

Course: Together We Sing on Noongar Boodja		Lesson Four: Song Writing	
Learning Area: The Arts	Subject/Strands: Music	Time: 60 Minutes	Year Level: 5-6
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures , Sustainability	
Content Descriptor: <i>Year 5 and 6:</i> - Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088) - Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089)			
Learning Intention: - To identify a song using aural skills. - To create a verse of a song to match the rhythmic patterns of a known song or rhyme.			
Time	Learning Experiences	Preparation and Resources:	
15 minutes	Introduction Invite a student to begin the session with an Acknowledgement of Country. Play 'Match the Songs' game. Each student takes a song title. The students do not sing the words. Students can only hum the melody of their song. The aim is for students to find the person who has same song as them. On a given cue, students start humming their song and try to find the person who has the same song. - How were you able to identify the song? - What assisted you? - What was difficult? - Would hearing the lyrics been easier? Why or Why not? NB. Add alternative songs or select songs that are appropriate or known by your class.	Relevant online resources Match the Songs game Rickeeta Walley's Teaching Artist Statement Della Rae Morrison's Teaching Artist Statement Additional resources required - Books about the seasons - Computers for research - Pens/Pencils - Paper/Scrapbook	

40 minutes

Musical form

Divide the class into pairs or small groups.,

Give each group two different examples of a nursery rhyme in 'strophic' form e.g. Old MacDonald and Twinkle Little Star. Strophic form is a song structure where all the verses or stanzas are sung to the same music. Often in popular music the verse or "A" section is repeated 3 times. i.e. 'AAA'. Verses are usually 8, 12, 16 or 24 bars of 4/4/ time, but can be any length.

Students analyse the structure of their songs

- What is the same about these songs?
- What stays the same in each verse? (melody)
- What changes in each verse? (lyrics)
- What else do you notice (the refrain – which is part of the verse. The refrain repeats the same words and melody in each verse. The refrain is often repeated as the last line of every verse but it can also be the first line of a verse. The refrain is also often the song title.)
- Why do you think the refrain line is the title of the song? (memorable phrase or hook)

Share other examples for students to appreciate strophic form e.g. "Amazing Grace" or "Bridge over Troubled Water" (Simon and Garfunkel, by Paul Simon) or a song known in your community.

In groups, students select an example of a strophic song. They write their own verse about their favourite season to match the song's rhythmic patterns and melody.

- What will you need to do to write the verse/stanza?
- How many bars of 4/4 will you need to write?
- How many beats are there in each verse?
- How will you work out the specific rhythms?

Preparation

Print a copy of the Match the Song game and cut out the song titles. Add alternative songs or select songs that are appropriate or known by your class.

Going further

Students research and share other examples of strophic form.

Students compare different song forms in known songs.

Research and listen to songs about the seasons such as the [Seasons of the Tiwi - Twi College.](#)

If students require support to work out the number of beats in each verse sing the song and ask them to tap the beat on their body. Provide a scaffold, such as a grid to assist the students tap the beat as they sing the song. e.g.

1 Mary	2 had a	3 little	4 lamb
1 Little	2 lamb	3 little	4 lamb
1 Mary	2 had a	3 little	4 lamb whose
1 fleece was	2 white as	4 snow	5

In this example, students will need to write four bars of 4/4 ie 16 beats.

10 minutes

Reflection

Use a 'WOW' reflection prompt to guide the discussion.

- What did you enjoy or find positive about the experience? (Wins)
- What was challenging? (Obstacles)
- What questions or wondering do you have? (Wonderings)

Course: Together We Sing on Noongar Boodja		Lesson Five: Composing A Seasonal Song	
Learning Area: The Arts	Subjects/Strands: Music	Time: 60 Minutes	Year Level: 5-6
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures , Sustainability	
Content Descriptor: - Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088) - Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089) - Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)			
Learning Intention: - To identify and explore singing patterns in different languages. - To write lyrics for a seasonal song that tells the audience a story about the place where it was composed.			
Time	Learning Experiences	Preparation and Resources:	
15 minutes	Introduction Invite a student to begin the session with an Acknowledgment of Country. Play the Singing Counting game. Students sing the numbers 1 - 8, starting at 1 and ascending in pitch on each number. For example, they start on the note middle C and follow the pattern, 1, 121, 12321, singing to 8 (the octave). Students then descend the octave singing in the same pattern i.e. 8, 878, 87678 etc. Use the Singing Counting Audio to assist students keep the beat, rhythm and pitch. Explore the Singing Counting game using numbers in different languages such as Noongar and languages spoken by your class. The following youtube link will assist students to pronounce the Noongar number names. https://www.youtube.com/watch?v=1odLvt8T24Q - What numbers do you know in other languages that you could sing in? - Why do you think it easier to sing in a language you speak? - How would you feel if you weren't allowed to sing or speak your first language?	Relevant online resources - Singing Counting Audio - Noongar Number Names - Della's Statement - Merinda's Statement - Composition Checklist Additional Online resources - Visit Common Ground's website to read more about The Stolen Generations	