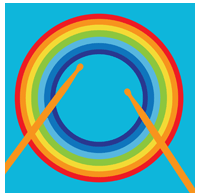




Teacher Pack



Collection: Junk Percussion

Course: Word Phrases

Year level: 5-6

Lessons: 3 x 45 Minutes



Overview

Word Phrases presents a simple, playful strategy for combining literacy and music learning.

Specifically, students draw on their knowledge of words and syllables to create new rhythmic patterns. Through the lesson series, students practice a variety of rhythms as word phrases using clapping patterns and instruments. This process culminates in students arranging and performing their rhythms together as one musical piece.

In preparation, students can make their own Junk Percussion instruments by completing the Making Junk Percussion course. Alternatively, standard percussion instruments can be used. Following this course, students can extend their rhythmic skills further by completing the Junk Percussion Techniques course.

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 Word Phrases Overview webpage.

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.

Course: Word Phrases

Lesson Two: Create Your Own Word Phrases

Learning Area: The Arts

Strands: Music

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Rehearse and perform music, including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090).
- 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 Focus:

- Students learn how to create their own rhythms using word phrases.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
20 minutes	Learning phrases Watch the Create Your Own Word Phrases video with students. Give students a copy of the Create Your Own Word Phrases activity sheet as a guide. Teach all the rhythm phrases vocally at first (e.g. get the class to repeat 'Pineapple with Chocolate Milk' eight times in a row at a slow pace). Then apply these phrases to clapping or tapping hands on legs. Then select instruments and follow the same rhythms. Before combining all the rhythms, get each group to rehearse their phrase on their own four times in a row then rest for four counts. Move on to the next group and repeat the process.	Relevant ARTS:LIVE resources • Create Your Own Word Phrases video • Create Your Own 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).
25 minutes	Creating word phrases Once this new rhythm is learned, divide the class into three groups. Get each group to come up with a new four-or-five-word phrase according to a theme chosen by you (or you can get each group to choose their own theme). You may need to alter any syllable suggestions so that the phrases fits within two four beat cycles. Repeat the following steps so that you practise: saying the words, clapping or tapping the beats and playing the instruments.	

Course: Word Phrases

Lesson Three: Arranging 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).
- 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 Focus:

- Student participate in arranging a whole group musical composition.
- Students work as an ensemble.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
45 minutes	Arranging word phrases Watch the Arranging video with students. Give students a copy of the Arranging Your Word Phrases activity sheet as a guide. It's a good idea to write down a draft musical arrangement on a whiteboard. This will make it easy to change parts around once the group starts testing out how it sounds. Adjustments could be moving a phrase, or playing a phrase on a different instrument. Begin the arrangement by deciding which instrument will play which word phrase and write it down on the board. You can then write how many times this rhythm should be repeated. For example: • bells: 'Pineapple with Chocolate Milk' (repeat four times) • tambourines: 'Abdul, Sally and Rahi' (repeat four times) • drums: 'Say g'Day, Say g'Day' (repeat four times). The made up word phrases may have rhythms that don't easily combine. If this is the case, it's good to only play one or two rhythms at any time, or take turns in playing different rhythms. There are essentially no 'wrong' ideas in these activities, just some ideas that work better than others (especially when playing rhythms at the same time). The key is to keep experimenting and see what works best.	Relevant ARTS:LIVE resources • Arranging video • Arranging Your 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).