

Bim Bam

YEAR LEVEL FOCUS		LEARNING INTENTIONS	
Year: Year 1/2 Learning Area: The Arts Discipline: Music Name of Unit: Bim Bam Length of Lesson: Approximately 15 minutes plus self-reflection		Students will learn: <ul style="list-style-type: none"> to learn to say the lyrics and sing the song Bim Bam a hand clapping game that uses movement (body percussion) and reinforces rhythmic concepts such as steady beat build skills in concentration, memory, listening, co-ordination and fine motor skills. 	
		RESOURCES	
		<ul style="list-style-type: none"> <i>Bim Bam</i> from How I Wonder? Arr. R Gill. Devirra Publications <i>Bim Bam</i> MiM video resource 	
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:**

The song *Bim Bam* will be presented and listened to, using Richard Gill's Rhymes and Songs resources. It is a nonsense song with no meaning, just 3 words bim, bam and biddey. Listen and practise marching to the song, reflecting the changing texture.

Key questions:

How many times do you hear the song? (3) What happens to the texture of the song? (number of voices increases each time) Let's listen again and change our marching 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).

Body percussion pattern:

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.

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?

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