

Course: Musical Fun with Fuzzy

Lesson One: Welcome to Music Warm-Up

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 are introduced to pitch, tempo and dynamics through movement and voice activities.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
5 minutes	Warm-up activity Students are to watch and listen to you and/or the Welcome to Music video. Wriggle your fingers up high and sing as high as you can. Ask students to copy you. You will notice in the video that the position of Susie's hands directly relates to the pitch of her voice. Do the same by wriggling your fingers down low and encourage the students to sing with you.	Relevant ARTS:LIVE resources • Welcome to Music video • Welcome to Music audio track. Additional resources required • a media player. Preparation • Watch the Welcome to Music video.
15 minutes	Sing the words and copy the actions Sing the words: Can you give your fingers a wriggle and a shake? Can you sing 'up high'? And 'down low' and hide them away. They want to come out and play. Have a shake and a roll and can you wriggle them and sing with me.	

25 minutes

Improvise and alternate between 'up high' and 'down low', exploring the different pitches with students.

As a class, discuss:

- What are the different types of voices we can use (e.g. speaking, singing, low, high or animal sounds)?
- How might you make a happy sound, sad sound or a funny sound?
- Why is it important to warm up our voices and bodies?

Welcome to music

Encourage students to sit in a circle.

Watch the Welcome to Music video and sing along with Susie.

(Chorus)

Welcome to music, welcome everyone,

Welcome to music we're gonna have some fun,

Welcome to music, welcome everyone.

(Verse)

Clap your hands and feel the beat now,

Clap your hands it's really neat,

Clap them up high and clap them down low,

And roll your hands and wave hello.

Let's choose different places to tap.

Listen to the Welcome to Music audio track and sing the song again.

Stop the music at the end of each verse and invite a student to suggest where to tap the beat during the chorus.

Demonstrate some different and interesting ways of displaying the beat on your body, such as combining two or three different actions together, and then invite the students to explore their own creations.



Get Inspired

Dance

Drama

Media Arts

Music

Visual Arts

Explore singing the song in different ways, such as soft and loud (dynamics), slow and fast (tempo) and in different kinds of voices such as high, low, happy and sad.

As a class, discuss:

- How did singing the song in different ways make you feel?
- What did you like best about this song?
- What was difficult about this song?

Why is it important to warm up our voices when we sing?