



Teacher Pack



Collection: Move to the Music

Course: Musical Fun with Fuzzy

Year level: F-2

Lessons: 2 x 45 Minutes and Extension Activities



Overview

Musical Fun with Fuzzy introduces young children to the joys of active music-making through singing, speaking, moving, dancing, playing and creating.

Specifically, students are introduced to Susie Davies-Splitter who leads students through movement and songs and presents fundamental musical concepts including pitch and rhythm. Through the lesson series students have an opportunity to create their own 'Fuzzy' puppet and there are number of suggestions for how 'Fuzzy' can be incorporated into other learning areas.

ARTS:LIVE courses are supported by engaging videos, audio files, student activity sheets and home learning activities. Further information related to this course including teaching tips, pedagogical approaches, glossary terms and more can be accessed through the Musical Fun with Fuzzy Overview webpage.

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.

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?

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. Preparation Make a Fuzzy the Clown Pop-up Puppet as an example for students.
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.	

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.

Course: Musical Fun with Fuzzy

Lesson Three: Extending into Other Learning Areas

Learning Area: The Arts

Strands: Music, Dance

Time: N/A

Year Level: F-2

Learning Focus:

- Suggestions for extension activities in Dance, Drama, Physical Education, English and Maths.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
	Introduction Now that you have explored the Musical Fun with Fuzzy resources, encourage your students to apply the skills and techniques they have learned to other learning areas. These notes outline a number of suggestions for cross-curriculum activities that can be used to enrich a variety of subjects and actively engage students in their learning. The Arts - Role-play Fuzzy the Clown. Create various scenes and stories around Fuzzy. What sort of friends might he or she have? Who does he or she meet? Where does he or she go? What other songs does he or she sing? - Design a book cover or poster to accompany their song. - Draw or paint a picture of something memorable from their song. - Find different ways to dance like Fuzzy, exploring different pathways, directions, shapes, speeds, levels, body parts and gestures. Students can do this in pairs or small groups. - Make and decorate percussion instruments. - Design and create a Fuzzy collar, or an item of clothing for Fuzzy to wear, which has connections to place and the area in which students live. For example, if students live by the sea they might decorate it with shells. Students identify elements which make their place and neighbourhood special or different to other places, then try to capture them in the design of the collar or clothing. Health and Physical Education - Make up a song for Fuzzy to sing about his favourite healthy foods. - Choreograph a dance.	

English

- Create a story around Fuzzy the Clown. Write the story and read it out to the class.
- Write a poem or story about how music and movement makes them feel and invite others to read it.
- Design or write a postcard to a friend or family member. Students describe what they like about music and their meeting with Fuzzy.
- Use the Fuzzy collar as a means of encouraging turn-taking and active listening when having class discussions.

Maths

- Use sequences and patterns when improvising with dance or instruments.
- Explore pathways, directions and various shapes through movement.