

F-2 The Man in the Moon

Title	Lesson duration	Musical concepts	Resources
<i>The Man in the Moon</i>	Approximately 15 minutes plus self-reflection	Duration (beat); pitch (pitch contour); structure	<i>The Man in the Moon</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications Home-made glockenspiel 6 notes (doh-la)

Content	Content descriptors F-2	Content Elaborations
Performing	Sing and play instruments to improvise practise a repertoire of chants songs and rhymes including songs used by cultural groups in the community ACAMUM081	<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	Create composition and perform music to communicate ideas to an audience ACAMUM082	<ul style="list-style-type: none"> Choosing and combining sounds to create compositions Considering viewpoints – forms and elements: for example – What sounds or musical phrases are in my composition? What instruments were used in the music?
Listening	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion ACAMUM080	<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 with echo response. Introduce the rhyme, *The Man in the Moon*, and practise each line. Teacher demonstrates in an exaggerated sing song voice. Discuss the nonsense nature of the rhyme. Who is it about? What did he do?

Now listen to *The Man in the Moon*. How many times is it repeated? Did you hear another instrument? Introduce and explain.

Identify the structure. What do you hear first? (glockenspiel) How many notes are being played together? (2) Listen again. Sometimes there are 2 notes together and sometimes single notes played.

Let's all listen to the glockenspiel patterns. Patsch with both hands for 2 notes, then alternate patsch the single notes.

What is the pitch contour of the 'Ooh' pattern (descending?) Demonstrate and show pitch contour. When do they start? What do you think the Oohs communicate? (wonder?) Be the man in the moon. Imagine you are coming down to earth for the very first time. Make the 'ooh' and 'ahh' sounds as you pass by the stars. What is the very first thing you see on earth? How would you react?

Show the children the home-made glockenspiel. What can you notice about the pitch of the notes? Order the glockenspiel from low to high. Students could try making one of these at home. What do you think the man in the moon might have sung to the stars as he came down to earth? Let me give you a clue. Finish by playing *Twinkle Twinkle Little Star*. Did you guess this tune? Let's all sing it together. Goodbye 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 in tune and 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:

- identify the different use tone colour of the voice and instruments
- identify structural elements of the rhyme
- connect to their understanding of the story.