

Bim Bam

Title	Lesson duration	Musical concepts	Resources
<i>Bim Bam</i>	Approximately 15 minutes plus self-reflection	Duration (beat); pitch (pitch contour); texture	<i>Bim Bam</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"> sings songs developing a sense of beat, pitch, tone colour and structure moves to music maintaining a constant beat, identifying structure, identifying changes in pitch plays music using body percussion, percussion instruments and self-made sound sources to explore the concepts of duration, dynamics, 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, performing the song at a different tempo, devises symbols to represent sounds, such as symbols to represent loud sounds may be large (graphic notation may include words, pictures such as suns and triangles, and lines of varying lengths)
Listening	<p>MUES1.4: listens to and responds to music 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, structure, dynamics, tone colour

Sequence of learning experiences

Listening/Performing: Hello song for warm up. Demonstrate and echo. The song *Bim Bam* will be presented and listened to, using Richard Gills Nursery rhythms resource. It is a nonsense song with no meaning, just 3 words - bim, bam and biddey.

Key questions: How many times do you hear the song? (3) Learn song in phrases. Echo. What happens to the texture of the song? (number of voices increases each time) Let's sing together with the track, and notice change in texture. Listen and march/patsch to beat to match the changing number of voices.

Explain the 4 levels of Orff body percussion: stamp, patsch, clap and click and assign pitch to each (stamp lowest, then patsch, clap and click as highest pitch) Have a listen to all 4 body percussions. Order from highest to lowest. (click, clap, patsch and stamp) Practise low/high and back.

Now teach slowly the body percussion pattern for *Bim Bam*. Practise slowly. Finish with the instruction to go away and teach *Bim Bam* to another member of your family. Once you have mastered it, you can practise more quickly. Goodbye Everybody song.

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 according to the changing texture?

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?

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