

F-2 Diddle Diddle Dumpling

Title	Lesson duration	Musical concepts	Resources
<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	Content descriptors F-2	Content Elaborations
Performing	<p>Sing and play instruments to improvise practise a repertoire of chants songs and rhymes including songs used by cultural groups in the community</p> <p>ACAMUM081</p>	<ul style="list-style-type: none"> Singing and playing music to explore the expressive possibility of their voices and instruments Considering viewpoints – meanings and interpretations - For example - What did this music make you think about and why?
Organising sound	<p>Create composition and perform music to communicate ideas to an audience</p> <p>ACAMUM082</p>	<ul style="list-style-type: none"> Considering viewpoints – forms and elements: for example – What sounds or musical phrases are in my composition? What instruments were used in the music?
Listening	<p>Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion</p> <p>ACAMUR080</p>	<ul style="list-style-type: none"> Imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping and call and response singing Using voices and body percussion to experiment with the elements of music to identify same and different, for example, sound and silence, fast and slow, long and short high and low, happy and sad.

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

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying keeping in time when they sing and play.

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

Success Criteria

Students can:

- remember the rhyme
- identify the different tone colour of high and low voice, and the tone block
- demonstrate the difference between high and low pitch by inserting word with correct place at the correct pitch
- say the rhyme with a steady beat in time