

The Man in the Moon

YEAR LEVEL FOCUS		LEARNING INTENTIONS	
Year: Year 1/2 Learning Area: The Arts Discipline: Music Name of Unit: The Man in the Moon Length of Lesson: Approximately 15 minutes plus self-reflection		Students will learn: <ul style="list-style-type: none"> to say, move, make rhythmic patterns and keep the beat to the rhyme, <i>The Man in the Moon</i> about duration (beat), pitch contour and song structure. identify the sounds of instruments within the recording. 	
		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
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 a homemade tuned instrument. I can move in response to the music I hear. I can experiment with a homemade tuned instrument	I can keep the beat to a song. I can find the high and low sounds or pitch in the songs that I sing, listen to and play.	I can sing the nursery rhyme I have learnt to an audience I can clap the rhythmic pattern in the nursery rhyme. I can play a simple song on a tuned instrument.	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.

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

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.