

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	Outcomes	Indicators Addressed
Performing	MUES1.1: participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts MUS1.1: Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts	<ul style="list-style-type: none"> Says rhymes developing a sense of beat, pitch, tone colour and structure moves to music maintaining a constant beat, identifying structure, identifying changes in pitch performs chants using body percussion, percussion instruments and self-made sound sources to explore the concepts of duration, dynamics, tone colour and structure
Organising sound	MUES1.2: creates own rhymes, games, songs and simple compositions MUS1.2: Explores, creates, selects and organises sound in simple structures.	<ul style="list-style-type: none"> explores ways of varying known musical material, such as changing the words, adding actions and body percussion.
Listening	MUES1.4: listens to and responds to music MUS1.4: Responds to a range of music, expressing likes and dislikes and reasons for those choices	<ul style="list-style-type: none"> identifies simple musical features of the music that is performed and listened to, such as the tempo, pitch, and structure.

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

How well does the student respond to the musical composition? Are they able to maintain the beat throughout the piece, adjusting their beat representation to double time when appropriate and returning to slow beat pattern where indicated?

Is the student able to identify the features in the musical composition that are significant to them and make links with their own experiences through sung, spoken, written, artistic or dramatic communication?

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