

Pease Porridge Hot

Title	Lesson duration	Musical concepts	Resources
<i>Pease Porridge Hot</i>	Approximately 15 minutes plus self-reflection	Tone colour, structure, duration	<i>Pease Porridge Hot</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications

Content	Outcomes	Indicators Addressed
Performing	<p>MUES1.1: Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts</p> <p>MUS1.1: Sings, plays and moves to a range of music demonstrating awareness of musical concepts</p>	Explores vocal sounds. Uses listening skills to imitate pitch, rhythm patterns and other musical features with voice, movement and body percussion. Performs speech rhymes with expression and good duration. Uses echo. Sings in tune. Follows non-verbal cues and gestures. Moves and adapts movements to match the changes in a known musical excerpt.
Organising sound	<p>MUES1.2: Creates own rhymes, games, songs and simple compositions</p> <p>MUS1.2: Explores, creates selects and organises sound in simple structures</p>	Speaks and performs music to explore the expressive possibilities of their voices. Improvises sounds using voice and body percussion. Improvises movements.
Listening	<p>MUES1.4: Listens to and responds to music</p> <p>MUS1.4: Responds to a range of music expressing likes and dislikes and the reasons for those choices.</p>	Responds to music through movement, voice and body percussion. Identifies simple musical features.

Sequence of learning experiences

Hello Song: Teacher uses gestures to match the relative pitch of each note when singing. Song could be taught using echo response (use gesture to show when students echo).

Movement and simultaneous imitation: Teacher moves so that children can simultaneously imitate. Teacher changes movements (fast, slow, high, low). Teacher changes movements and introduces a “freeze”. Teacher incorporates movements from *Pease Porridge Hot*.

Matching sounds to movements: Teacher introduces the tambour and its different sounds. Using a tambour, teacher gives examples of how children can match movement to sounds. Students given the opportunity to create their own movements to match the djembe/ tambour.

Musical statues: extends on previous activity. Introduce game. Play tambour and students must move to match the sound. When sound stops students must freeze. Discuss.

Introduce *Pease Porridge Hot* actions: Teacher introduces actions for *Pease Porridge Hot*. No speaking. Students imitate simultaneously (roll and clap). Teacher substitutes clap for a different sound/ movement. Then students create their own sound to replace the clap.

Introduce rhyme: Teacher says the rhyme. Use very expressive, clear voice. Asks students to listen for any words that they hear or anything that stands out when listening.

Teach rhyme in echo with actions: Teach 2 bar sections; then 4 bar sections; then whole text (use gesture to show when students echo)

Introduce the recording: Teacher plays excerpt. Encourages students to move to the music and listen closely. Please listen for anything special that you hear. Play excerpt Verse 1 ONLY. Discuss (focus: includes the rhyme)

Listen again to Verse 1, this time do the actions learnt at the beginning of the lesson. Listen closely because it is a little bit different.

Explore the rhyme: Teacher and students perform the rhyme in a wide variety of ways: put the beat in our feet; put the words in our hands; put the beat in our feet AND the words in our hands.

Listen to the ENTIRE recording: Teacher introduces the entire recording. This recording performs the rhyme in different ways too! Use the actions learnt previously to match the music. Listen carefully. What do you notice? Play ENTIRE excerpt.

Summary/re-cap of lesson: Teacher asks students to remember what they did. What did we do? What did we learn? How did we listen?

Goodbye Song

Assessment

Can students use voices in expressive ways? Can students match vocal sounds performed by teacher? Can students follow non-verbal gestures and cues?

Can students identify simple musical features of the excerpt?

Can students imitate pitch patterns, rhythmic patterns and movement? Can students use gesture and movement to match sound and musical features of excerpts? Can students improvise movements to match excerpt? Can students adapt movements to match the changes in a known musical excerpt?

Can the students perform a beat at the same time as saying the rhyme? Can the students clap the rhythm of the rhyme while stamping the beat?

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