

# Diddle Diddle Dumpling

YEAR LEVEL FOCUS		LEARNING INTENTIONS	
Year: Year 1/2 Learning Area: The Arts Discipline: Music Name of Unit: Diddle Diddle Dumpling Length of Lesson: Approximately 15 minutes plus self-reflection		<b>Students will learn:</b> <ul style="list-style-type: none"> <li>to say, move, make rhythmic patterns and keep the beat to the rhyme, <i>Diddle Diddle Dumpling</i></li> <li>about duration (beat), pitch contour and song structure.</li> <li>identify the sounds of instruments within the recording.</li> </ul>	
		RESOURCES	
		<ul style="list-style-type: none"> <li><i>Diddle Diddle Dumpling</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications</li> <li><i>Diddle Diddle Dumpling</i> MiM video resource</li> </ul>	
MUSICAL KNOWLEDGE			
STRANDS			
Explore and Express Ideas	Music Practices	Present and Perform	Respond and Interpret
Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	Create compositions and perform music to communicate ideas to an audience (ACAMUM082)	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)
SKILLS			
I can make my own music by singing. I can make my own music by using body percussion in different ways. I can move in response to the music I hear. I can experiment with body percussion.	I can add body percussion parts to a song. I can keep the beat to a song. I can find the high and low sounds in the body percussion I use. I can create loud and soft sounds using my voice and body percussion.	I can play a body percussion piece to an audience. I can accurately sing a song and do body percussion patterns at the same time. I can clap a repeating pattern in music I hear. I can perform a song to an audience	I can describe the music I hear. I can describe the music I play. I can describe the music I make.

### Levels 1 and 2 Achievement Standard

By the end of Level 2 students use imagination, their voices and instruments to improvise, compose, arrange and perform music. They explore and make decisions about ways of organising sounds to communicate ideas. They achieve intended effects and demonstrate accuracy when performing and composing.

They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts.

### Sequence of Learning Experiences

#### Listening/Performing:

**Welcome song.** Teach with echo response. Introduce the rhyme, *Diddle Diddle Dumpling*, and practise each line. Ensure you say it in an exaggerated sing song voice. Discuss the nonsense nature of the rhyme. Who is speaking? Who is it about? What did he do?

#### Exploring Diddle Diddle Dumpling

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 happens in the music? (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 you add the last word in the same way as I say it...It might be soft or loud, fast or slow.

#### Music Practices

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

#### Exploring the nursery rhyme further:

Make up new rhymes and add to repertoire make them as silly as you like! Here is one I made up.

*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** to finish lesson.

## Assessment

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

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