

F-2 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	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 instrument 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"> Considering viewpoints – forms and elements: for example – What sounds or musical phrases are in my composition? What instruments were used in the music? Improvising body patterns, such as clapping or stamping, and creating accompaniments to familiar music
Listening	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion ACAMUR080	<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

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 to finish the lesson.

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:

- use voices in expressive ways
- match vocal sounds performed by teacher
- follow non-verbal gestures and cues?
- identify simple musical features of the excerpt?
- use gesture and movement to match sound and musical features of excerpts
- improvise movements to match excerpt