

Diddle Diddle Dumpling

| Title | Lesson duration | Musical concepts | Resources |
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| <i>Diddle Diddle Dumpling</i> | Approximately 15 minutes plus self-reflection | Duration; (beat); pitch contour; structure | <i>Diddle Diddle Dumpling</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications |

| Content | Outcomes | Indicators Addressed |
|------------------|---|---|
| Performing | <p>MUES1.1: participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts</p> <p>MUS1.1: sings, plays and moves to a range of music, demonstrating an awareness of musical concepts</p> | <ul style="list-style-type: none"> says rhymes developing a sense of beat, pitch, tone colour and structure moves to music maintaining a constant beat, identifying structure, identifying changes in pitch performs chants using body percussion, percussion instruments and self-made sound sources to explore the concepts of duration, tone colour and structure |
| Organising sound | <p>MUES1.2: creates own rhymes, games, songs and simple compositions</p> <p>MUS1.2: explores, creates, selects and organises sound in simple structures</p> | <ul style="list-style-type: none"> explores ways of varying known musical material, such as changing the words, adding actions and body percussion |
| Listening | <p>MUES1.4: listens to and responds to music</p> <p>MUS1.4: responds to a range of music, expressing likes and dislikes and reasons for those choices</p> | <ul style="list-style-type: none"> identifies simple musical features of the music that is performed and listened to, such as the tempo, pitch, and structure |

Sequence of learning experiences

Listening/performing: Welcome song. Teach through echo response.

Introduce the rhyme, *Diddle Diddle Dumpling*, and practise each line. Teacher demonstrates with an exaggerated sing song voice. Discuss the nonsense nature of the rhyme. Who is speaking? Who is it about? What did he do?

Now listen to *Diddle Diddle Dumpling*. How many times is it repeated?

Identify the structure. What do you hear first? (temple block) High or low voice? (low) What happens at the end of each line? (high voice)

Practise: teacher leads, and children insert high voice for last word of each line.

Then what? (temple block) What happens next? (high voice) Practise: teacher leads and children add low voice at end. Now let's do it all again, but this time students add the last word in the same way as the teacher says it...It might be soft or loud, fast or slow.

Now listen to the 3rd time through the song. What is happening with the 2 voices? (being said as a round). Which voice starts? (female/high) Which voice ends? (male/low)

Let's see if you can be the high voice all the way through. I will help you! (play again) Now be the low voice all the way through. Well done. It's tricky isn't it when it is so fast?

Organising sound/performing: Make up new rhymes and add to repertoire: make them as silly as you like! Here is an example:

Diddle Diddle Dumpling, my friend Pete, Went to bed with smelly feet, All night long he kept the beat, Diddle Diddle Dumpling, my friend Pete. Let's act this out now and keep the beat with our hands.

Goodbye song: echo the song.

Assessment

Do students remember the rhyme? Are they able to identify the different tone colours of high and low voice, and temple block?

Are students able to differentiate between High/low pitch by inserting word at correct place in correct pitch?

Can the students chant the rhyme with a steady beat and in time?

Students may complete the self-reflection worksheet. Assess responses to what they did, what they heard, and what they are thinking.