

# MUSIC ROOM 1

# ALIVE!



Teacher  
Notes

A developmental classroom music program

# MUSIC ROOM 1 Alive!

By Amana Temple

Adapted from

**Music Room book 1 (beginner primary)**  
**A developmental classroom music program**  
by

**Rob Fairbairn** Grad. Dip. Mus. Ed., Dip. Prim Tch.

**Mark Leehy** Grad. Dip. Mus. Ed., Dip. Prim Tch., Grad Dip. Editing & Publishing

**Kevin O'Mara** Grad. Dip. Mus. Ed., Dip. Prim Tch.

**Bradfield Dumpleton:** Artwork & illustrations

## Music Room 1 Alive! Program and Teacher notes

Adapted, designed and presented by **Amana Temple** Grad. Dip Prim Ed., Bach.  
App. Mus.

Lesson slides by **Janine Plunkett**

[www.bushfirepress.com.au](http://www.bushfirepress.com.au)

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Free and downloadable lists of the learning outcome requirements for all states and territories of Australia and the UK can be found here:

<https://www.bushfirepress.com.au/music-room-learning-outcomes/>

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## Keeping the beat

**Activities:**

Singing, moving,  
creating

**Useful Vocab:**

Beat, steady  
beat

**Objective:**

Students keep a steady beat using different body parts

**What you will need:**

- Room to move to the music

**Come On In**

Musical notation for the song "Come On In". The notation is in 4/4 time and features three staves of music with various chords indicated above the notes.

Staff 1: Chords: E<sup>b</sup>(D), B<sup>b7</sup>(A7)

Staff 2: Chord: E<sup>b</sup>(D)

Staff 3: Chords: A<sup>b</sup>(G), E<sup>b</sup>(D), B<sup>b7</sup>(A7), E<sup>b</sup>(D)

## Keeping the beat

## Objective:

Students keep a steady beat using body percussion and instruments

## What you will need:

- Tambourines
- Drums
- Shakers
- Tapping sticks



## Let's All Clap Along

Two staves of musical notation in 2/4 time, key of E-flat major (three flats). The first staff has a treble clef and a key signature of three flats. The notes are: E-flat (quarter), D (quarter), F (quarter), G (quarter), A (quarter), B-flat (quarter), C (quarter), D (quarter). Above the notes are chord symbols: E♭ (D), Fm7 (Em7), and B♭7 (A7). The second staff has a treble clef and a key signature of three flats. The notes are: E-flat (quarter), D (quarter), F (quarter), G (quarter), A (quarter), B-flat (quarter), C (quarter), D (quarter). Above the notes are chord symbols: E♭ (D), B♭7 (A7), and E♭ (D). The piece ends with a double bar line.

## High and Low

**Activities:**

Listening,  
singing, moving

**Useful Vocab:**

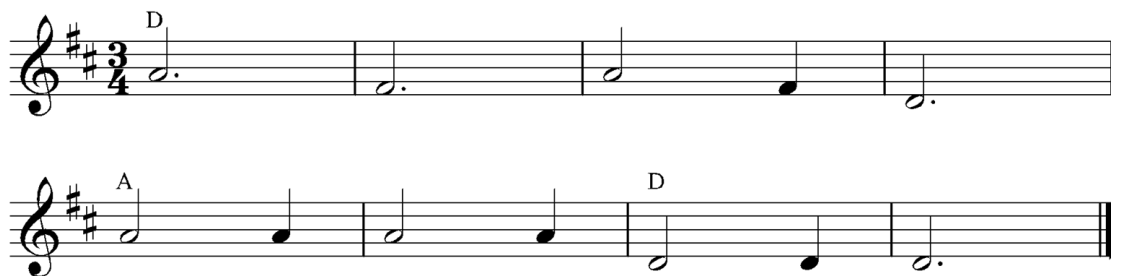
High, low

**Objective:**

Students respond to high and low through movement

**What you will need:**

- Tuned instrument with at least one octaves range such as *high D* and *low D* - (xylophone, glockenspiel, piano, recorder)

**A Swinging Song**

## High and Low

**Activities:**

Listening,  
singing, playing.  
creating, symbol  
recognition

**Useful Vocab:**

High, low

**Objective:**

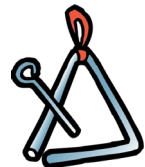
Students respond to high and low through voice and instruments

**What you will need:****High and Low Challenge:**

- Tuned instrument with at least one octaves range such as *high D* and *low D* - (xylophone, glockenspiel, piano, recorder)

**Hey Diddle Diddle:**

- Triangles (for the fiddle and the cat)



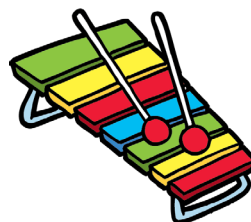
- Bells (for the fiddle and the cat)



- Drums (for the dog)



- Xylophone (for the sound of the cat being chased up the tree, *slide beater along xylophone from low to high*)



## Loud and Soft

**Activities:**

Listening,  
singing, moving,  
playing, creating

**Useful Vocab:**

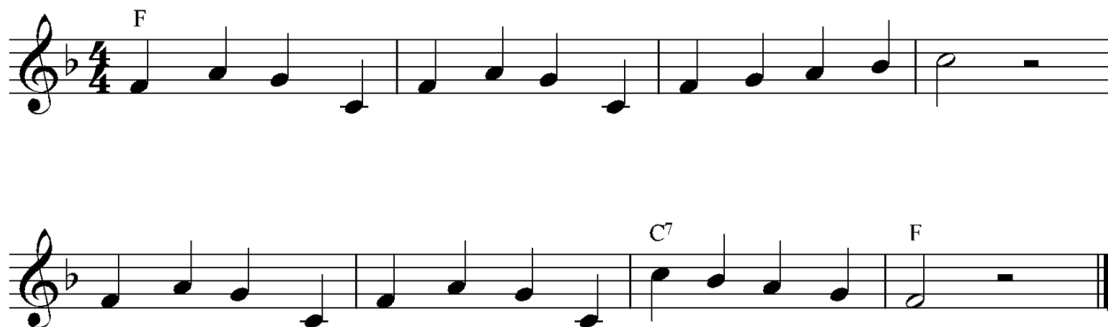
Loud, soft,  
loudly, softly

**Objective:**

Students respond to loud and soft through listening,  
singing and moving

**What you will need:**

- Tambourines
- Shakers
- Drums
- Triangles or Bells

**Fancy Footwork**



## Symbols and Sound Story

**Activities:**

Listening,  
playing, symbol  
recognition

**Useful Vocab:**

Loud, soft,  
loudly, softly

**Objective:**

Students respond to loud and soft through listening, voice and playing

**What you will need:**

- Tambourines
- Shakers
- Drums
- Triangles
- Cymbals
- Bells
- Tapping sticks

**Notes** *Chloe's Lost Teddy*:

For *Chloe's Lost Teddy* you have three choices for how to interact with the story. You can choose to listen to the story, you can watch a video of the story or you can choose to read the story yourself and click through the slides.

**Notes** REVIEW Sound Effects

Pause after each sound effect to allow time for students to point to the chart. Repeat as many times as necessary.

## Fast and Slow

**Activities:**

Listening,  
singing, moving,  
playing, symbol  
recognition

**Useful Vocab:**

Slow, fast,  
faster, slower,  
quick

**Objective:**

Students respond to fast and slow through listening,  
singing, moving and playing

**What you will need:**

- Tambourines
- Tapping sticks

**A Fast and Slow Song**
**Notes A Fast and Slow Song:**

You may like to run on the spot depending on space in your room

## Sound Story

### Activities:

Listening,  
singing, playing,  
symbol  
recognition

### Useful Vocab:

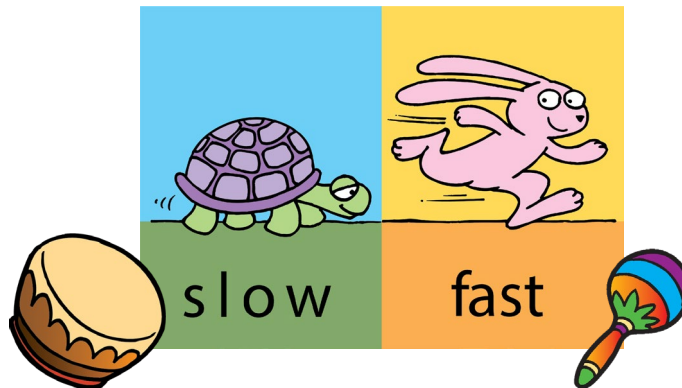
Slow, fast,  
faster, slower

### Objective:

Students respond to fast and slow through listening, singing and playing

### What you will need:

- Drums
- Shakers



### Notes *The Hare and the Tortoise*:

For *The Hare and the Tortoise* you have three choices for how to interact with the story. You can choose to listen to the story, you can watch a video of the story or you can choose to read the story yourself and click through the slides.

## Beat Symbols

**Activities:**

Listening,  
moving, playing,  
reading symbols

**Useful Vocab:**

Steady beat, no  
beat, symbol(s),  
score, conductor

**Objective:**

Students play with a steady beat

**What you will need:**

- Drums
- Shakers
- Tambourines
- Bells
- Tone blocks
- Triangles
- Sticks

**Notes Who Can Play the Instruments CONDUCTOR:**

Each line of the chart is repeated *four* times between each singing verse

**Who Can Play the Instruments?**

E (D)      F<sup>#</sup>m (Em)      B<sup>7</sup> (A<sup>7</sup>)  
 E (D)      B<sup>7</sup> (A<sup>7</sup>)      E (D)

# Beat Patterns

## Objective:

Students use body percussion to perform beat patterns

## What you will need:

- Tambourines
- Drums
- Shakers
- Tapping sticks
- Tone blocks
- Triangles



## Notes Who Can Play the Instruments:

If time is tight, hand out only one of each of the instruments. The rest of the class can sing.

## Sound Story

**Activities:**

Listening,  
playing

**Useful Vocab:**

High, low,  
higher, lower

**Objective:**

Students high and low sounds to tell a story

**What you will need:**

- Triangles
- Bells
- Drums
- Tuned percussion

**Notes The Bird and the Elephant:**

For *The Bird and the Elephant* you have three choices for how to interact with the story. You can choose to listen to the story, you can watch a video of the story or you can choose to read the story yourself and click through the slides.

If you have time, have students swap parts and perform the story again.

## Vocal Effects

**Activities:**

Listening,  
character voices,  
playing

**Useful Vocab:**

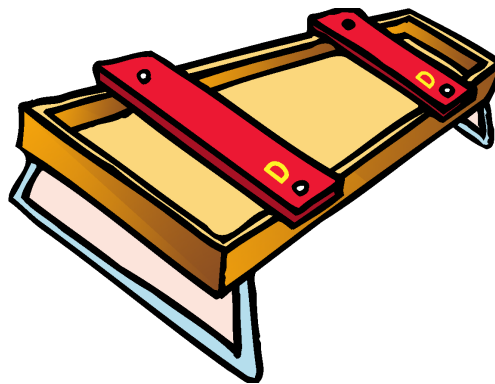
High, low

**Objective:**

Students tell a story using high and low vocal effects

**What you will need:**

- Xylophone or marimba with all the bars removed except for *high D* and *low D*

**Notes High and Low Bodies:**

You can do this activity with one instrument and one student playing at a time. Or you if you have enough instruments you can do this with small groups or whole class playing and following the conductor together.

**Notes The Three Little Pigs:**

For *The Three Little Pigs* you have three choices for how to interact with the story. You can choose to listen to the story, you can watch a video of the story or you can choose to read the story yourself and click through the slides.

## Responding to Loud and Soft

**Activities:**

Listening,  
singing, moving,  
playing, creating

**Useful Vocab:**

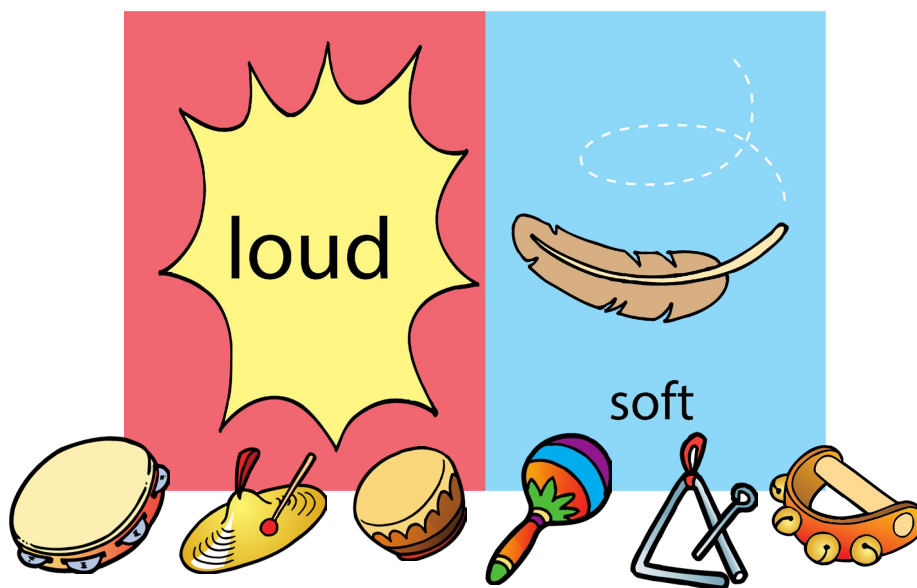
Loud, soft,  
loudly, softly

**Objective:**

Students respond to loud and soft through voices, moving and playing

**What you will need:**

- Tambourines
- Shakers
- Drums
- Triangles
- Bells
- Cymbals
- Tapping sticks





## Singing and Playing Loud and Soft

**Activities:**

Listening,  
playing, singing

**Useful Vocab:**

Loud, soft,  
loudly, softly

**Objective:**

Students respond to loud and soft through singing and playing

**What you will need:**

- Assorted percussion instruments

**Notes Sounds in the Round:**

To extend students you can add loud and soft patterns i.e. two loud taps followed by two soft taps.

**Come On In – dynamics**

by Rob Fairbairn

<i>All, softly</i>	There's a knock at the door ( <i>tap, tap, tap</i> )
<i>All, softly</i>	Let's open the door ( <i>eeehhhh</i> )
<i>All, loudly</i>	It's Ari!
<i>Ari, softly</i>	Can I come in?
<i>All, loudly</i>	Come in!
<i>All, softly</i>	Shhh!
<i>All, loudly</i>	Everybody sing!
<i>All, loudly</i>	Come on in, come on in
	Everybody's welcome in
	Come on in, come on in
	Everybody's welcome in

## Responding to Fast and Slow

**Activities:**

Listening,  
singing, moving,  
playing

**Useful Vocab:**

Slow, fast

**Objective:**

Students respond to fast and slow through listening, singing, moving and playing

**What you will need:**

- Tambourines
- Drums
- Shakers

**Notes Magic Tambourine:**

Students can be chosen to play

**The Old Grey Cat**

 Musical notation for the song 'The Old Grey Cat'. It consists of two staves of music in 4/4 time, with a key signature of two flats (B-flat and E-flat). The first staff has three measures with chords E<sup>b</sup>(D), B<sup>b</sup>(A), and E<sup>b</sup>(D) written above. The second staff has three measures with chords F<sup>m</sup>(E<sup>m</sup>), B<sup>b</sup>(A), and E<sup>b</sup>(D) written above.

## Fast and Slow Dance

### Objective:

Students respond to fast and slow through dance and playing

### What you will need:

- Drums



- Shakers



- Room to perform a circle dance

### Notes Harmonica:

A student can be chosen to point to the chart.

### Notes The Pony Gallop:

Depending on your group, you may want to walk slowly through the steps of the dance first, before doing it with the music.

## Beat Patterns

**Activities:**

Listening,  
moving, playing,  
reading symbols

**Useful Vocab:**

Steady beat,  
symbol(s),  
pattern

**Objective:**

Students keep a steady beat while moving and playing to a graphic score

**What you will need:**

- Drums
- Shakers
- Tambourines
- Tapping sticks

**Notes Copycat:**

Always use two sets of four beats each



# Dance to the Beat

## Objective:

Students move and dance to music with a steady beat and music with no beat

## What you will need:

- Room to perform a circle dance
- Room for students to dance in their own space



## Notes Steady Beat and No Beat:

During examples with a steady beat point out students who are successfully keeping the beat for others to copy.

## Character Voices

**Activities:**

Listening,  
playing, singing,  
chanting,  
moving, creating

**Useful Vocab:**

High, low,  
higher, lower

**Objective:**

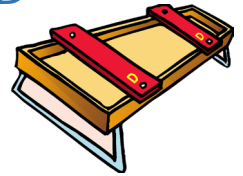
Students explore high and low vocal sounds

**What you will need:**

- Assorted percussion instruments for students to choose from



- Xylophone or marimba with all the bars removed except for *high D* and *low D*

**Way Down Low, Way Up****High****Silver Balloon**

## Creative Movement

**Activities:**

Listening,  
singing, playing,  
moving, creating

**Useful Vocab:**

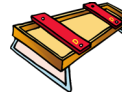
High, low,  
higher, lower

**Objective:**

Students explore high and low through movement

**What you will need:**

- Xylophone or marimba with all the bars removed except for *high D* and *low D*



- Assorted percussion instruments for students to choose from to match the story.

i.e.

Getting higher



Butterflies



Caterpillars



Coming down

**Notes A Trip to the Moon:**

For *A Trip to the Moon* you have three choices for how to interact with the story. You can choose to listen to the story, you can watch a video of the story or you can choose to read the story yourself and click through the slides.

## Responding to Loud and Soft

**Objective:**

Students respond to loud and soft through listening, singing, moving, creating and playing

**What you will need:**

- Tambourines
- Shakers
- Tapping sticks
- Triangles
- Drums

**Marching Land**

Musical notation for 'Marching Land' in 4/4 time. The melody is written on a single staff with a treble clef. The key signature has one sharp (F#). The melody consists of quarter and eighth notes. Chords are indicated by letters C, F, G above the staff. The piece ends with a double bar line.

**I Hear Thunder**

Musical notation for 'I Hear Thunder' in 4/4 time. The melody is written on a single staff with a treble clef. The key signature has two sharps (D# and F#). The melody consists of quarter and eighth notes. The piece ends with a double bar line.



## Playing Loud and Soft

**Activities:**

Listening,  
moving, playing,  
singing, creating

**Useful Vocab:**

Loud, soft,  
loudly, softly,  
compose

**Objective:**

Students respond to loud and soft through playing

**What you will need:**

- Drums
- Tambourines
- Cymbals
- Shakers

**Notes Marching Land with Instruments:**

This can be done with small groups using instruments while the others do the actions, or you can have the whole class using any percussion instruments

**When We Wash the Dishes (Helping Round the House)**

The musical notation is for the song 'When We Wash the Dishes (Helping Round the House)'. It is written in G major (one sharp) and 2/4 time. The first two staves are vocal lines. The first staff has lyrics 'D', 'A', and 'D' above it. The second staff has lyrics 'A' and 'D' above it. The third and fourth staves are percussion lines, with 'x' marks indicating where to play.

## Responding to Fast and Slow

### Activities:

Listening,  
singing, moving,  
playing, reading  
symbols

### Useful Vocab:

Slow, fast,  
quickly, slowly,  
conductor

### Objective:

Students respond to fast and slow through singing and playing

### What you will need:

- Percussion instruments
- Tambourines
- Bells
- Shakers
- Tapping sticks

### Notes Fast and Slow Instruments:

Point out students who are matching the tempo of the music with their movements for the class to copy.

### Notes The Music Man:

Do this song as many times as you have time for so students can have a go at the different parts

### Notes Conducting:

You may like to look up examples of conducting on YouTube. Make sure students are playing fast and slow and not loud and soft.

### The Music Man

## Graphic Symbols

**Activities:**

Listening,  
singing, playing,  
reading symbols

**Useful Vocab:**

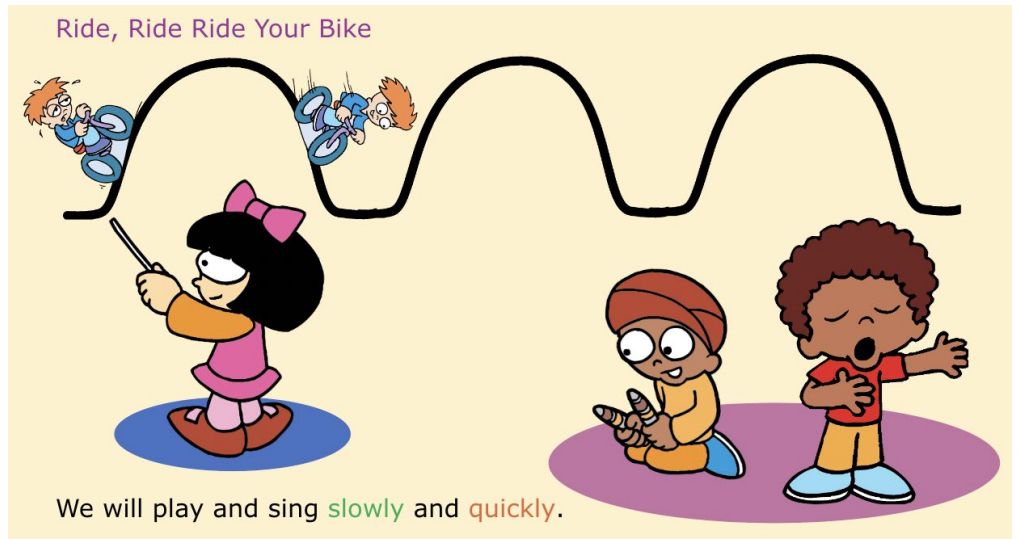
Slow, fast,  
quickly, slowly,  
conducting

**Objective:**

Students respond to fast and slow through singing and playing

**What you will need:**

- Assorted percussion instruments

**Ride, Ride, Ride Your Bike**

## Music in Time

### Activities:

Listening,  
singing, moving,  
miming

### Useful Vocab:

Miming, names  
of instruments  
mentioned in the  
songs, rock  
band, chamber  
group, audience

### Objective:

Students experience music from different time and style contexts

### What you will need:

- Room to move to the music
- Proforma no. 1

Dear Parents

In our music program, we are learning about the different kinds of music in the world. As a part of our study, we have been talking about music that the students hear at home or in their communities.

The students have been asked to bring along to next week's music lesson:

a CD, tape, record, picture, poster, photograph – or even an instrument – to show what kinds of music they hear in their own home or in their communities.

They will all have an opportunity to 'show and tell'.

This lesson will be on \_\_\_\_\_ at \_\_\_\_\_

We thank you for your assistance

Signed \_\_\_\_\_

### Notes Music In Your Home:

During the discussion you may like to look up examples on YouTube.

Let students know that next week they can bring in their music from home to share with the class. Give them Proforma no. 1 (in the back of this booklet) to take home.

### Rockin' in the Band

Musical notation for 'Rockin' in the Band' in 4/4 time, key of E-flat major. The melody consists of eighth and quarter notes. Chords Eb, Bb7, and Eb are indicated above the staff.

### Playing in the Band

Musical notation for 'Playing in the Band' in 4/4 time, key of F major. The melody consists of quarter and eighth notes. Chords F and C are indicated above the staff.

# Unit 4 – Lesson 2 **MUSIC ROOM**

## Music for Special Occasions

### Activities:

Listening,  
singing, symbol  
recognition

### Useful Vocab:

Anthem,  
Christmas carol,  
special occasion

### Objective:

Students experience music for special occasions

### What you will need:

- Technology to play each students **Music from Home** example. i.e. CD player, USB port etc.

### Notes Music From Home:

Depending on time play a portion of each piece of music and students can tap the beat or move/mime to the music.

### Notes Music for Special Occasions:

When students are matching the song to the chart, only play a small portion of the song.

Some students may know Happy Birthday in another language and like to share with the class.

Other special occasions with music include weddings, football matches and church.



## Music for Dance

### Activities:

Listening,  
singing, moving

### Useful Vocab:

Rock 'n' roll, hip  
hop

### Objective:

Students experience dance from different time and cultural contexts

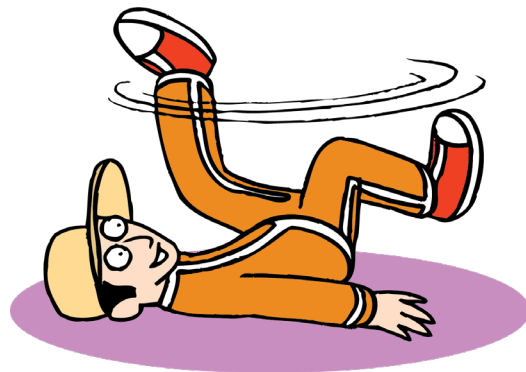
### What you will need:

- Room to perform a circle dance
- Room for students to dance in their own space
- Proforma no. 2

### Notes Dancing in Your Home:

During the discussion you may like to look up examples on YouTube.

Let students know that next week they can bring in an example of dance they experience at home to share with the class. It can be as simple as a photograph. Give them Proforma no. 2 (in the back of this booklet) to take home.



## Dance that Tells a Story (Ballet)

### Activities:

Listening,  
moving

### Useful Vocab:

Dance, ballet

### Objective:

Students experience expressive dance and movement (ballet)

### What you will need:

- Room to dance
- Technology to film the ballet and watch it back

### Notes Dance From Home:

Depending on time students can have a go at each style of dance brought in.

### Notes Barnyard Ballet:

Choose one student to be **Lauren**  
and one to be **Bluey the Border Collie**.

Separate the rest of the students into groups of:

Chickens



Ponies



Pigs



Sheep



## Music that Tells a Story

### Activities:

Listening,  
singing, playing,  
creating

### Useful Vocab:

Loud, soft,  
loudly, softly,  
louder, softer,  
thoughts,  
feelings

### Objective:

Students express ideas, thoughts and feelings through music

### What you will need:

- Tuned and untuned percussion instruments

### Notes The Sun and the Wind:

**Dynamics** is an integral part of this sound story. The wind begins softly. As each new element is introduced (trees, rain, thunder, lightening) the sound becomes louder. As the storm subsides, the sound becomes softer. The sun's growing strength is represented by beginning with one glockenspiel and progressively adding more.

### Rockin' in the Band

The musical notation consists of three staves of music in 4/4 time, written in a key with one flat (B-flat). The first staff begins with a treble clef and a key signature of one flat. It contains a sequence of notes: a quarter rest, a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, a quarter note G4, a quarter rest, a quarter rest, a quarter note G4, a quarter note A4, a quarter note B4, and a half note C5. A chord symbol 'F' is placed above the first measure. The second staff begins with a treble clef and a key signature of one flat. It contains: a quarter rest, a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a half note rest, a quarter rest, a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, and a quarter note G4. Chord symbols 'C7' and 'F' are placed above the first and fifth measures respectively. The third staff begins with a treble clef and a key signature of one flat. It contains: a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter rest, a quarter rest, a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, and a half note G4. Chord symbols 'C7' and 'F' are placed above the fifth and ninth measures respectively. The piece ends with a double bar line.



## Music that Tells a Story

### Activities:

Listening,  
singing, moving.  
Playing, creating

### Useful Vocab:

Up, down,  
higher, slowly,  
gently

### Objective:

Students express ideas, thoughts and feelings through a sound story

### What you will need:

- **Climbing up/climbing down music:** Tuned percussion such as xylophone or glockenspiels
- **Breeze:** vocal whistling sound and shakers
- **Landing sound:** single drum
- **Farm animals:** vocal sounds
- **Monkeys:** vocal chattering sounds, styrofoam rubbed on glass
- **Monkey band:** drums and tambourines
- **Mum:** vocal (*yoo-hoo, yoo-hoo ... it's time for tea*)

### Notes Balloon Journey:

For *Balloon Journey* you have three choices for how to interact with the story. You can choose to listen to the story, you can watch a video of the story or you can choose to read the story yourself and click through the slides.

Students listen to the track, or the teachers narration, and play when their parts occur in the story. Practise each part carefully and you can repeat as many times as necessary.

The climbing up/climbing down music and the breeze sounds occur regularly, so choose students who can cope with this.

## A Walk in the Park (Big Day Out)

An end of year performance piece.

### What you will need:

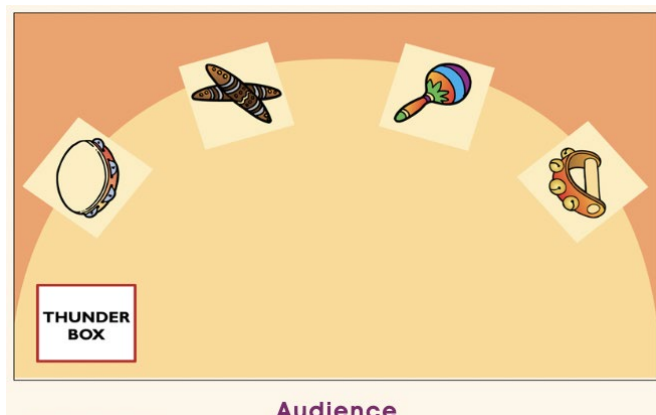
- Begin rehearsing a few weeks before the performance to ensure students are confident with their parts. (Minimum 2-3).

### Instruments:

- Four boxes of instruments – tambourines, sticks, shakers, bells
- A 'Thunder Box' for *I Hear Thunder*, containing drums, tambourines, triangles, shakers and cymbals and any other 'thunder producers'. The Thunder Box also contains some coconut shells or tone blocks for hooves.

### Roles and positions:

- Class in four instrument groups
- One song leader (can be student, upper school buddy or teacher)
- Four students to be 'Thunder Band'
- Two 'Deedle Ducks' (the other Deedle Ducks can also be chosen at this point if required)
- Designate 4 spots in the performing space for students to go when they are to play their instruments for *The Music Man*



More instructions are provided in the rehearsal videos.

# Proforma No. 1

201025 MR1 U4L4.pptx

Dear Parents

In our music program, we are learning about the different kinds of music in the world.

As a part of our study, we have been talking about music that the students hear at home or in their communities.

The students have been asked to bring along to next week's music lesson:

a CD, tape, record, picture, poster, photograph – or even an instrument – to show what kinds of music they hear in their own home or in their communities.

They will all have an opportunity to 'show and tell'.

This lesson will be on \_\_\_\_\_ at \_\_\_\_\_

We thank you for your assistance

Signed \_\_\_\_\_

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Rob Fairbairn, Mark Leehy and Kevin O'Mara.  
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# Proforma No.2

In our music program, we are learning about the different kinds of dance found in the world.

As a part of our study, we have been talking about dance that the students may have experienced in their homes or communities.

The students have been asked to bring along to next week's music lesson:

a CD, tape, record, picture, poster, photograph – or even a parent – to show what kinds of dance they have experienced in their homes or communities.

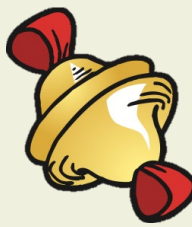
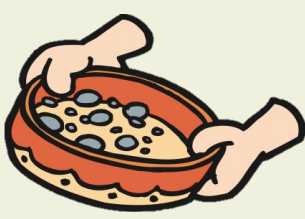
They will all have an opportunity to 'show and tell'.

This lesson will be on \_\_\_\_\_ at \_\_\_\_\_

We thank you for your assistance

Signed \_\_\_\_\_

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# Instrument Substitutions

Some songs in this resource mention specific instruments. If you do not have these, here are some ideas for what you can use instead.

- Rhythm Sticks – chopsticks, claves, wood blocks, tone blocks, pencils, spoons
  - Shakers – maracas, egg shakers, rice in a plastic container or plastic bottle.
  - Tambourine – mini cymbals, hand drums, sound shapes, bucket/home made drums.
  - Jingle Bells – cabasas, chime bars, handbells, cutlery.
  - Tuned Percussion – marimbas, glockenspiels, metallophones, xylophones, boomwhackers chime bars, tone bells/hand bells.
- You can also find virtual instruments if you have laptops or iPads available. Some examples of these are: (Click to follow links)

- [Garageband's iOS virtual instruments](#)
- [MakeyMakey Bongo's](#)
- [Google Creatability Keyboard](#)
- [Music K-8 Virtual Boomwhackers](#)
- [Musicplayonline Virtual Xylophone](#)



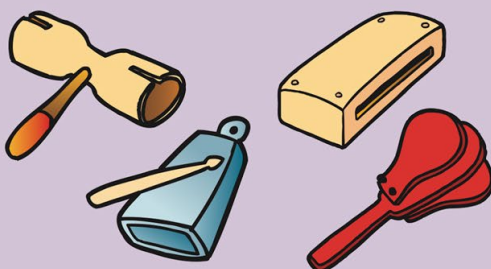
## shaking instruments



## scraping instruments



## tapping instruments



## banging instruments



## I'm a Great Listener



## I'm a Super Singer



## I'm a Cool Player



## I'm a Groovy Mover

