



Music Count Us In Presented by Debbie O'Shea

Quick Lesson Outline

Tone Set	Key	Activity	Purpose	Some Debbie Notes
s,l,t,drmfsl	d=F	MCUI – We Are	Entry song Handing out workbooks	Routine!!!! I get so much more done.
----- drm sl	----- d=F	Activity 1 in Workbooks a. rhythmic dictation b. Score analysis	Rhythm Notation	Important to use 'real' music notation. Important to actually write.
drm sl	d=F [sp – f]	Rocky Mountain a. Text b. Solfa	Know solfa in the context of a known song	
drm sl	d = D	Pentatonic Scale a. Sing b. In canon c. Clever Echo	Practice pitch elements	
drm	d = G	Recorder a. Change d to G b. Echo drm patterns – on chin then play c. Play Heard it Before with Cool Cats backing	Playing Application of aural elements	Bit of shuffling pitch here – but it is done to suit the notation, the vocal range and the instrument....advantage of reinforcing 'movable' solfa.
s,l,t,drmf	d = G [sp – B]	Wake Snake while packing up and forming a circle a. Softly clap the 4 beat rests b. Conduct in 4s on the rests	4 Metre Conducting	Leading to improvisation activity
drm s	d = G [sp – B]	Fire on the Mountain	New Song Game	Fun Singing
d m sl	d = D [sp – A]	Icka Backa	Game Part Singing Intune Singing	2 nd part from 14 Traditional Game and Action Songs http://www.markolearymusic.com/member/view-by-title/numeral-led-title/14-traditional-game-and-action-songs
S,l,t,drmfsl	d=F	We Are	Create Movement Ostinati in groups	



Music Teacher PD Session

Game:

Cut the Cake

Cut the Cake



Clap your hands to - ge - ther, Give your-self a shake.



Make a hap - py cir - cle Then you cut the cake.

Song:

The Ocean Refuses no River by Lilla Flood
from Victoria Sings Short Stuff

Song:

Wake Snake from demonstration lesson

Wake Snake



Wake snake day-light is break - ing Por-ridge in the pot and the



pan-cakes are bak-ing. Green corn. Green corn. Green corn.

Activities from the Kit:

All we need is Game:

1. Watch

<https://www.youtube.com/watch?v=tkdd8nQgECE&list=PLEpXT4Gn8YYB99yEab8mHfXNbxjRI8Mqf&index=23&t=0s>

Count 1, 2, 3, 4, then

 (Rest)	All we need is	 (Rest)	a little <i>mu-sic</i> (2 syllable words)
 (Rest)	All we need is	 (Rest)	a little <i>cour-age</i>
 (Rest)	All we need is	 (Rest)	a little <i>kind-ness</i>
 (Rest)	All we need is	 (Rest)	a little <i>hu-mour</i>
 (Rest)	All we need is	 (Rest)	a little <i>friend-ship</i>

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Count the bars Game

1. Watch

<https://www.youtube.com/watch?v=nUKjKsbaPNc&list=PLEpXT4Gn8YYB99yEab8mHfXNbxjRI8Mqf&index=11>

2. Play the song and stop at any point, asking what number bar we are in

Participant Input:

1. Promoting Music Education

- Open classrooms
- Newsletter
 - Article written by students
 - Photos of music events
 - Photos of the music classes
 - Samples of compositions
 - Recordings of songs and performances from class
 - Links to value of music ed research
- School Facebook posts
- Send worksheets including snippets of important music ed info home
- Email news and links

Your turn.....

2. Ideas for the Celebration Day

- Build a concert around the Song
- Invite Parents
- Invite other community members – aged care, childcare...
- Add some narration around the importance of music education
- Involve your Instrumental Teachers
- Organise a Cluster Event
- Invite Media
- Create Social Media Hype
- Send link to YouTube Clip home so families can join in

Your turn.....

Game:

Fire on the Mountain

Fire on the Mountain



Fire on the moun-tain run boys run. You with the red coat fol-low with the drum. The
5
drum shall beat and you shall run. Fire on the Moun-tain run_ boys_ run.

Game:

Standing in a circle with one child in the centre.

Child in the centre has eyes closed. Teacher selects 2 children in the circle, who, at the end of the song will swap places.

At the end of the song, teacher taps a drum twice.

First tap - child opens eyes

Second tap - both chosen children move to each others spot while the child in the centre tries to get into one of the places before them.

Child without a place becomes the new child in the centre.

Dance:

King of the Fairies (Ireland) (Step Back Sally track 2)

This instrumental piece is slow and beautiful. Participants have a scarf each and move around the room freely.

Explain to the participants that with the addition of a scarf, not only is the movement activity more visually appealing and interesting to the children, the children tend to feel less inhibited with a 'prop' to use.

HINT – If the participants (children do this too) tend to go in a circle, suggest that everyone finds an *'interesting path'* through the room. You may introduce a rule, particularly for children, not to touch anyone.

Game:

The Old Sow

Our Old Sow



Our old sow is get-ting ver - y fat! Ky - mo ko - me - ke - mo.
3
Three foot two a - cross the back! Ky - mo ko - mo ke - mo.

Streets and Lanes Singing Game

Begin with children standing in rows an arm span apart.

Two people are chosen to be runners - a sow and a farmer.

At the end of each phrase, the 'fences' change.

The farmer tries to catch the sow.

If the sow is caught the farmer swins, if not the sow wins.

The farmer and the sow are not allowed to break through the fences.

The teacher can set the number of times the song is sung before the game is over.



Song:

Sally Go Round The Sun

Sally Go Round the Sun

- Sing
- Walk beat in the circle
- Change direction on the Boom
- Inner hearing every second time
- Sing in canon in concentric circles
- Add chime bars – on the beat dms – DFA
- Add chime bars and improvise ostinato on dms

Song:

Witchety Jamboree

Witchety Jamboree

*substitute other colours

Musical Features

- Structure A A1 repeated
- Rhythmic feature: quaver quaver crotchet contrasted with two crotchets

Solfa

s f m r d ll

Activites

- Game: The children move freely to the beat while the song is sung. Select one child to substitute the name of the colour in the phrase "All touch...". On completion of the song, the children move quickly to touch the nominated colour anywhere in the room. The selected child spots the last person, who then takes his/her place and chooses a new colour.
- Shapes can be substituted for colours
- The game can be extended musically by substituting rhythmic or melodic phrases for the children to imitate, or to translate into time names, or to sing the solfa.
- e.g. "Witchety jamboree! Guess what: solfa? time names? pattern?"
- After "1,2,3" has been sung, one child sings a phrase for the class to imitate or translate into solfa or time names

Dance:

Hello Dance (Austria) (Step Back Sally track 13)

The participants move freely about the room for the first phrase (8 beats) then the music changes and we are able to sing "Hello, hello". At this section everyone stops and sings hello, bowing, to a person near them. There is further free movement for 8 beats followed by two more Hellos. The next phrase is twice as long (16 beats) and participants move freely around, followed by the hellos. This continues until the song is over.

This type of dance allow for a great deal of freedom, while setting some structure with the form of the music.