

The Man in the Moon

YEAR LEVEL FOCUS		LEARNING INTENTIONS	
<p>Year: Foundation/Prep</p> <p>Learning Area: The Arts</p> <p>Discipline: Music</p> <p>Name of Unit: The Man in the Moon</p> <p>Length of Lesson: Approximately 15 minutes plus self-reflection</p>		<p>Students will learn:</p> <ul style="list-style-type: none"> to sing, move, make rhythmic patterns and keep the beat to the Nursery Rhyme, <i>The Man in the Moon</i>. learn about duration (beat) pitch (pitch contour) and structure to make their own glockenspiel. 	
		RESOURCES	
		<ul style="list-style-type: none"> <i>The Man in the Moon</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications <i>The Man in the Moon</i> MiM video resource Home-made glockenspiel 6 notes (doh-la) 	
MUSICAL KNOWLEDGE			
STRANDS			
Explore and Express Ideas	Music Practices	Present and Perform	Respond and Interpret
Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)	Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (VCAMUM018)	Rehearse and perform songs and short instrumental pieces which they have learnt and composed (VCAMUP019)	Respond to music, expressing what they enjoy and why (VCAMUR020)
SKILLS			
<p>I can use my voice in interesting ways.</p> <p>I can move to music</p> <p>I can hear different pitch in the music I make and listen to</p> <p>I notice the different verses in the song I am learning</p>	<p>I can use my voice in interesting ways.</p> <p>I can play instruments</p> <p>I can copy a pattern</p> <p>I can find the beat</p> <p>I can make fast and slow, loud and soft, short and long sounds on an instrument.</p> <p>I can draw pictures to show the music I hear.</p>	<p>I can play music to someone else</p> <p>I can use movement while singing a song</p> <p>I can play a tuned instrument.</p>	<p>I can talk about what I enjoy and don't enjoy about the music I hear</p> <p>I can talk about the music I play</p> <p>I can talk about the music I make</p>

Foundation Achievement Standard

By the end of Foundation, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns.

Students describe the music to which they listen, identifying what they enjoy and why.

Sequence of Learning Experiences

Listening/Performing: Welcome song. Teach with echo response.

Introduction to nursery rhyme: Introduce the rhyme, *The Man in the Moon*, and practise each line. Ensure you say it in an exaggerated sing song voice. Discuss the nonsense nature of the rhyme. Who is it about? What did he do?

Now listen to *The Man in the Moon*. How many times is it repeated? Did you hear another instrument? Introduce and explain.

Exploring the song: Identify the structure. What do you hear first? (glockenspiel) How many notes are being played together? (2) Listen again. Sometimes there are 2 notes together and sometimes single notes played.

Understanding the pattern of the rhythm: Let's all listen to the glockenspiel patterns. Patsch with both hands for 2 notes, then alternate patsch the single notes.

Understanding and exploring the pitch: What is the pitch contour of the 'Ooh' pattern (descending?) Demonstrate and show pitch contour.

When do they start? What do you think the Oohs communicate? (Wonder?)

Be the Man in the Moon. Imagine you are coming down to earth for the very first time.

Make the 'Ooh' and 'Ahh' sounds as you pass by the stars. What is the very first thing you see on earth? How would you react?

Music Practices – home made glockenspiel: Show the children your home made glockenspiel. What can you notice about the pitch of the notes?

Order the glockenspiel from low to high. You could try making one of these at home. What do you think the Man in the Moon might have sung to the stars as he came down to earth? Let me give you a clue.

Finish by playing *Twinkle Twinkle Little Star*. Did you guess this tune? Let's all sing it together.

Goodbye Song to finish the lesson

Assessment

How well does the student respond to the musical composition? Are they able to maintain the beat throughout the piece, adjusting their beat representation to double time when appropriate and returning to slow beat pattern where indicated?

Is the student able to identify the features in the musical composition that are significant to them and make links with their own experiences through sung, spoken, written, artistic or dramatic communication?

Metacognitive Thinking: Student feedback written and drawn – I wonder, I think, I noticed, I see, I feel, I understand.