

Year 3-4 Teachers' Notes

Match Up

In Karina's show we learn there are many instruments all around the world. Try to match the instruments below with their country of origin.

The instruments available are: *Drum, Banjo, Ukulele, Didgeridoo, Bagpipes.*

Australia

Scotland

USA

Hawaii

Africa

Match the music term to the picture



Treble Clef

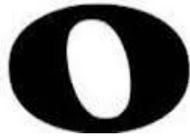
Note

Bass Clef

Meet The Note Family.

There are lots of different notes in the note family. Just like I'm sure in your family, everyone in the note family has their own personality.

There is 'Mummy' Semibreve who is big and plump. She stomps around in beats of 4.



This is what she looks like

Ta-a-a-a

'Aunty' Minim is a lot quieter than Mummy Semibreve and tall and thin!



She walks slowly in beats of 2. This is what she looks like

Ta-a

'Uncle' Crotchet looks a lot like Aunty Minim but he walks around like a soldier in beats of one.

Left, Right, Left, Right Left.



This is what he looks like

Ta

The little trouble-filled Quaver tots share everything!

They run around in half beats from Aunty Minim



This is what they look like

Ti Ti

Activity:

Discuss with your class how each member of the note family would walk around.

Create Actions if you like for each member.

Using a tambourine to keep beat and one by one call out the different notes by name to see if your class can make the correct movements to match the note.

Class Activity

There are many different instruments used all over the world.

Some of which we use in Australia but there are also some instruments that you may have never heard of.

In groups, using class resources or library resources I want you to investigate into ONE country of your choice and the instruments that originate from there.

Using images of your chosen instrument/s create a poster to teach your class about this instrument and the country it comes from.

Fill in the Spaces

People, Messages, Time, Sung, Music, differently, lullaby, feel, dress, loudly

Music has been around since the beginning of _____.

It has been used by different people all over the world to spread _____.

It has also been used to entertain _____.

Before iPods and CDs music was either played or _____.

There are lots of different genres of _____.

This is because all people sing or play music _____.

Music can affect how we _____ about situations. It can also effect how we _____.

Some music is played _____ while others are played softly.

Parents sometimes play a soft music called a _____ to put their children to sleep.

What is your favourite type of music?

What is it used for?

Class discussion

Instruments make music, can you think of anything else that makes music?

Our body is one thing that makes lots of music!

Our hands can make clapping noises.

Can you think of any other noises we make with our body?

Challenge!

Make a fist with one of your hands.

Place it in front of your mouth, so your mouth is touching your thumb and index finger

Spread your fingers apart a little bit so there is a small gap in front of your mouth.

Now say the word "Grill" repeatedly and as fast as you can.

“Can you clap a rhythm like me?” (Game)

Teacher starts by saying “Can you clap a rhythm like me” and continues to clap a rhythm which is then copied by the next student.

The student can then create their own rhythm and repeats the phrase “Can you clap a rhythm like me?” and pass it on until the circle is complete. If students can't copy the rhythm they are “out” of the game when there is one student left, they are the Winner!

Trying your own round?

A round is where two or more voices sing the same melody, at different times! This can be done by splitting your class into two groups. Group 1 will start the melody and Group 2 will come in with the melody around the middle of the song.

For Example

Try this with “Row Row Row Your Boat”

*Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.*

Group 1 start the melody and group 2 comes in just before the “Merrily Merrily Merrily”

Class discussion

Songs throughout history have been used for children’s games.

You may remember some like “Round and round the garden” or “Ring around the Rosie”.

One by one share your favourite play time song, if you can think of one.

Sound scape

A soundscape is the background sound in an environment.

Creating a sound scape is easy!

Ask the students to be still and quiet for a whole minute. Using a piece of paper and a pencil, write down the noises you hear.

Now take your class out into the playground (If you're near a busy road, or have a large amount of bushland these spots are ideal) using the same piece of paper and a pencil, write down the noises you hear.

Where do you hear more noises inside or outside? Why might this be?

Dance Space

Materials: A collection of children music/ CD player (Music Player)

Start off this activity by letting the children have a free dance space (where they can show off their own dance moves!)

As the music continues start to throw out music genres (The children need to change their dancing to what they think is appropriate with each music genre)

Some great examples are "African Music, Rock n Roll, Country, Classical" and many more!

The music playing doesn't need to match the theme; in fact it's more fun if it doesn't! For example ask the children to dance in the style "African" while classical music is playing, after the activity is complete ask the children if they found this MORE difficult than if it was to African music. Why might this be?

Group Activity

In groups of 4 you will be creating a song using the idea of Karina's show that music is made to move us.

A song is described as being a short poem that is created to be sung. It is made up of lyrics, which are written words that are sung and also music, which usually is in the form of instrumental music to compliment the singing.

A song is generally compiled of 3 verses (Which are different) and a chorus (which is the same). For your project you will be writing the lyrics.

Your finished song should look somewhat like this.

Verse 1

Chorus

Verse 2

Chorus

Verse 3

Chorus

How to Write a Song:

1. Think of what you want the song to be about? Is it about something happy or something sad? What emotions do you want to be shown throughout the song?
2. Write down anything that comes to you. It's easier for some people to start backwards so writing the chorus and then changing the verses whereas other people find it easier to start at verse 1 and move through.
3. Once you have written down the lyrics (all the words) talk about how they will be sung and how your song talks about music moving the audience.
4. Rehearse, Rehearse, Rehearse!
5. Perform.

Instrument Making 3-4

Tissue Box String Ensemble

Materials

- Empty tissue box
- Elastic bands/ Rubber Bands
- Paint/ Other Art Supplies to Decorate (Optional)

Instructions

1. Decorate empty tissue box (Optional)
2. Add 5 elastic bands over the top of the box
3. Move these elastic bands to cover the opening in the middle of the box, evenly spread them out along the tissue box
4. Strum across these strings like you would a guitar

Kazoo making

The Best way to do this activity is to used different sized cardboard tubes to see if you get different noises

Materials:

- Cardboard Tube (Paper towel Tube/Toilet roll)
- Wax Paper
- Rubber Band
- Pen
- Paint/Other art supplies for decorating the kazoo (Optional)

Instructions

1. Using pen (or other sharp pencil/utensil etc.) poke holes down the side of the cardboard tube
2. Place wax paper at the end of the tube. Secure the paper by wrapping an elastic band around the end of the tube.
3. Paint/ decorate your Kazoo.
4. Now for the tricky part. Put your mouth on the end of the tube (without the wax paper) and hum over and over again until you hear that Kazoo sound (This may take a little bit to get the hang of.)
5. Now cover some of the holes we have made with your fingers as you hum. Does this change the sound? What's another instrument we play like this? How do we think these sounds are being made?

Paper Plate Tambourine

Material

- Two Paper Plates
- Hole Puncher
- Ribbon
- Bells

Instructions

1. Take both paper plates and place them on top of each other.
2. With your teachers help, use the whole puncher to make holes around the outside of the paper plates (Makes sure these match up!)
3. Thread the ribbon through each hole to connect the two plates. Add a Bell, Then thread the ribbon into the next hole
4. Continue this until both plates are completely held together with ribbon and have the bells in place.
5. Decorate your Tambourine!