

MUSIC ROOM

A developmental classroom music program

Book 4 – Middle Primary



Rob Fairbairn Mark Leehy Kevin O'Mara

Artwork and illustrations **Bradfield Dumpleton**

Purchase at www.bushfirepress.com.au

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About Music Room

What is *Music Room*?

Music Room is a developmental classroom music program for primary schools:

Book 1 – beginning primary

Book 2 – lower primary

Book 3 – lower primary

Book 4 – middle primary

Book 5 – middle primary

Book 6 – upper primary

Book 7 – upper primary

It aims to provide classroom teachers and music specialists with a fresh, fun and easy program that provides experiences in:



To develop skills in, and understanding of the MUSICAL ELEMENTS:

Beat

Rhythm

Pitch

Melody

Harmony

Dynamics

Tempo

Form

Tone colour

Texture

Style

Music Room also addresses:

- ARTS PRACTICE – using ideas, skills, techniques and processes
- RESPONDING TO THE ARTS – criticism, aesthetics and contexts
- MULTIPLE INTELLIGENCES – addressed by the inclusion of Language and Visual Arts

How is Book 4 set out?

The program is set out in 4 units of lesson plans.

Units 1–2: Musical Elements

Unit 1 – building blocks: beat and rhythm

8 lesson plans whose primary focus is the musical elements of *beat and rhythm*.

$\frac{4}{4}$ and $\frac{3}{4}$ time, crotchets, quavers,

minims and dotted minims are covered, as well as accent, rhythm patterns, reading, writing, improvising and basic lyric writing through rhyme. The musical elements of *pitch, melody, form, dynamics*, are also addressed.

Unit 2 – building blocks: pitch and melody

8 lesson plans whose primary focus is the musical elements of *pitch and melody*. Major, minor and pentatonic scales are explored, as well as harmony, drone, signature tunes, reading, writing, composition, scat and improvisation.

The musical elements of *beat, rhythm, harmony, dynamics, form* and *texture* are also addressed.

Unit 3: Exploring Sound

8 lessons plans.

Students explore sound, moods and emotions through voice and through a variety of sound sources (classroom instruments and found objects) to develop their understanding of the musical elements (particularly tone colour). Improvisation and composition are explored, and reading covered. *Beat, rhythm, pitch, form, texture* are also covered.

Unit 4: Music All Around Us

6 lesson plans and a concert.

Students experience music and dance in a variety of contexts (different times, places and purposes). Students consolidate skills and understandings of musical concepts and elements.

Students make choices about the content and production of an end-of-year performance.

How to use *Music Room*

The lesson layout

Each lesson plan is 2 pages.

All required audio, video and charts are in-line on the page – as you need them.

- Touch audio to play.
- Touch video thumbnails to play/enlarge.
- Touch chart thumbnails to enlarge.



This 'Teacher Speak' icon indicates example dialogue for the teacher.



This envelope icon indicates a proforma is available for the activity.



Indicates printable page.



Touch this icon to return to the contents page.

Making the most of *Music Room*

Musical elements

Whenever possible use, and encourage students to use, appropriate musical terms and. At the start of each lesson you will find a 'Useful Vocabulary' list.

Arts Practice

Encouragement and achievement are vital motivations and reinforcements. Wherever possible, point out to the class interesting work (moving, playing etc) by individual students. Examples are provided in the lessons:

Jenny is moving in an interesting way.

Let's move like that.



You will find downloadable, photocopiable achievement certificates (for classroom use by the original purchaser only) via the contents page.

Responding to the Arts

Encourage students to use appropriate vocabulary when discussing their own or others' work or performances.

The 'Thinkabout Talkabout' components in the lesson plans provide examples and opportunities.

Evaluation and Web Support

Outcomes

As evaluation and tracking methods and systems can vary greatly from school to school and state to state, a flexible set of grids can be accessed through the contents page:

CONTENT CHECKLIST – covering the content of the program

OUTCOMES TRACKING SHEET – for tracking students' progress

Evaluation at this level should be observational and ongoing.



Web support

Our website www.bushfirepress.com has links to the learning outcome requirements for all states and territories of Australia and the UK.

These lists are free and downloadable. They can be accessed by visiting the website and following the prompts – or go direct to: www.bushfirepress.com/musicroom/support

Other Web Support Features

- Information, videos and sample lessons & activities from all titles in the *Music Room*, *eMusic Room* and *Interactive Music Room* series.
- **Bushfire Press facebook Community Page**
This is where you will be among the first to find out about our free lessons and activities and special offers. Like us at www.bushfirepress.com/facebook
- **Music Room – closed facebook group**
If you are using any of Bushfire Press' music resources, why not ask to join the Music Room group? This is a closed group and only members are able to see your (or our) posts here. It is the perfect place to share your experiences teaching any aspect of music and to seek help and advice from other members. You can also share PDFs, audio and video recordings of your students' work. www.bushfirepress.com/facebook

The rationale of *Music Room*

Music

- Music has been, and remains, a vital expression for all people from all cultures and societies. It voices both our individuality and our common humanity in both active and passive ways.
- Music engages the left and right sides of the brain simultaneously, assisting with concentration and focus.
- Music can thus assist learning in other curriculum areas.
- Music can assist in the physical, intellectual, emotional and spiritual development of the student.
- Music can promote both individual expression and cooperative learning.
- Music can help with self-esteem, social cohesiveness and group identity.

Hence an active music program helps not only the individual student but all students and assists the school socially. It can reach from the school community into the wider community.

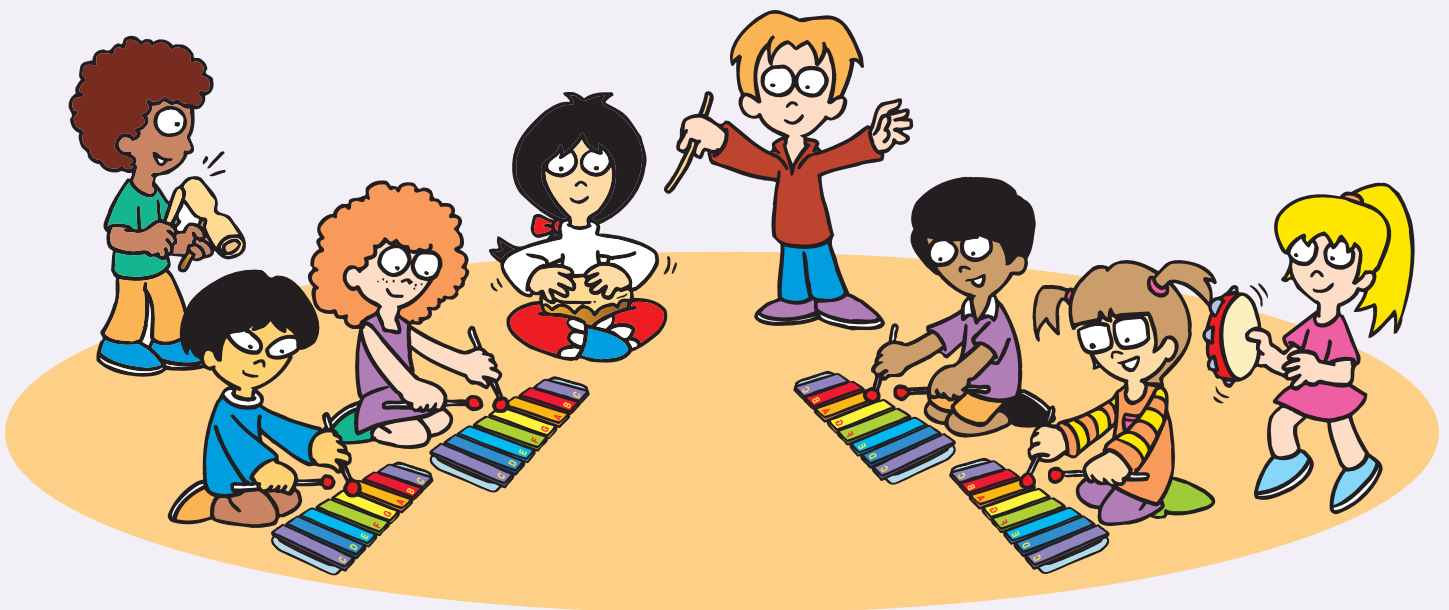
An engaging and motivating course, appropriate to contemporary children, extending their musical skills, broadening their musical horizons and allowing them a framework within which they may create and explore their view of themselves and their world ... that's Music Room.

The general aims of *Music Room*

- To provide class teachers and music specialists with a simple-to-use, fully-resourced primary school music program that answers the core ideals and objectives of the various state curricula in Australia, and those the UK.
- To provide a bridge between the philosophy, pedagogy and frameworks of curriculum documentation and the practicalities of the contemporary school and classroom.

General outcomes Book 4

- Students demonstrate their understanding of the musical elements covered in this book.
- Students can sing in tune and with expression.
- Students can perform confidently.
- Students can move and play instruments in time.
- Students can create individually and in groups.
- Students use appropriate language to express their thoughts and feelings about music.
- Students have been involved in a performance to others (peers, school, parents etc).



Specific outcomes Book 4

Musical elements

Beat and Rhythm

- Maintains a steady beat to music through movement or playing a percussion instrument.
- Can read, and clap/play, rhythm patterns involving crotchets, quavers, minims, dotted minims and rests, in $\frac{4}{4}$ $\frac{4}{4}$ and $\frac{3}{4}$ $\frac{3}{4}$ time.
- Improvises simple movements to show $\frac{4}{4}$ $\frac{4}{4}$ and $\frac{3}{4}$ $\frac{3}{4}$ time.
- Creates rhythm patterns and improvisations.
- Demonstrates an understanding of, and/or uses, the musical terms *beat*, *rhythm*, *accent*, *fours*, *threes*, *taa*, *ti-ti*, *too-oo*, *too-oo-oo*, *zaa*.

Pitch and Melody

- Reads and plays melodic patterns and scores.
- Creates short melodies, ostinati and improvisations.
- Uses major, minor and pentatonic scales to create musical works.
- Responds through movement to different types of melody.
- Demonstrates an understanding of, and/or uses, the musical terms *pitch*, *melody*, *harmony*, *drone*, *signature tune*, *scat*, *improvisation*.

Form

- Recognises structure in songs, lyrics and music.
- Demonstrates structure through movement and composition.

Dynamics

- Uses dynamic changes (*getting louder/softer*) in musical compositions and performances.
- Creates signals to indicate dynamic changes.

Tempo

- Uses tempo changes (*getting faster/slower*) in musical compositions and performances.
- Responds to tempo changes through movement.

Tone Colour

- Explores and uses the voice in a variety of ways.
- Makes and creates music with found objects.
- Builds *sound descriptor* vocabulary for vocal sounds and other sound sources (classroom instruments and found objects).
- Uses vocal and instrumental sound effects to show moods and emotions.
- Responds intellectually and emotionally to music.

Texture

- Recognises, and uses, textural changes (*thicker/thinner*) in musical compositions.

Style

- Explores songs and music through different contexts (times, places and purposes).

Arts practice – ideas, skills, techniques and processes

- Sings, moves and plays confidently.
- Performs confidently to class.
- Uses musical elements to communicate ideas and feelings in movement and composition.
- Uses sounds and/or movements to create a performance piece.
- Uses improvisation in performance.
- Composes rhymes and lyrics in a song.

Responding to the arts – criticism, aesthetics and contexts

- Communicates personal observations and feelings relating to music (own or other's), using appropriate musical vocabulary.
- Identifies examples of music in different contexts (cultures, times, purposes).



Unit 1 – Lesson 1: Welcoming rhyme

Musical Elements:

Beat, rhythm

Objectives:

Students are welcomed into the new year through 'name game'.

Students explore movement.

Students revise known rhythms.

Activities:

Listening, rapping, moving, playing, creating (organising movement), reading

Useful vocab:

Beat, rhythm, move, echo, chant, rap, rhythm pattern, performance

You will need:

Untuned percussion instruments

TUNING IN

Track 01 - What's Your Name

Students in a circle.

They keep the beat on their knees as they perform the chant.

What's Your Name?

by Rob Fairbairn

Hey everybody, we're going to play a game
The name of the game is 'What's Your Name?'
All you've got to do is say your name
Are you Ready? Let's go!

What's your name? *My name's Grace*

What's your name? *My name's Eli*

What's your name? *My name's Banjo*

What's your name? That's the game!

What's your name? *My name's Andrew*

What's your name? *My name's Karin*

What's your name? *My name's Nikkos*

What's your name? That's the game!

Now listen everybody, we're doing fine
We got the rhythm and we got the rhyme
Now, do that thing – one more time
Are you Ready? Let's go!



Students take turns, around the circle, saying their names.

A student can be conductor, pointing randomly to students (who then say their names).



HINT: Point to student during 'What's your name' part of chant, to give them preparation time to come in with their name.

BEAT AND RHYTHM

Movin' & groovin'

Students in a circle.

Make Your Move

by Rob Fairbairn

Hey everybody, we're in the groove
The name of the game is 'Make Your Move'
All you've got to do is make a move
Are you Ready? Let's go!

Make your move, everybody
Make your move, everybody
Make your move, everybody
Make your move, you're in the groove

Now make your move, Freddy ...
Make your move, everybody ...
Now make your move, Danica ...
Make your move, everybody ...



Track 02 - Make Your Move - example



Students take turns around the circle, creating a movement ('making their move') as class performs the chant (rap), keeping the beat on their knees.

How else can we keep the beat?

Handclaps, fingersnaps, body percussion sequence.



The chant (rap) can be performed to the track *Make Your Move* – **without names**.

Track 03 - Make Your Move - without names

REVISION: Rhythm Patterns

Students with untuned percussion instruments

Track 04 - Rhythm & Beat

On their instruments, students echo the 8 rhythm patterns on Chart No. 1.

NOTE: Some students can keep the beat on a cowbell.
After the 4th and 8th pattern, there is a 'jam' section
for students to create (improvise) their own patterns.



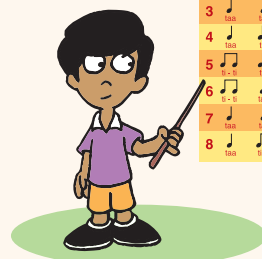
Chart No. 1			
1	taa	Z (zab)	taa
2	taa	taa	Z (zab)
3	taa	taa	taa
4	taa	taa	Z (zab)
5	ti - ti	ti - ti	taa
6	ti - ti	ti - ti	taa
7	taa	taa	Z (zab)
8	taa	ti - ti	taa



A conductor can point to each pattern as it is played.

The conductor can also point to patterns randomly.

Track 05 - Rhythm & Beat - backing



1	taa	Z (zab)	taa	Z (zab)
2	taa	taa	taa	Z (zab)
3	taa	taa	taa	taa
4	taa	ti - ti	taa	Z (zab)
5	ti - ti	ti - ti	taa	Z (zab)
6	ti - ti	ti - ti	taa	Z (zab)
7	taa	taa	Z (zab)	taa
8	taa	ti - ti	taa	taa

Content Checklist



Music Elements									Arts Practice							Responding to the Arts	
	Beat/ Rhythm	Pitch/ Melody	Harmony	Form	Dynamics	Tempo	Tone Colour	Texture	Listening	Singing	Moving	Playing	Creating	Reading	Writing	Criticisms and Aesthetics	Context and Style
Unit 1																	
Lesson 1	✓								✓	✓	✓	✓	✓	✓			
Lesson 2	✓			✓					✓	✓	✓		✓				
Lesson 3	✓			✓					✓	✓			✓	✓	✓		
Lesson 4	✓				✓				✓	✓	✓	✓	✓	✓			
Lesson 5	✓	✓				✓			✓	✓	✓	✓	✓		✓		
Lesson 6	✓								✓	✓	✓	✓	✓	✓			
Lesson 7	✓	✓							✓	✓		✓	✓	✓			
Lesson 8	✓			✓					✓	✓	✓		✓				
Unit 2																	
Lesson 1		✓			✓				✓	✓		✓	✓	✓		✓	
Lesson 2	✓	✓	✓	✓					✓	✓		✓	✓	✓		✓	
Lesson 3	✓	✓	✓						✓	✓		✓	✓				
Lesson 4	✓	✓	✓						✓	✓		✓	✓			✓	
Lesson 5	✓	✓	✓						✓	✓		✓					✓
Lesson 6	✓	✓	✓		✓			✓	✓	✓		✓	✓			✓	✓
Lesson 7	✓	✓	✓						✓	✓			✓	✓		✓	✓
Lesson 8	✓	✓	✓		✓				✓			✓	✓	✓		✓	
Unit 3																	
Lesson 1	✓			✓			✓		✓	✓			✓		✓	✓	
Lesson 2				✓			✓		✓	✓			✓			✓	
Lesson 3	✓						✓		✓	✓		✓	✓		✓		
Lesson 4	✓						✓		✓	✓	✓	✓	✓		✓		
Lesson 5	✓	✓					✓		✓	✓		✓	✓	✓			
Lesson 6							✓		✓	✓	✓	✓	✓	✓		✓	
Lesson 7	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓			
Lesson 8	✓	✓		✓			✓		✓	✓	✓	✓	✓	✓			
Unit 4																	
Lesson 1	✓			✓					✓	✓	✓		✓				✓
Lesson 2	✓			✓					✓	✓			✓		✓		✓
Lesson 3					✓	✓			✓		✓		✓			✓	✓
Lesson 4	✓			✓		✓			✓		✓						✓
Lesson 5				✓			✓		✓		✓		✓			✓	✓
Lesson 6	✓			✓	✓		✓			✓		✓	✓			✓	✓
Class in Concert	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Index of songs, chants, dances and sound stories

The Blacksmith unit 4 lesson 4

Burung Kakaktua unit 4 lesson 2

Count to Four unit 1 lesson 2

Football Chant (we are the champions) unit 2 lesson 7

Four by Four unit 1 lesson 3

Helmut's Accordeon Band unit 1 lesson 6

The Horseman unit 3 lesson 6

I Like To Swing unit 2 lesson 3

Jan-Ken-Pon unit 4 lesson 2

The Junkyard Blues unit 3 lesson 8

Loch Lomond unit 2 lesson 6

Make Your Move unit 1 lesson 1

Noises in My Head unit 3 lesson 3

Pitch and Pattern unit 2 lesson 2

Play Me a Note unit 2 lesson 4

The Rhymers' Waltz unit 1 lesson 5

Rumble in the Jungle unit 3 lesson 2

Rhythm in Everything unit 3 lesson 5

Skin and Bone unit 1 lesson 7

Tai Chi unit 4 lesson 3

The Sound of Your Voice unit 3 lesson 1

Tango Joe unit 1 lesson 4

What's Your Name? unit 1 lesson 1

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Bushfire Press Pty Ltd ABN 94 007 166 225
51 McLaughlans Lane, Plenty, VIC 3090 Australia
Tel: 61 3 9434 2259; Fax: 61 3 9434 2209
Email: bushfire@bushfirepress.com
Website: www.bushfirepress.com

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What's Your Name?, Make Your Move, Count to Four, Four by Four, Pitch & Pattern, I Like To Swing, Play Me a Note, The Sound of Your Voice, Rhythm in Everything, The Horseman, Junkyard Blues

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Other works by the authors

Music Program Music Room, books 1, 2, 3, 5, 6 & 7

eBook Music Program eMusic Room, books 1, 2, 3, 5, 6 & 7

Interactive Whiteboard Music Program The Interactive Music Room, books 1, 2, & 3

Recorder Program Recorder Room, books 1 & 2

Integrated Arts program – Cool Cats Cross Arts Adventures levels 1–4

Musicals – HMS Pinafore (adapted for younger players), The Mikado (adapted for younger players), The Pirates of Penzance (adapted for younger players), Kids in Camelot, The Little Mermaid, Masquerade!, A Kidsummer Night's Dream, Danger Kids, Kids at Sea, Once Upon a Time, Kids in Paradise, Dragon Girl, Currawong Creek, Kids in Space, Superkids, Open Season

Mini-musicals and plays – What We Did on Our Holidays, The Gingerbread Man, The Tooth, the Whole Tooth and Nothing But the Tooth, Our Cake Eating Hippo Plays, The Dragon Returns

Singing – Advance Australia Fair (adapted for children), Start Singing (with the Cool Cats Kids), Start Singing Action Songs with Paradiddle Band, Start Singing & Dancing with Paradiddle Band, Start Singing Aussie Kids Songs with Paradiddle Band, The Great Southern Songbook 2001 & 2002

Guitar tutor – Upbeat Guitar 2

Dance collections – Cool Cats Big Bush Dance with Paradiddle Band, Cool Cats Big Dance Party with Paradiddle Dance Band, Start Singing & Dancing with Paradiddle Band

Music picture book – Moondrops – a First Book of Lullabies

Miscellaneous – Cool Cats Graduation Kit

Praise for Music Room

(we're just taking a moment to boast – you can skip this part)

I just keep falling more in love with this program. St Joseph's Primary School Rockdale

'An excellent resource ... thoroughly researched and tested ... these guys have thought of everything ...' Counterpoint (aMuse)

With Music Room, I feel that not only have I have expanded my repertoire of ideas, I feel I have improved as a music specialist. Alan Uphill, Skelmersdale UK

*If children were to progress through their primary school education using the **Music Room** program, I believe they would be receiving a high quality music education. Music in Action (Australian music education journal)*

'they make it so easy ... someone else has already done all the hard work for me ... even when I am out of the school, a relief teacher can come in and easily carry on or revise work already done. Gordonvale State School

I have every one of your Music Room books. The non- music staff say they are great lessons and find it not near as hard or as intimidating as they thought it would be to take a music class. Christian College Geelong.

A wonderful music resource for the primary music classroom. For very busy non specialist teachers ... it could very well be considered a "God Send" ... material and activities that will engage their students ... very user friendly ... resourced very well ... The greatest strength of this series would definitely be the immaculately resourced and systematic organisation of lesson material, especially the focus on the musical elements. Music in Action magazine

I teach music at Parkside Special School in Pukekohe and these resources are truly fabulous as I can adapt them to all students regardless of age as the songs/music is engaging. I have a young lad (8) with complex/profound disability whose eyes light up, he smiles and then chuckles when he hears the didgeridoo in the song 'Hey Everybody' - he is learning to activate the song on his switch. Megan Conroy, Parkside NZ.

Music Room won BEST PRIMARY TEACHING RESOURCE at the 2012 Australian Publishers Association Excellence in Educational Publishing awards.

'Music Room provides well-structured lesson plans and combines essential music content with effective teaching and learning resources. The blended program makes innovative use of print, sounds and vision to engage students. It is a highly useful resource for the non music specialist.'
Judging panel

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