

# Pease Porridge Hot

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> Pease Porridge Hot</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 rhyme, Pease, and Porridge Hot.</li> </ul>	
		RESOURCES	
		<ul style="list-style-type: none"> <li><i>Pease Porridge Hot</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications</li> <li><i>Pease Porridge Hot</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 make high and low sounds.</p> <p>I can move to music</p>	<p>I can use my voice in interesting ways.</p> <p>I can copy a rhythm</p> <p>I can stamp to a beat</p> <p>I can make high and low sounds.</p> <p>I can draw pictures to show the music I hear</p>	<p>I can perform the rhyme to someone else</p> <p>I can use movement while saying the 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

**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?

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