

Pease Porridge Hot

YEAR LEVEL FOCUS		LEARNING INTENTIONS	
Year: Year 1/2 Learning Area: The Arts Discipline: Music Name of Unit: Pease Porridge Hot Length of Lesson: Approximately 15 minutes plus self-reflection		Students will learn: <ul style="list-style-type: none"> to say, move, make rhythmic patterns and keep the beat to the rhyme, <i>Pease Porridge Hot</i> 	
		RESOURCES	
		<ul style="list-style-type: none"> <i>Pease Porridge Hot</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications <i>Pease Porridge Hot</i> MiM video resource 	
MUSICAL KNOWLEDGE			
STRANDS			
Explore and Express Ideas	Music Practices	Present and Perform	Respond and Interpret
Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	Create compositions and perform music to communicate ideas to an audience (ACAMUM082)	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)
SKILLS			
I can make my own music by singing. I can make my own music by using body percussion in different ways. I can move in response to the music I hear. I can experiment with body percussion.	I can add body percussion parts to a song. I can keep the beat to a song. I can find the high and low sounds in the body percussion I use. I can create loud and soft sounds using my voice and body percussion.	I can play a body percussion piece to an audience. I can accurately sing a song and do body percussion patterns at the same time. I can clap a repeating pattern in music I hear. I can perform a song to an audience	I can describe the music I hear. I can describe the music I play. I can describe the music I make.

Levels 1 and 2 Achievement Standard

By the end of Level 2 students use imagination, their voices and instruments to improvise, compose, arrange and perform music. They explore and make decisions about ways of organising sounds to communicate ideas. They achieve intended effects and demonstrate accuracy when performing and composing.

They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts.

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/recap 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.