

# Term 4 Music

2019

## at Burnie Primary School

I have the amazing privilege of working with your children (Prep—Grade 6) each week as they play, explore, challenge themselves, create, take risks, work cooperatively, perform and engage with all areas of musical learning. My role is not to create professional musicians but to foster enjoyment of music and confidence in your children when they engage with the musical arts. We cover literacy, numeracy, languages, science, movement/dance, geography, visual art, drama, fine/gross motor skill development... etc in our lessons ("This is music not maths, Mrs Matthews" is something I regularly hear!) . As your child's music teacher I have the added honour of seeing the growth in your child each year as they progress through their schooling at Burnie Primary—this years Grade 6s were in Grade 3 when I started at BPS! My expectations of students during Music lessons is that they have a go, give their best effort, are polite to others, respectful of our equipment/instruments and try to have fun!

Mrs Kathleen Matthews, Music Teacher  
(@ BPS Mon/Tues/Fri)

### Prep

We have continued to explore our singing and speaking voices, working on tuneful singing as a class and developing our confidence when singing solo. We have practised keeping the beat and carefully playing percussion instruments. We have engaged in movement to music with partners during our "Hello Hello" song and individually during the "Stop and Go" song.

This term we have specifically been focused on songs with bees, caterpillars and butterflies and have looked at "Willbee the Bumblebee" by Craig Smith & Maureen Thomson, a caterpillar and butterfly song/game, "Cecil the Caterpillar" and working on playing rhythms from "The Very Hungry Caterpillar" by Eric Carle and composing our own music with these.

**Our learning goals/success criteria this term were:** I can use my singing voice, I can keep the beat, I can move to music, I can play rhythms, I can recognise patterns in music, I can create musical patterns, I can play instruments carefully, I can listen attentively.



# Music Term 4, 2019

## Grade 1

We have continued using solfege (do, re, mi, fa, so, la, ti, do') to sign and sing simple songs, including testing our sight-singing skills. We have been mapping patterns in music and continues to look at different ways to map rhythm, pitch and then play these on instruments.

This term we have learnt the solfege, mapped the patterns and learnt the song lyrics to American folks song "Here Comes a Bluebird". We have also been singing the song "Pile of Tin", including playing instruments to match the patterns of the chorus (ta, ti-ti) and working together as a class to write our own third verse for the song (pictures of these below). Our movement has focused on attentively/actively listening for sound and silences and being able to respond to these—stopping when the music stops or, to challenge ourselves, moving when the music stops and stopping when it plays.

**Our learning goals this term were:** I can use my singing voice, I can keep the beat, I can read and play rhythms (Ta, ti-ti), I can recognise patterns in music, I can share my ideas, I can listen attentively, I can play instruments carefully, I can move safely to music.

Do you know what colour I am?  
I'm not in the shape of a ham.  
I have no rims and I have no tyres  
I'm held together with a piece of wire.



I'm broke and worn out every day  
I need someone to fix me up today  
My engine doesn't work at all  
I hope I don't crash into a wall.

## Grade 2

We have continued reading and writing rhythms (ta, ti-ti, zah) and using solfege (do, re, mi, fa, so, la, ti, do') to sign and sing simple songs, including testing our sight-singing skills. We have been mapping patterns in music and continues to look at different ways to map rhythm, pitch and then play these on instruments. A lot of our learning has been in small groups and we are working hard to develop our cooperative and collaborative group skills.

This term we have been dancing to "Moving to the Left" by Shenanigans and have extended this from one circle through to two circles. We have also been using "Pease Pudding Hot" to start exploring ternary (ABA) form/structure and composition, starting with the original tune, then creating our own B section and returning to the original tune to finish.

**Our learning goals/success criteria this term were:** I can use my singing voice (do, mi, soh), I can keep the beat, I can move to the music, I can read, write and play graphic notation (Ta, ti-ti, zah), I can recognise patterns in music, I can play instruments carefully, I can reflect on my performance, I can compose music, I





# Music Term 4, 2019

## Grade 3

This term we have returned to playing recorders and have been working on a duet called “Softly Falls the Rain”. We are still using our B, A, G notes and have shown some fantastic progress since we began our recorder journey way in Term 1. We have been putting into practise our self-reflection feedback from our Term 3 assessments. We have also started rehearsing a special item for the end of year assembly combining our body percussion, singing and recorder skills.

**Our learning goals this term are:** I can keep the beat, I can read and play rhythms (ta, ti-ti), I can hold a recorder correctly, I can make a nice sound on the recorder, I can play B, A and G on recorder, I can use my singing voice, I can recognise patterns in music, I can play my part in a duet.



## Grade 4

We have continued learning the accompaniment for the song “*Ementha-Papaguneray (Turtle Song)*” by Emily Wurramara. As part of this we nominated for and divided into instrumental groups—ukuleles, vocalists, marimba players, xylophone players, egg shaker players, boomwhacker players and other instrumentalists (our EMUsonian students playing guitar, trombone and flute). We started rehearsing as individual classes and have had some time before PE/Music where we have been able to come together to play as one large ensemble. We can’t wait to share with you our version of “*Ementha-Papaguneray (Turtle Song)*” by Emily Wurramara!

**Our learning goals this term are:** I can keep the beat, I can maintain my part in class ensemble, I can reflect upon my performance, I can work cooperatively in small groups, I can use instruments safely, I can play D, A, A7 and/or G chords (ukulele/guitar players), I can create and maintain rhythm ostinatos (egg shaker players), I can play my notes in the correct order (marimba/xylophone/boomwhacker/flute/trombone players), I can use my singing voice.



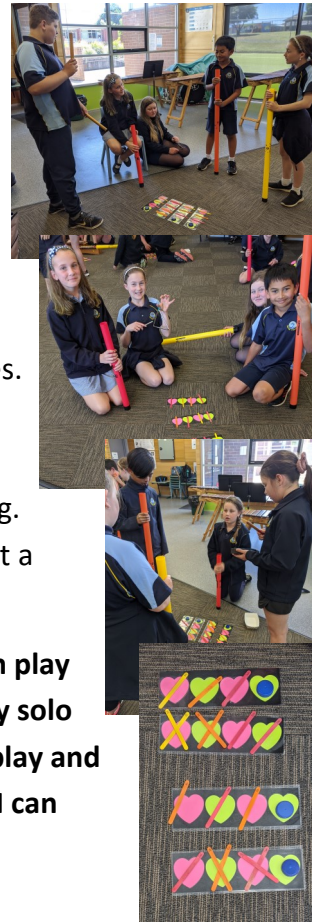
Photo credit: Miss Jacobson

# Music Term 4, 2019

## Grade 5

We started this term continuing to work on our Ukulele skills as soloists and in small groups, practising the positions of our fingers to make each chord needed in our chosen song, developing our speed when changing chords and learning a chord sequence. We then changed our focus towards exploring new ways to map, read and record music using shapes, solfege and our existing knowledge of rhythm names (ta, ti-ti, za, ti-ka-ti-ka). We were also introduced to solfege (do, re, mi) as a starting point for learning musical tunes. Using the known song "Hot Cross Buns" we sung in solfege using hand signs, mapped the song using solfege shapes and exploring how to show repeated sections in music then moved into mapping the rhythm and beats in the song. From here we have moved into composing our own B and C sections to reflect a rondo form (ABACA) in performance.

**Our learning goals/success criteria this term were:** I can keep the beat, I can play C, A, F and/or G chords on ukulele, I can use instruments correctly, I can play solo or in an ensemble, I can work cooperatively during group tasks, I can read, play and create rhythm patterns, I can compose using given elements over 16 beats, I can compose and organise music to demonstrate rondo form.



## Grade 6

This term we returned briefly to our ukulele playing before trying our hand and testing our skills at boomwhacker play-alongs (from musication on youtube) during our shorter lessons while BHS transition afternoons were happening. These provided some challenges testing our reading, recognition, pattern identification, speed and cooperative skills. We have also spent some time revising our singing skills and performance technique/etiquette ready for End of Year Celebrations.

It has been lovely to see this group of students grow so much since 2016 when I started working with them. They take on all challenges, have a go and consistently demonstrate our school values of Best Effort, Positive and Safe while in the music room. Each and every Grade 6 student should be proud of their efforts.

**Our learning goals this term are:** I can keep the beat, I can maintain an ostinato pattern, I can play C, A, F and/or G chords on ukulele, I can use instruments correctly, I can play solo or in an ensemble, I can use my singing voice, I can solve music problems, I can play rhythm and pitch patterns correctly.

