

Bim Bam

YEAR LEVEL FOCUS		LEARNING INTENTIONS	
<p>Year: Foundation/Prep</p> <p>Learning Area: The Arts</p> <p>Discipline: Music</p> <p>Name of Unit: Bim Bam</p> <p>Length of Lesson: Approximately 15 minutes plus self-reflection</p>		<p>Students will learn:</p> <ul style="list-style-type: none"> to learn to say the lyrics and sing the song <i>Bim Bam</i> 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 MiM Rhymes and Songs 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
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 (VCAMURO20)
SKILLS			
<p>I can use my singing voice</p> <p>I can move to music</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 play body percussion while singing a song</p> <p>I can sing to someone else</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:

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: assess student feedback written and drawn – I wonder, I think, I noticed, I see, I feel, I understand.