

# Diddle Diddle Dumpling

YEAR LEVEL FOCUS		LEARNING INTENTIONS	
<p><b>Year:</b> Foundation/Prep</p> <p><b>Learning Area:</b> The Arts</p> <p><b>Discipline:</b> Music</p> <p><b>Name of Unit:</b> Diddle Diddle Dumpling</p> <p><b>Length of Lesson:</b> Approximately 15 minutes plus self-reflection</p>		<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>to say, move, make rhythmic patterns and keep the beat to the Nursery Rhyme, “Diddle Diddle Dumpling.”</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
Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)	Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (VCAMUM018)	Rehearse and perform songs and short instrumental pieces which they have learnt and composed (VCAMUP019)	Respond to music, expressing what they enjoy and why (VCAMUR020)
SKILLS			
<p>I can use my voice in interesting ways.</p> <p>I can move to music</p> <p>I can move to the music I hear.</p> <p>I can recognise high and low sounds.</p>	<p>I can use my singing voice</p> <p>I can create body percussion</p> <p>I can copy a rhythm</p> <p>I can stamp to a beat</p>	<p>I can play music to someone else</p> <p>I can say the rhyme to someone else</p> <p>I can use movement while saying a rhyme</p>	<p>I can talk about what I enjoy and don't enjoy about the music I hear</p> <p>I can talk about the music I play</p> <p>I can talk about the music I make</p>

### Foundation Achievement Standard

By the end of Foundation, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns.

Students describe the music to which they listen, identifying what they enjoy and why.

### 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.

## 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.