

Course: Musical Fun with Fuzzy

Lesson Two: Fun with Fuzzy

Learning Area: The Arts

Strands: Music/Dance

Time: 45 Minutes

Year Level: F-2

Content Descriptor:

- 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).
- Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001).
- 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).

Learning Focus:

- Students create an interactive puppet to use as a prop to explore pitch and rhythm.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
10 minutes	Let's meet Fuzzy Note: Depending on the group of children and how long you want to spend on your Fuzzy puppet, you may want to split this into two lessons. Watch the Fun with Fuzzy video. Discuss the video with your class by asking the following questions: • How did you find meeting Fuzzy the Clown? • How would you describe him? • What did you enjoy about the music? • What happens to Fuzzy when the notes get higher? (He pops up.) • What happens to Fuzzy when the notes get lower? (He goes back down.)	Relevant ARTS:LIVE resources • Fun with Fuzzy video • Pop-up Puppet and Cone template • My Friend Fuzzy audio track. Additional resources required • coloured pencils/pens • scissors • Fuzzy collar (a collar, scarf or piece of fabric that can easily be taken off and passed around the class) • glue/sticky tape.
15 minutes	Make your own Fuzzy Distribute copies of the Pop-up Puppet and Cone template to students and explain that they are going to create their very own pop-up clown. Show students your pre-made copy of the Pop-up Puppet and Cone and encourage students to decorate the cone (the semi-circle shape) and colour in Fuzzy.	Preparation Make a Fuzzy the Clown Pop-up Puppet as an example for students.

10 minutes

Assist students in cutting along the dashed lines so they have three separate sections:

- Fuzzy the Clown
- cone
- pop-up strip.

Assist students to make the cone by attaching the two sides (as indicated on the sheet) using sticky tape or glue.

Attach the pop-up strip to the bottom of Fuzzy the Clown.

The finished product will be a Fuzzy the Clown attached to a pop-up strip and a cone for him to sleep in. The strip sits through the hole at the bottom of the cone and can be used to make Fuzzy pop-up, as demonstrated in the video.

Follow Fuzzy and copy the actions

Direct students to hold up their puppet and, with Fuzzy hiding down low, make a 'whoooooop' sound starting from a low pitch to a higher pitch and let Fuzzy pop-up.

Select one student to be the leader.

- The leader will make the 'whoooooop' sound and lead the class.
- Encourage the other students to follow with their puppets (popping up if they sing higher and hiding back down again if they sing lower).
- Ask another student to take over as the leader.

Play the My Friend Fuzzy audio track for your students to listen and dance to. You may like to learn the song and sing it to your students using your puppet.

While your students are listening to the song, ask them to pretend that they are Fuzzy the Clown. Encourage them to crouch down low to begin with, and gradually stand up as the musical pitch gets higher.

Ask students to listen carefully to the song and follow along with the instructions.

Copy the leader

At the end of the song, show students the Fuzzy collar and choose a leader. The leader will wear the collar and lead the dancing during the chorus. The remainder of the class must copy the leader's dance moves.

Sing and dance together to the audio track a few more times.

5 minutes

Encourage students to pass the collar around and take turns to be the leader.

Note: Students should be encouraged to use their knowledge and experience of beat and rhythm to create dance moves that fit in time with the music.

Discussion

As a class, discuss:

- What does Fuzzy like to do?
- What was their favourite part of the song?
- What actions does Fuzzy do when he wakes up?
- What did you like about being the leader?
- When you hear the sound 'whoooooop', what does Fuzzy like to do?
- When you hear the tambourine, what is happening in the song?
- How many times does Fuzzy dance in the song?
- Which dance moves did you like best? Why? Did they suit the song?

5 minutes

Extension: Feel the rhythm

This activity can be used to extend students' understanding of rhythm. My Friend Fuzzy is in 4/4 time. This means there are four beats in each bar.

Play the song again and ask students to clap along with the rhythm of the song.

Explain that the tambourine is a percussion instrument which is used to add rhythm to the song. Ask students if they can hear where the tambourine is played during the song.

Ask students to clap along with the tambourine and remind them to clap only when they can hear the tambourine playing.