis | | Important to actually write. |
| drm sl | d=F | Rocky Mountain | Know solfa in the | |
| | [sp – f] | a. Text | context of a known | |
| | | b. Solfa | song | |
| drm sl | d = D | Pentatonic Scale | Practice pitch | |
| | | a. Sing | elements | |
| | | b. In canon | | |
| drees | d = G | c. Clever Echo Recorder | Dlaving | Dit of chuffling nitch horo |
| drm | u = G | | Playing | Bit of shuffling pitch here – but it is done to suit the |
| | | a. Change d to G b. Echo drm patterns – | Application of aural elements | |
| | | on chin then play | elements | notation, the vocal range and |
| | | c. Play Heard it Before | | the instrumentadvantage of |
| | | with Cool Cats | | reinforcing 'movable' solfa. |
| | | backing | | |
| s,l,t,drmf | d = G | Wake Snake while packing | 4 Metre | Leading to improvisation |
| | [sp – B] | up and forming a circle | Conducting | activity |
| | | a. Softly clap the 4 beat rests | | |
| | | b. Conduct in 4s on the | | |
| | | rests | | |
| drm s | d = G | Fire on the Mountain | New Song | Fun |
| | [sp – B] | | Game | Singing |
| d m sl | d = D | Icka Backa | Game | 2 nd part from 14 Traditional |
| | [sp – A] | | Part Singing | Game and Action Songs |
| | | | Intune Singing | http://www.markolearymusic.com/mom mer/view-by-title/numeral-led-title/14- traditional-game-and-action-songs |
| S,I,t,drmfsl | d=F | We Are | Create Movement | |
| | | | Ostinati in groups | |

Music Count Us In 2019

AUSTRALIA'S BIGGEST MUSIC EDUCATION CELEBRATION REGISTER YOUR SCHOOL NOW | Celebration Day 7 November 2019 **Music Teacher PD Session** Game: Cut the Cake Cut the Cake Clap your hands to - ge - ther, Give your-self a shake. Make a hap - py cir - cle Then you cut the cake. Song: The Ocean Refuses no River by Lilla Flood from Victoria Sings Short Stuff Song: Wake Snake from demonstration lesson Wake Snake Wake snake day-light is break - ing Por-ridge in the pot and the

Activities from the Kit:

pan-cakes are bak-ing. Green corn.

All we need is Game:

1. Watch

https://www.youtube.com/watch?v=tkdd8nQgECE&list=PLEpXT4Gn8YYB99yEab8mHfXNbxjRI8Mqf&index=23&t=0s

| | Count 1, 2, 3, 4, then | | | | | |
|---|------------------------|----------------|--------|---|--|--|
| | (Rest) | All we need is | (Rest) | a little <i>mu-sic</i> (2 syllable words) | | |
| (| (Rest) | All we need is | (Rest) | a little cour-age | | |
| | (Rest) | All we need is | (Rest) | a little kind-ness | | |
| | (Rest) | All we need is | (Rest) | a little <i>hu-mour</i> | | |
| | ş | All we need is | Ş | a little friend-ship | | |

Green corn.

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Green corn.

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Count the bars Game

- Watch <u>https://www.youtube.com/watch?v=nUKjKsbaPNc&list=PLEpXT4Gn8YYB99yEab8mHfXNbxjRI8Mq</u> <u>f&index=11</u>
- 2. Play the song and stop at any point, asking what number bar we are in

Participant Input:

1. Promoting Music Education

- Open classrooms
- Newsletter
 - o Article written by students
 - o Photos of music events
 - Photos of the music classes
 - o Samples of compositions
 - Recordings of songs and performances from class
 - Links to value of music ed research
- School Facebook posts
- Send worksheets including snippets of important music ed info home
- Email news and links

Your turn.....

2. Ideas for the Celebration Day

- Build a concert around the Song
- Invite Parents
- Invite other community members aged care, childcare...
- Add some narration around the importance of music education
- Involve your Instrumental Teachers
- Organise a Cluster Event
- Invite Media
- Create Social Media Hype
- Send link to YouTube Clip home so families can join in

Your turn.....

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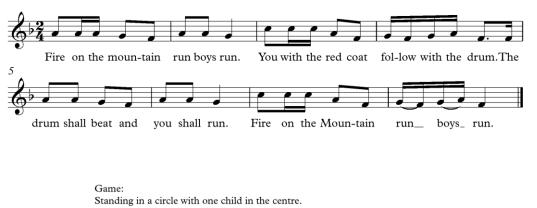
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Game:

Fire on the Mountain

Fire on the Mountain



Standing in a circle with one child in the centre. Child in the centre has eyes closed. Teacher selects 2 children in the circle, who, at the end of the song will swap places. At the end of the song, teacher taps a drum twice. First tap - child opens eyes Second tap - both chosen children move to each others spot while the child in the centre tries to get into one of the places before them.

Child without a place becomes the new child in the centre.

Dance:

King of the Fairies (Ireland) (Step Back Sally track 2)

This instrumental piece is slow and beautiful. Participants have a scarf each and move around the room freely. Explain to the participants that with the addition of a scarf, not only is the movement activity more visually appealing and interesting to the children, the children tend to feel less inhibited with a 'prop' to use.

HINT – If the participants (children do this too) tend to go in a circle, suggest that everyone finds and *'interesting path'* through the room. You may introduce a rule, particularly for children, not to touch anyone.

Game:

The Old Sow



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Song:

Sally Go Round the Sun

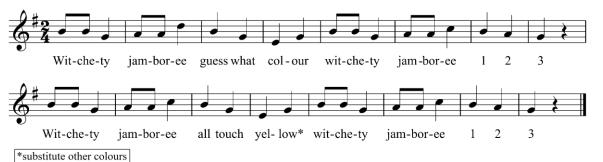
- Sing
- Walk beat in the circle
- Change direction on the Boom
- Inner hearing every second time
- Sing in canon in concentric circles
- Add chime bars on the beat dms DFA
- Add chime bars and improvise ostinato on dms



Song:

Witchety Jamboree

Witchety Jamboree



Musical Features

-Structure A A1 repeated

-Rhythmic feature: quaver quaver crotchet contrasted with two crotchets

Solfa

sfmrdll

Activites

-Game: The children move freely to the beat while the song is sung. Select one child to substitute the name of the colour in the phrase "All touch...". On completion of the song, the children move quickly to touch the nominated colour anywhere in the room. The selected child spots the last person, who then takes his/her place and chooses a new colour.

-Shapes can be substituted for colours

-The game can be extended musically by substituting rhythmic or melodic phrases for the children to imitate, or to translate into time names, or to sing the solfa.

e.g. "Witchety jamboree! Guess what: solfa? time names? pattern?

After "1,2,3" has been sung, one child sings a phrase for the class to imitate or translate into solfa or time names

Dance:

Hello Dance (Austria) (Step Back Sally track 13)

The participants move freely about the room for the first phrase (8 beats) then the music changes and we are able to sing "Hello, hello". At this section everyone stops and sings hello, bowing, to a person near them. There is further free movement for 8 beats followed by two more Hellos. The next phrase is twice as long (16 beats) and participants move freely around, followed be the hellos. This continues until the song is over.

This type of dance allow for a great deal of freedom, while setting some structure with the form of the music.

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