

Course: Word Phrases

Lesson One: Word Phrases

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088).

Learning Focus:

- Students will use word phrases to help them learn new rhythms.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
5 minutes	Pass the clap Ask students to form a circle. A single clap is passed around the circle from student to student. Try this in both directions. Nominate three students who are allowed to change the direction of the clap. Remember there should only be one clap happening at any given moment.	Relevant ARTS:LIVE resources - Word Phrases video - Word Phrases activity sheet. Additional resources required - junk percussion or standard percussion instruments such as: drums/cardboard box, cowbell/tin can or tambourine/rice shaker (see Making Junk Percussion course for instrument making tips).
5 minutes	Feeling a pulse Students begin in a circle. Ask students to walk on the spot at a slow to medium pace and count each step ('1, 2, 3, 4, 1, 2, 3, 4', etc.). When students are comfortable with this, ask everyone to clap on count 1 while maintaining the steps. When students are comfortable with this, ask them to start counting in their heads as they maintain the same rhythmic pace. The aim is to get all steps and claps happening together. Note: Students have a tendency to speed up the pace. If this happens, stop the activity and restart at a slower pace. Stress the importance of stepping and counting slowly to the class	
35 minutes	Word phrases Watch the Word Phrases video with students. Hand out the Word phrases activity sheet as a guide for students. When teaching the rhythms, apply the following steps and teach in this sequence: 'Say g'Day' 'Wa ba ba Ba ba Ba ren' 'Cheese Stick a Cheese'.	

Teach all the rhythm phrases vocally first (e.g. get the class to repeat 'Say g'Day' eight times in a row at a slow pace). Then, apply these phrases to clapping or tapping hands on legs. Next, have students select instruments and follow the same rhythms.

Set up ground rules for the class when using instruments to manage noise levels. Once the initial three rhythms are learned, divide the class into three groups. Assign a rhythm/word phrase to each group. Get each group to rehearse their phrase on their own four times in a row, then rest for four counts. These parts will be arranged together in the following sections.

Key advice for this section

Take it slowly! Initially most students will have a tendency to speed up to a level where the rhythms become difficult to play. If this happens, stop and restart the rhythm at a slower pace.

In the early stages, ask the class to attempt the rhythm phrases in smaller groupings (students can play one to four times in a row then stop and rest). This way students have a greater chance to experience the rhythms sounding coherent, therefore creating a positive effect on learning.

Select students with strong rhythmic ability to lead each section. If there are louder instruments, ensure these are in the hands of the strongest timekeepers. Nominate students to cue count-ins and stops.