

MUSIC ROOM 2

ALIVE!

A developmental classroom music program

Teacher Notes



Contents

OUTCOMES

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/>

UNIT 1 – BUILDING BLOCKS

- pg. 3 – LESSON 1 BEAT and RHYTHM
Keeping the beat; introducing ti-ti taa
- pg. 4 – LESSON 2 BEAT and RHYTHM
Introducing the word *rhythm*
- pg. 5 – LESSON 3 BEAT and RHYTHM
Introducing taa taa ti-ti taa
- pg. 6 – LESSON 4 BEAT and RHYTHM
Beat and rhythm
- pg. 7 – LESSON 5 PITCH and MELODY
High and low
- pg. 8 – LESSON 6 PITCH and MELODY
Getting higher, getting lower
- pg. 9 – LESSON 7 PITCH and MELODY
Pitch patterns
- pg. 10 – LESSON 8 PITCH and MELODY
Snakes and Ladders – a pitch game

UNIT 2 – BUILDING BLOCKS

- pg. 11 – LESSON 1 BEAT and RHYTHM
Introducing the Rest (*Z – zaa*)
- pg. 12 – LESSON 2 BEAT and RHYTHM
New rhythms – taa taa taa zaa; ti-ti ti-ti ti-ti ti-ti
- pg. 13 – LESSON 3 BEAT and RHYTHM
Another new rhythm – taa taa taa taa
- pg. 14 – LESSON 4 BEAT and RHYTHM
All our rhythms
- pg. 15 – LESSON 5 PITCH and MELODY
Stepping up, stepping down
- pg. 16 – LESSON 6 PITCH and MELODY
Up and down the C scale
- pg. 17 – LESSON 7 PITCH and MELODY
Melodies
- pg. 18 – LESSON 8 PITCH and MELODY
Soundscape

UNIT 3 – STRUCTURE AND EXPRESSION

- pg. 19 – LESSON 1 FORM
Contrasting sections
- pg. 20 – LESSON 2 FORM
Song Structure: verse and chorus
- pg. 21 – LESSON 3 DYNAMICS
Changing dynamics
- pg. 22 – LESSON 4 DYNAMICS
Getting louder, getting softer
- pg. 23 – LESSON 5 TEMPO
Slow, fast, fastest
- pg. 24 – LESSON 6 TEMPO
Getting faster, getting slower
- pg. 25 – LESSON 7 TONE COLOUR
Classifying sounds
- pg. 26 – LESSON 8 TEXTURE
Thick and thin

UNIT 4 – MUSIC ALL AROUND US

- pg. 27 – LESSON 1 – Music from different times
- pg. 28 – LESSON 2 – Music from different lands
- pg. 29 – LESSON 3 – Music for different purposes
- pg. 30 – LESSON 4 – Music for dancing
- pg. 31 – LESSON 5 – Dance that tells a story
- pg. 32 – LESSON 6 – Music that tells a story
- pg. 33 – PERFORMANCE PIECE –
On the Wings of Song

CHARTS

PROFORMA

INSTRUMENT SUBSTITUTIONS

Keeping the beat

Activities:

Listening, singing, moving, playing

Useful Vocab:

Beat pattern
Ti-ti taa □ |

Objective:

Students keep a steady beat.

Students recognise and clap the rhythm pattern □ |
ti-ti taa.

What you will need:

- Tapping sticks
- Shakers
- Room to move to the music



Hey Everybody

1. Hey e - v'ry - bo - dy (Hey e - v'ry - bo - dy) Let's all sing a - long.

(Let's all sing a - long) Come on e - v'ry - bo - dy Come on e - v'ry bo - dy)

Let's all play a - long. (Let's all play a - long) (ti - ti taa)

(ti - ti taa) (ti - ti taa) (ti - ti taa)

Introducing the word *rhythm*

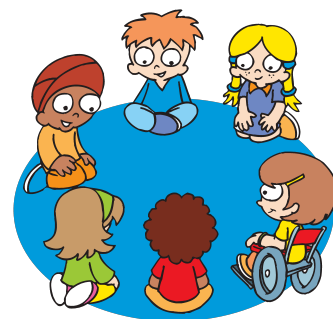
Objective:

Students keep a steady beat.

Students are introduced to the word *rhythm* and differentiate between beat and rhythm.

What you will need:

- Tapping sticks
- Drums
- Percussion instruments



NOTES: *We Will Rock You* by Queen is available on YouTube and music streaming services and is a good example to hear the ti-ti ta pattern played throughout an entire song.

Youtube link https://www.youtube.com/watch?v=mhTRhAX_QBA&ab_channel=d4v1s

I Went Driving In My Car

$\frac{2}{4}$

I went driv - ing in my car, all the way to Af - ri - ca.

Af - ri - ca? ti - ti taa Af - ri - ca? ti - ti - taa

Ti - ti taa, ti - ti taa, ti - ti taa, ti - ti taa.

Introducing the rhythm pattern taa taa ti-ti taa

Activities:
Singing, playing,
creating
(organising
sound)

Useful Vocab:
Beat, rhythm,
rhythm pattern

Objective:

Students keep a steady beat.

Students recognise and perform the rhythm pattern
taa taa ti-ti taa

What you will need:

- Tapping sticks
- Shakers
- Tambourines
- Bells



Just Like Me

Musical notation for the song "Just Like Me". The music is written on four staves in G major (one sharp) and 4/4 time. The lyrics are: "Play your rhythm sticks (play your rhythm sticks) Just like me. (just like me.)".

Staff 1: *D*
Play your rhy - thm sticks (play your rhy - thm sticks)

Staff 2: *A7*
Play your rhy - thm sticks (play your rhy - thm sticks)

Staff 3: *D*
Play your rhy - thm sticks (play your rhy - thm sticks)

Staff 4: *A7 D A7 D*
Just like me. (just like me.)

Beat and Rhythm

Activities:

Listening, singing, moving, playing

Useful Vocab:

Beat, rhythm, rhytm pattern

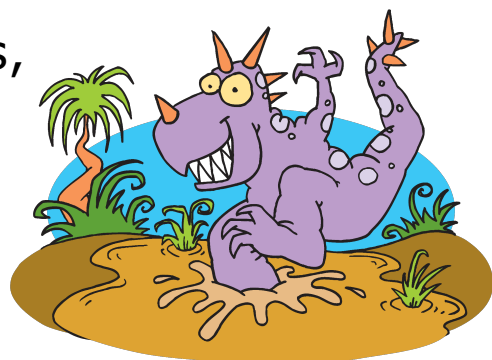
Objective:

Students keep a steady beat and clap a rhythm pattern.

What you will need:

Just Like Me:

- Tapping sticks, shakers, tambourines, bells



The Dinosaur Stomp:

- Assorted percussion instruments

CONTEXT: The music for the Dinosaur Stomp is a traditional style from New Orleans, called **Cajun** music. It is influenced by the French (*Arcadian*) population there. Fiddles or accordions often provide the melody in Cajun music. Triangles and washboards often provide the rhythm accompaniment. Some good examples can be found on the soundtrack to the movie *The Big Easy*.

The Dinosaur Stomp

Musical notation for 'The Dinosaur Stomp' in 4/4 time, key of D major. The notation includes a melody line with lyrics and a rhythm line with 'x' marks for percussion. The lyrics are: 'Come on let's do the Di-no-saur Sto-o-omp, stomp, stomp, stomp, stomp, stomp. Come on let's do the Di-no-saur Sto-omp, stomp, stomp, stomp, stomp, stomp. Come on let's do the Di-no-saur Sto-o-omp, stomp, stomp, stomp, stomp, stomp. Stomp-ing all a-round in the di-no-saur swamp.'

High and Low

Objective:

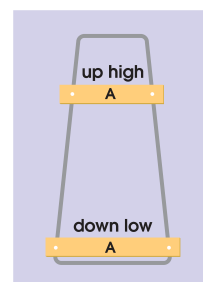
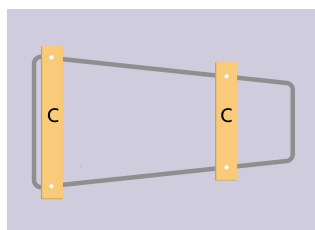
Students recognise high and low sounds.

What you will need:

- Tuned percussion instruments (notes A & C)

NOTES:

- If using xylophones remove the unneeded notes.
- You can sit two students per tuned percussion instrument and have them play just the high notes or just the low notes and then swap.
- Wherever possible encourage correct playing techniques including alternating hands when using two sticks.



Reach Up High

Reach up hi-igh (Reach up hi-igh) Up to the sky-y (Up to the sky-y)

Bend down low (Bend down low) Touch your toes (Touch your toes) Then

turn to the mid - dle and give a lit - tle clap. And turn a - round and

walk right back. Now turn to the mid - dle and give an - oth - er clap. Up

high! Down low! Like a sing - er on the ra - di - o. _____

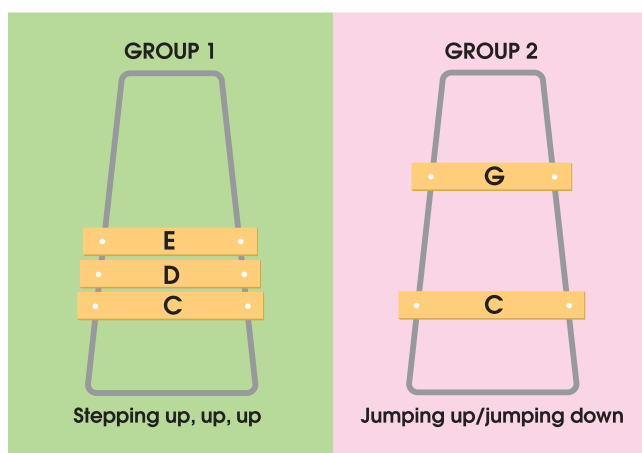
Getting higher, getting lower

Objective:

Students experience *getting higher* and *getting lower* through singing and playing.

What you will need:

- Tuned percussion instruments in two groups



Stepping Up, Stepping Down

(Tuned percussion plays) (Tuned perc)

Step - ping up, up, up. Step - ping down, down, down.

(Tuned percussion plays) (Tuned percussion plays)

I can step right up. I can

(Tuned percussion plays) (Tuned perc)

step right down. Jump - ing up Jump - ing

(Tuned perc) (Tuned perc) (Tuned perc)

down. Jump - ing up. Jump - ing down.

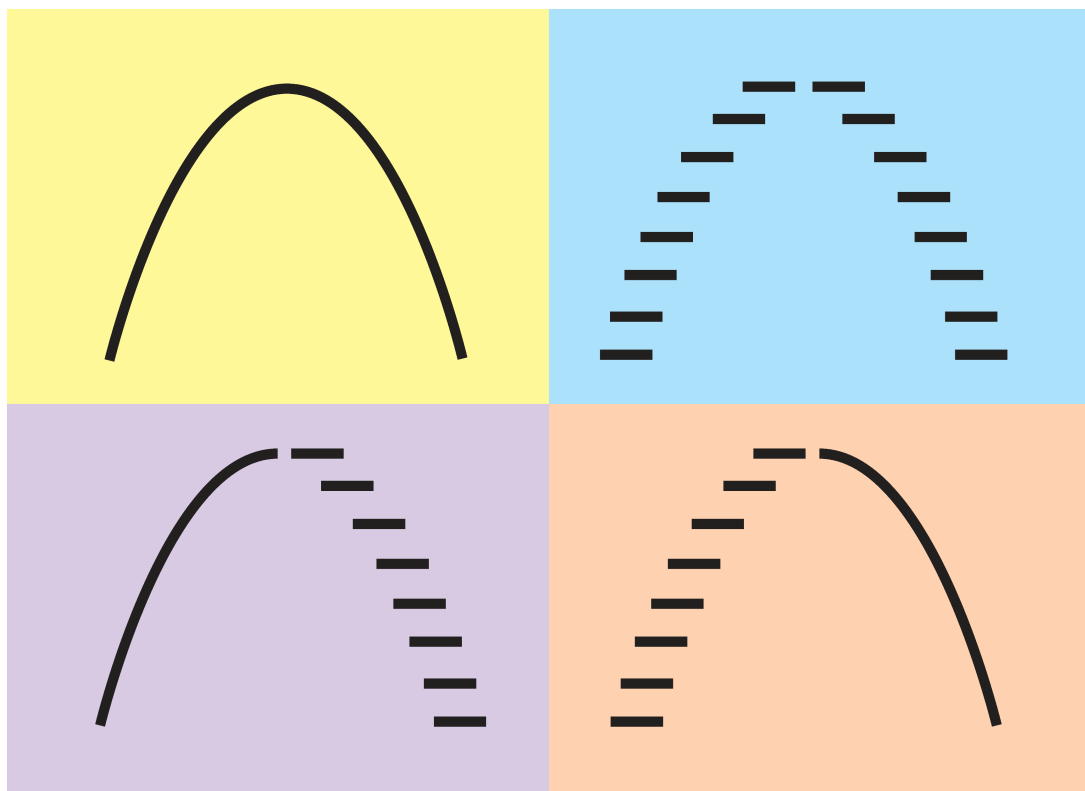
Getting higher, getting lower - pitch patterns

Objective:

Students create pitch maps (graphic score).

What you will need:

- Paper
- Pencils or markers
- Tuned percussion



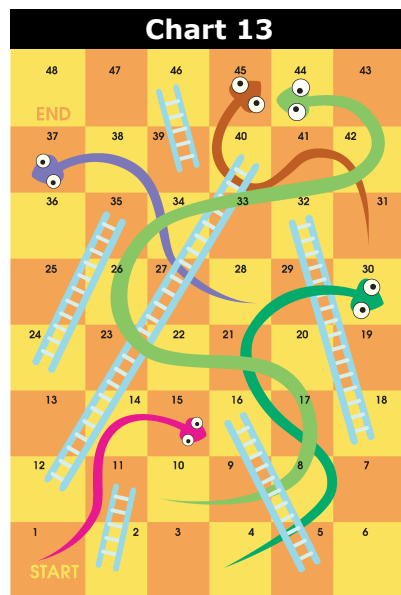
Snakes and ladders

Objective:

Students experience different ways of making ascending and descending melodic patterns.

What you will need:

- Photocopies of chart 13
Found in the back of this booklet. Enough for one between four)
- Dice
- Tuned percussion instruments



Coo-ee

Musical notation for the song "Coo-ee". The music is written on a treble clef staff in 4/4 time with a key signature of one sharp (F#).

Coo - ee (Coo - ee) Who can it be?

(Who can it be?) Hid - ing in a tree (Hid - ing in a tree)

Call - ing out to me (Call - ing out to me) Coo - ee!

Introducing the Rest Z - zaa

Activities:

Listening,
singing, moving,
playing

Useful Vocab:

Beat, rhythm,
rhythm pattern
ti-ti taa □ |
taa taa ti-ti taa
| | □ |
rest, Z, zaa

Objective:

Students keep a steady beat.

Students are reacquainted with rhythm patterns from unit 1 and introduced to the concept of the rest Z - zaa.

What you will need:

I Went Driving In My Car:

- Sticks & drums

Just Like Me:

- Sticks, shakers, tambourines, bells

Can You Keep a Secret

Chorus

Can you keep a se - cret? Prom - ise not to tell.
If I share my se - cret Keep it to your - self.

Verse

Char - lie went to Lon - don Char - lie saw the Queen
Char - lie saw his pic - ture in a mag - a - zine.

2 Charlie caught a taxi
Charlie went to town
Charlie saw a movie
In his dressing gown

Chorus

3 Charlie went to Ireland
Charlie went to France
Charlie went to England
In his underpants

Chorus

Ti-ti ti-ti taa taa
Ti-ti ti-ti taa (zaa)
Ti-ti ti-ti taa taa
Ti-ti ti-ti taa (zaa)

Repeat

New Rhythms - | | | Z *taa taa taa zaa*; □ □ □ □ *ti-ti ti-ti ti-ti ti-ti*

Activities:
Listening,
singing, moving,
creating

Useful Vocab:
Beat, rhythm,
rhythm pattern,
taa taa taa zaa,
ti-ti ti-ti ti-ti ti-ti

Objective:

Students keep a steady beat.
Students learn the rhythm patterns
| | | Z *taa taa taa zaa* and
□ □ □ □ *ti-ti ti-ti ti-ti ti-ti*

What you will need:

- Room to move to the music



Yummy Food March

4/4 Chick - en soup. Chick - en soup.

Yum - my, yum - my in my tum - my, Chick - en soup.

- 1 Chicken Soup
Chicken Soup
Yummy, yummy, in my tummy
Chicken Soup
- 2 Fish and chips
- 3 Apple pie

- 4 Lemonade
- 5 Taa taa taa (zaa)
Taa taa taa (zaa)
Ti-ti, ti-ti, ti-ti, ti-ti
Taa taa taa (zaa)

All Our Rhythms

Objective:

Students keep a steady beat.

Students recognise and play the rhythm patterns they have learnt during the year.

What you will need:

All Our Rhythms & Rhythm Band:

- A variety of untuned percussion instruments

Rhythm Rondo:

- Tapping sticks



Rhythm Band

D G D G D

Lis - ten to our rhy - thm band_

A D A D

We're the fin - est in the land_

G D G D A D

Ev - 'ry - bo - dy lend a hand And play with Mich - ael.

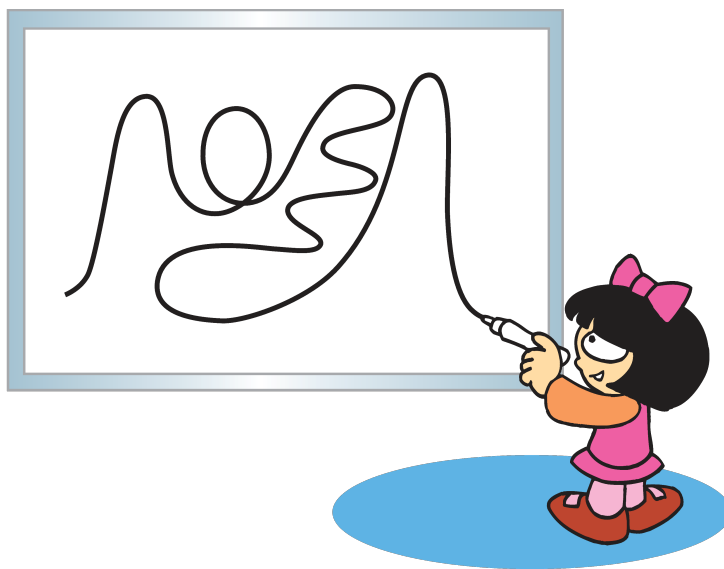
Stepping Up, Stepping Down

Objective:

Students recognise and perform stepwise ascending and descending melodic patterns.

What you will need:

- Whiteboard and markers



Put Your Hands (in the air)

Musical notation for the first line of the song. The key signature has three sharps (F#, C#, G#) and the time signature is 2/4. The melody consists of five measures of quarter notes: G4, A4, B4, C5, B4, A4, G4. Below the staff is the lyrics: "Put your hands (*put your hands*) in the air (*in the air*) Leave them

Musical notation for the second line of the song. The key signature has three sharps (F#, C#, G#) and the time signature is 2/4. The melody consists of five measures of quarter notes: G4, F#4, E4, D4, C4, B3, A3, G3. Below the staff is the lyrics: "there (*leave them there*) Now put them down (*now put them down*)".

Up and Down the C Scale

Objective:

Students recognise and perform extended stepwise ascending and descending melodic patterns.

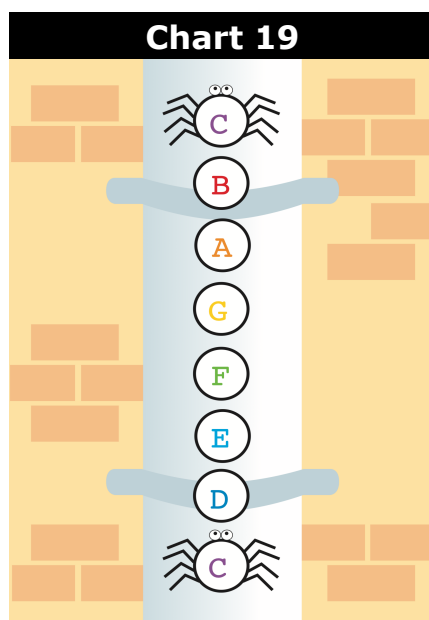
What you will need:

Hands Up, Hands Down:

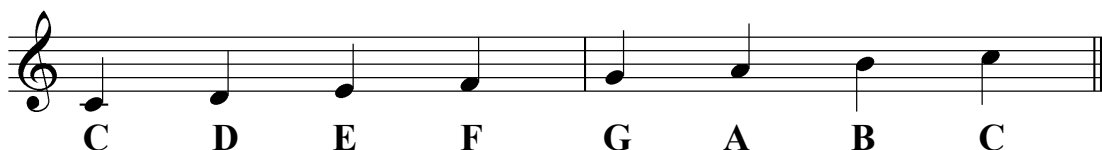
- Tuned percussion instrument up the front of the room

Ipsy Wipsy Spider:

- Each student with a tuned percussion instrument or a copy of chart 19 (found in the back of this booklet).



Ascending C Scale



Descending C Scale



Melodies

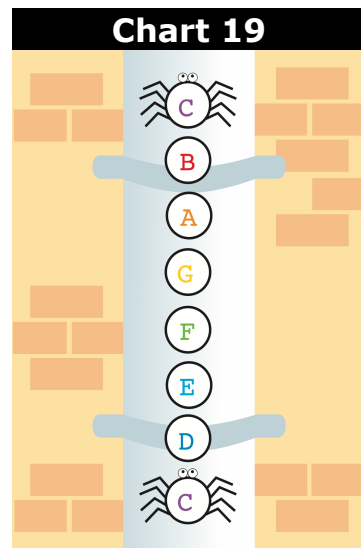
Objective:

Students experience melodies that move in different ways.

What you will need:

Ipsy Wipsy Spider:

- Each student with a tuned percussion instrument or a copy of chart 19 (found in the back of this booklet).



Flowing to the Sea:

- Tuned percussion instruments, preferably glockenspiels

Flowing to the Sea

1. Fall - ing, fall - ing, gen - tly
 2. Flow - ing, flow - ing, e - tly ver

fall - ing On the moun - tain
 flow - ing Flow - ing wild and

top. Gen - tly
 free. Ti - ny

fall creek - ing, be - rain comes is a fall ri - ing
 ver

Will it e - ver stop?
 Flow - ing to the sea.

Soundscape

Objective:

Students use inner hearing.
 Students use descending melodic patterns to create a composition.

What you will need:

Flowing to the Sea:

- Tuned percussion instruments, preferably glockenspiels

Rain Rain:

- A puppet or teddy

Water Cycle Soundscape:

- A variety of tuned and untuned percussion instruments for each part of the water cycle.

Note: A choir using body percussion to simulate a rainstorm

https://www.youtube.com/watch?v=JeLL_Ok_iKw&ab_channel=denimtrain07

Instrument ideas:

Group 1 - Thunderstorm



Group 2 - Rain



Group 3 - Stream and River



Group 4 - Waterfall



Form: Contrasting Sections (AB form)

Activities:
Listening, singing, moving, playing, creating (organising sound and movement)

Useful Vocab:
Different, sections, wiggly, sway, repeat, pattern, section, parts, bits, sequence

Objective:

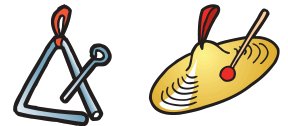
Students recognise contrasting sections of music (verse and chorus) and respond through singing, playing, moving and creating.

What you will need:

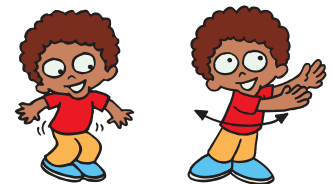
- Wooden shaking, scraping percussion instruments



- Metal untuned percussion instruments



- Room to move to the music



Wiggle and Sway

Musical notation for the first line of the song. Chords: D. Lyrics: Wig - gle your hips, wig - gle your hips All you got - ta do is

Musical notation for the second line of the song. Chords: D, G. Lyrics: wig - gle your hips. wig - gle your hips. Now swing

Musical notation for the third line of the song. Chords: D, G. Lyrics: and sway And shout

Musical notation for the fourth line of the song. Chords: A. Lyrics: 'Hoo - ray' And start a - gain

Form: Song Structure – verse and chorus (AB form)

Activities:
Listening, singing, moving

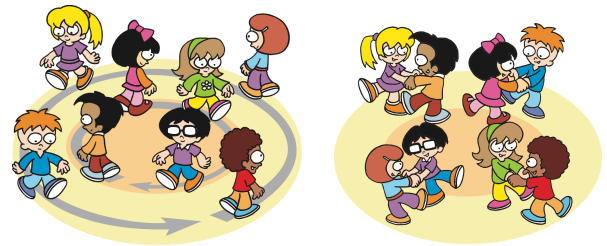
Useful Vocab:
A part, B part, verse, chorus

Objective:

Students recognise contrasting sections in both vocal and instrumental music and respond through singing and moving.

What you will need:

- Room to perform a circle dance
- A chair each for the 'My Bonnie Game'. Alternatively students can stand up and bob down.



My Bonnie

Verse

My Bon-nie lies o-ver the o - cean, My Bon-nie lies o-ver the sea.

My Bon-nie lies o-ver the o - cean, Oh, bring back my Bon-nie to me.

Chorus

Bring back, bring back, Oh, bring back my Bon-nie to me, to me. Bring back, bring back, Oh, bring back my Bon-nie to me.

bring back, Oh, bring back my Bon-nie to me.

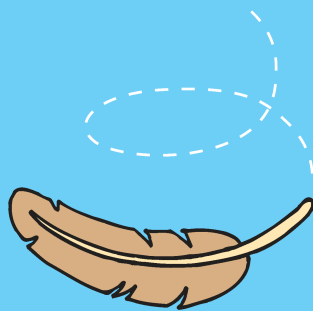
Dynamics: Changing Dynamics

Objective:

Students recognise the symbols *f* for loud and *p* for soft.
Students experience changing dynamics (loud, louder, loudest, soft, softer, softest).

What you will need:

- One tambourine
- Woodblocks or tapping sticks



p
soft



f
loud

Dynamics: Getting Louder, Getting Softer

Activities:
Listening,
chanting, playing

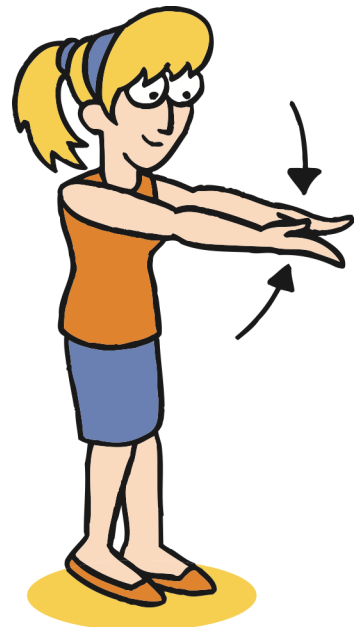
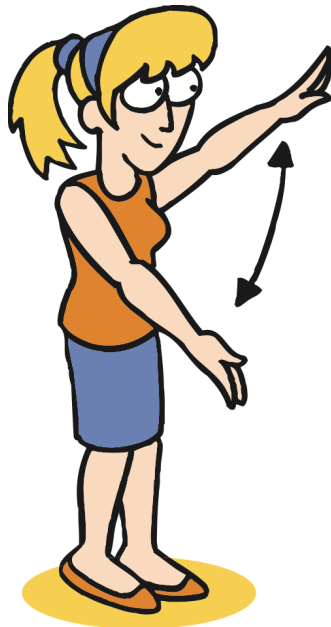
Useful Vocab:
Loud, soft,
getting louder,
getting softer

Objective:

Students experience getting louder and getting softer and respond through chanting and playing.

What you will need:

- Assorted untuned percussion instruments



Yummy Food March

Chick - en soup. Chick - en soup.

Yum - my, yum - my in my tum - my, Chick - en soup.

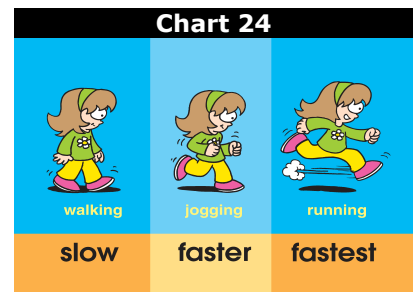
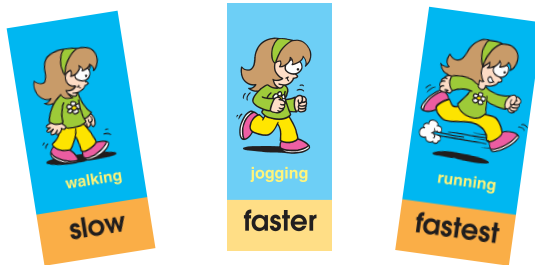
Tempo: Slow, Fast, Fastest

Objective:

Students recognise slow, fast and fastest and respond through singing, moving, playing and creating.

What you will need:

- One tambourine
- Assorted untuned percussion instruments
- A copy of chart 24 (found in the back of this booklet). Cut it into the three sections and display it for the class to see and rearrange.



Walk, Jog, Run

Musical notation for the first line of the song. Chords: D, A7, D, A7. Lyrics: Walk - ing, walk - ing, walk - ing, walk - ing, Ea - sy as can be.

Musical notation for the second line of the song. Chords: D, A7, D. Lyrics: Walk - ing, walk - ing, walk - ing, walk - ing, Walk a - long with me.

Tempo: Getting Faster, Getting Slower

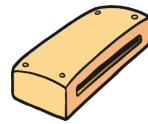
Objective:

Students recognise getting faster and getting slower and respond through singing, moving, playing and creating.

What you will need:

On My Pony:

- Wooden percussion instruments to create "hoofbeats" i.e. tone blocks, tapping sticks, castanets or coconut shells.



Toyshop:

- Assorted percussion instruments

Choo Choo Train

4/4

Choo, choo, choo, choo Chuf - fa, chuf - fa, chuf - fa, chuf - fa

Choo, choo, choo, choo Chuf - fa, chuf - fa, chuf - fa, chuf - fa

On My Pony

Am - bl - ing, am - bl - ing on my po - ny, am - bl - ing in - to town.____

Am - bl - ing here, and am - bl - ing there, Am - bl - ing all a - round.

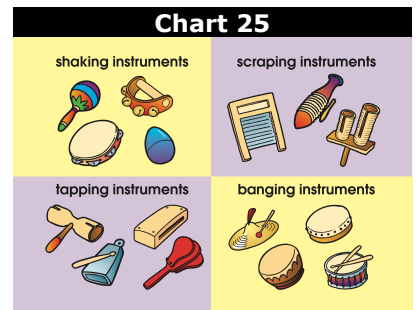
Tone Colour: Classifying Sounds

Objective:

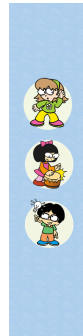
Students recognise and play different types of sounds (shaking sounds, scraping sounds, tapping sounds, banging sounds).
 Students use instruments to express thoughts and feelings.

What you will need:

- A variety of shaking, scraping, tapping and banging instruments in the middle of a circle. (Ideally enough for one per student).
- A copy of chart 25 (found in the back of this booklet). Cut into four sections and display each section in a different corner of the room.



NOTES: During **Sounds in the Round** click each orange rectangle to make the questions appear and disappear. Repeat until all the instruments have been classified.



Tone Colour: Classifying Sound

TUNING IN: Sounds in the round

Let's play a game called **Sounds in the Round**. We will try to predict the type of sound an instrument will make.

Can you find a shaking sound?

Can you find a tapping sound?

Can you find a scraping sound?

Can you find a banging sound?

Click each box to reveal the questions. Each can be clicked multiple times.

Shake It Up, Baby

Sheet music for "Shake It Up, Baby" in E major, 4/4 time. The lyrics are: "Shake, shake, shake_ it up ba - by. Shake, shake, shake_ it up ba - by. Shake, shake, shake_ it up ba - by. Shake, shake, shake_ it up ba - by. Shake, like a snake_ Let's shake."

Chords: E, A7, E, B7, A7, E, B7.

Texture: Thick and Thin

Objective:

Students recognise the difference between thick and thin sound texture, responding through singing, moving, playing and creating.

What you will need:

- Assorted percussion instruments
- Room to dance in a configuration of
 - four smaller circles
 - a whole class circle
 - the class in one line



Abeeyo

Musical score for 'Abeeyo' in 4/4 time, key of D major (F#, C#, G#).

Leader: A - bee - yo, A - bee - yo. A -

Class: be - yo, A - be - yo. Bee-yo bee-yo bee- yem

Class: ma - ma, Bee - yo bee - yo bee - yem ma - ma.

Music from Different Time

Objective:

Students listen to music from different times (contemporary rap music and old time English Music Hall) and respond through singing, movement and mime.

What you will need:

- Room to move to the music



Knees Up Mother Brown

Music from Different Lands

Objective:

Students listen to music from different cultures (New Guinea and Scotland) and respond through singing, playing, moving and acting.

What you will need:

- Tapping sticks
- Students can suggest, or bring in from home, songs or music from other cultures.

OPTIONAL: Lullaby Assignment for Next Week

“Next week we are going to learn a lullaby. Perhaps you can learn a lullaby from someone in your family and sing it to us next week.”
(Or bring in a recording.)

- Print and send home the proforma in the back of this booklet.

Proforma

Dear Parents
In our music program, we are learning about the different uses of music in the world.
As a part of our study, we will be learning about lullabies.
Next week, the students will be given the opportunity to sing or play a recording of a lullaby from home. This could be something that was sung to them as a baby or something that their parents or grandparents remember from their childhood.
Do you have a lullaby to share with our class?

This lesson will be on _____ at _____
We thank you for your assistance
Signed _____

Mal Mal

Mal mal mal, Ka - me - me go, Ka - me - me go, Ka - lum - bus, Ka - lum - bus.

Three Crows

Three crows sat u - pon a wa', sat u - pon a wa', sat u - pon a wa', haw, haw, haw Three crows sat u - pon a wa', on a cold and fros - ty morn - ing.

Music for Different Purposes

Objective:

Students listen to music for different purposes (lullabies and work songs) and respond through singing and moving.

What you will need:

- Room to move to the music
- If doing the lullaby assignment you will need devices to play lullabies brought in from home.

Maranoa Lullaby

Mum - ma war - ra - no, Mur - ra wa - tha - no, Mum - ma
war - ra - no, Mur - ra wa - tha - no.

Bound for South Australia

Verse
1. In South Aus - tra - lia I was born, (Heave a - way, haul a - way)
South Aus - tra - lia round Cape Horn (Bound for South Aus - tra - lia.)

Chorus
Heave a - way you roll - ing kings (Heave a - way, haul a - way)
Heave a - way you'll hear me sing (Bound for South Aus - tra - lia.)

Music for Dancing

Activities:
Dancing

Useful Vocab:

Dance, social
dance,
contemporary
dance, folk
dance,
traditional
dance, pioneers

Objective:

Students learn and perform a contemporary social dance and a traditional folk dance.

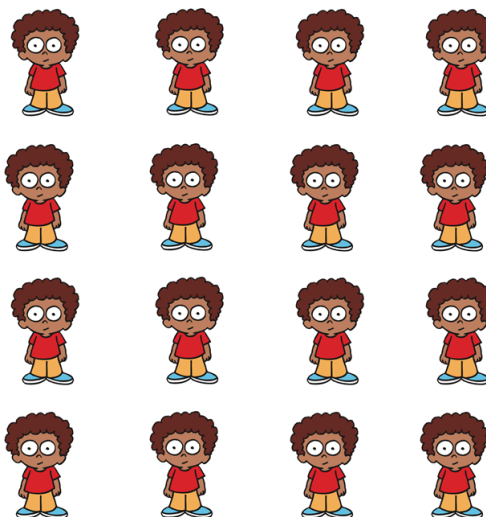
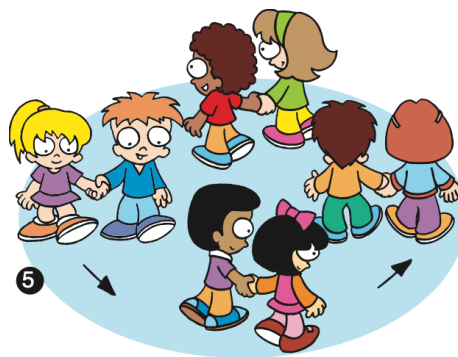
What you will need:

- Room to dance in a configuration of
 - a whole class circle
 - the class in lines

NOTES: *The Macarena* by Los del Rio is available on YouTube and music streaming services.

Youtube link

<https://www.youtube.com/watch?v=fY0zclYHDbc>



Dance that Tells a Story

Activities:

Dancing,
moving, creating
(organising
movement)

Useful Vocab:

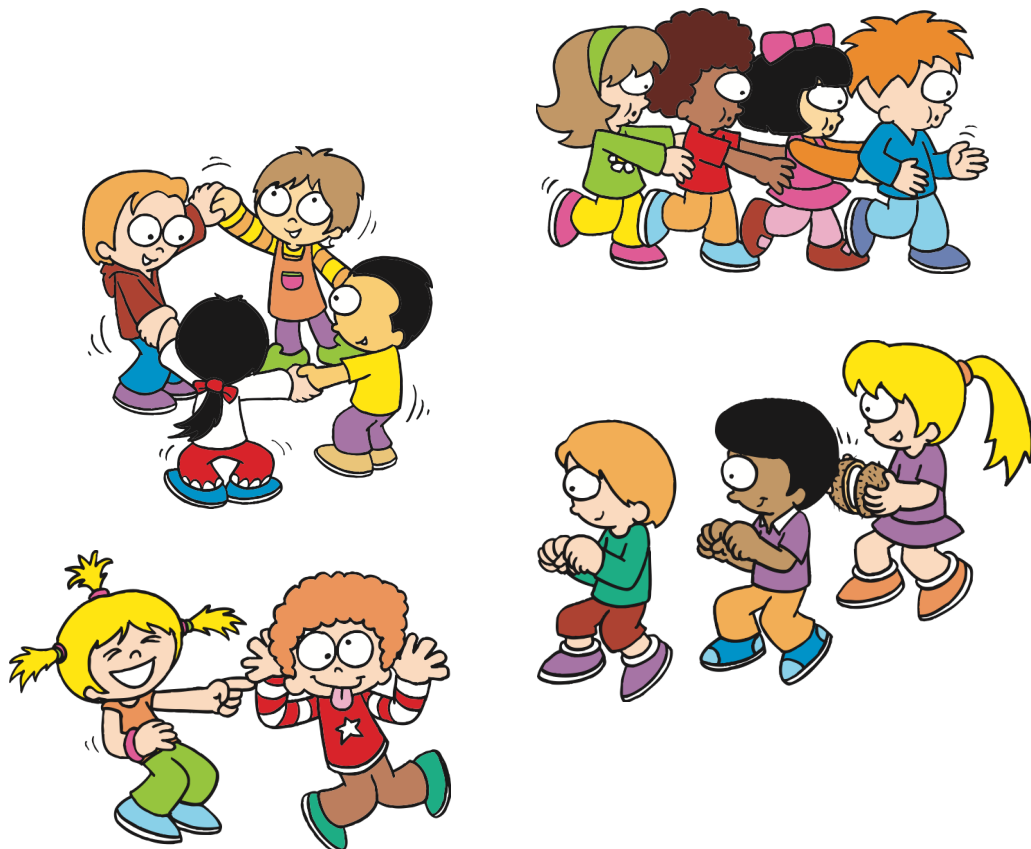
Dance,
movement,
story, sections,
levels

Objective:

Students create movements to tell a story.

What you will need:

- Room to create, practise and perform the ballet.
- A device to film the performance and watch it back to suggest improvements.



Music that Tells a Story

Objective:

Using voices, body percussion and percussion instruments, students make descriptive music to tell a story.

What you will need:

- A variety of tuned and untuned percussion instruments.



On the Wings of Song

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:

- Drums, guiros, shakers, bells, double-ended tone blocks, triangles, finger cymbals, glockenspiels, sticks, tambourines, woodblocks, castanets, cowbells, washboards, cymbals

Roles:

- Class in two groups
- One song leader
- Two narrators
- 4 soloists for Riverdance
- Instruments for group 2 for **The Sounds I Like**
- Instruments for group 1 for **Shake It Up Baby**
- Three soloists from group 2 for **Miss Polly Rap**

More specific instructions are provided in the rehearsal videos.

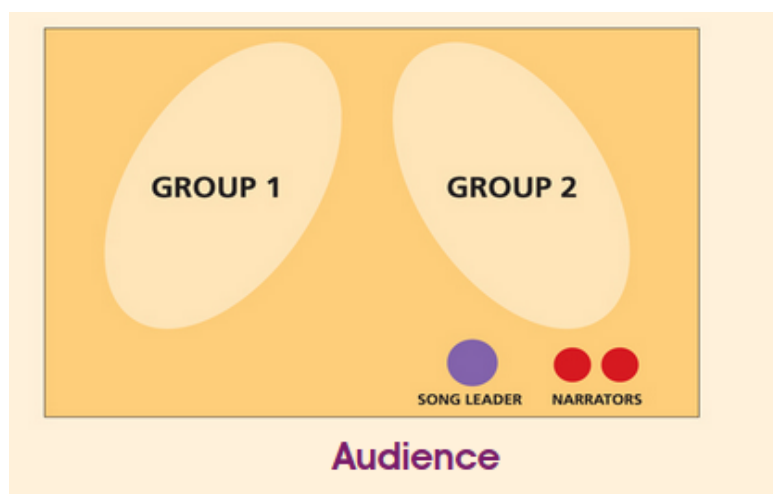


Chart 13

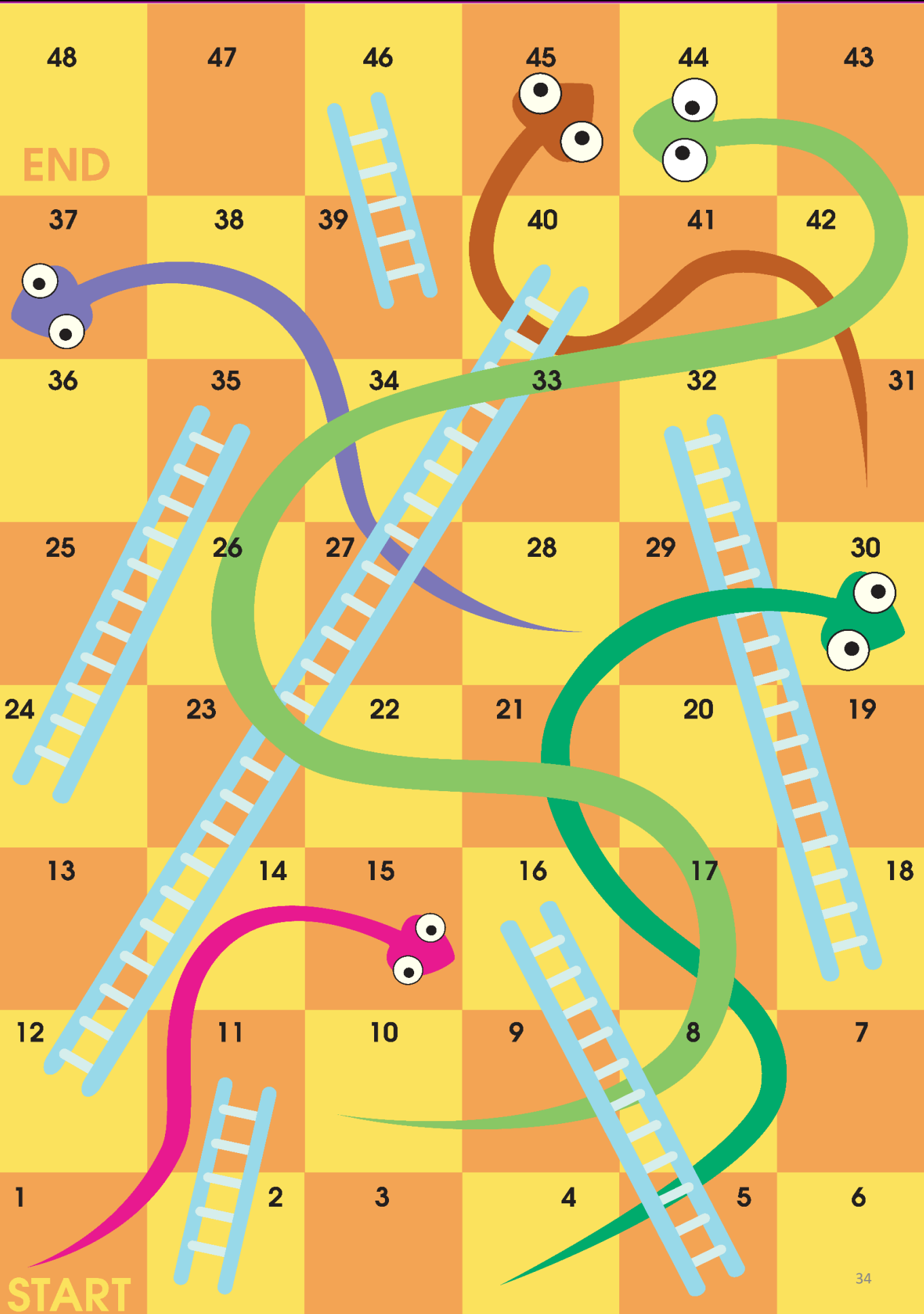
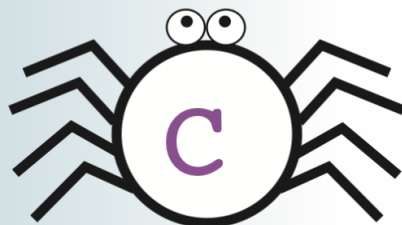
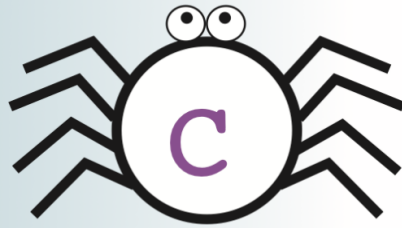
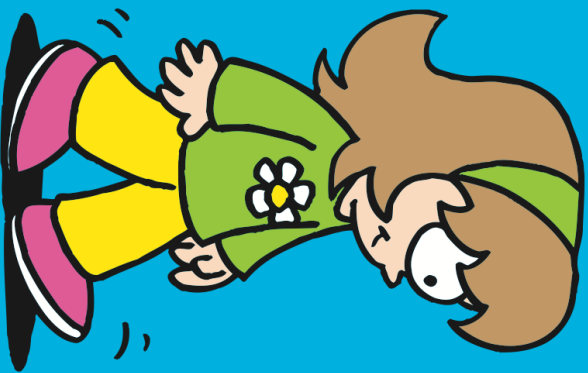


Chart 19





walking

slow



jogging

faster



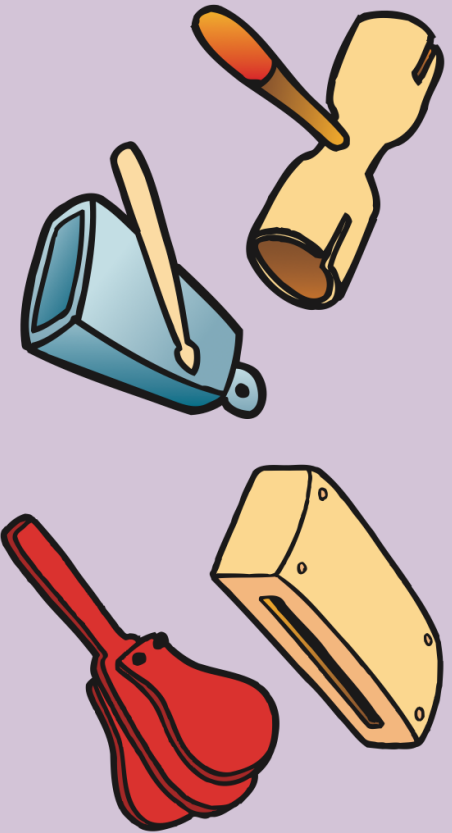
running

fastest

shaking instruments



tapping instruments



scraping instruments



banging instruments





Proformas



Below is a proforma that can be copied and sent home prior to unit 4 lesson 3 (*Music for Different Purposes*).

Similar letters could be sent home prior to the lessons 1 (*Music from other Times*), 2 (*Music from other Places*) and 4 (*Music for Dancing*), encouraging parents to send music and dance from their own countries and cultures, or from their own teenage times.

Any link between music at school and music at home is valuable in establishing a link between the classroom and the broader world. It is also valuable in promoting self-esteem in the students and connections between school and school community, students and parents.

Proforma

Dear Parents

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

As a part of our study, we will be learning about lullabies.

Next week the students will be given the opportunity to sing or play a recording of a lullaby from home. This could be something that was sung to them as a baby or something that their parents or grandparents remember from their childhood.

Do you have a lullaby to share with our class?

This lesson will be on _____ at _____

We thank you for your assistance

Signed _____



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](#)



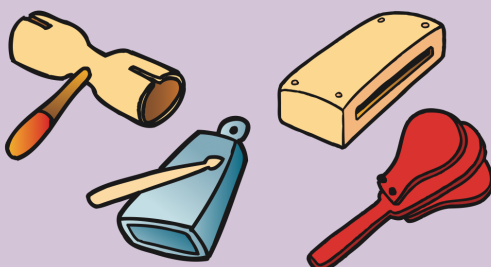
shaking instruments



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

