

## Lesson 3: Music

### The Arts Curriculum links

#### Music

- 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](#))
- Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music ([ACAMUR091](#))

### TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things.
- **Teach** others how to stay safe near trains and tracks.

## 2.0 Whole class learning session (20mins)

### Writing a jingle

**Preparation/resources:** Camera

Develop a learning intention and success criteria for using aural skills to identify and perform rhythm and pitch patterns and recognise aspects of dynamics and expression, and forming.

Develop a learning intention and success criteria for identifying features of their own and others' music and discuss preferences as performers and audience members.

Jingles are written to promote a company message – they have both music and words.

**Share** some popular jingles with students, for example Weet Bix Kids, Vegemite and Cottees Cordial.

**Discuss** what makes a great jingle with students.

Nursery rhymes were written to promote learning – they also promote messages.

**Share** some popular nursery rhymes with students. Most languages have some sort of rhyming song for children. Ask students for examples of nursery rhymes their parents sung to them or told them when they were little. Ask parents and people in your local community if they can contribute examples of the rhymes their parents sang to them.

For Old English examples, refer to A Book of Nursery Songs and Rhymes (1895) by Sabine Baring-Gould: [http://en.wikisource.org/wiki/A\\_Book\\_of\\_Nursery\\_Songs\\_and\\_Rhymes](http://en.wikisource.org/wiki/A_Book_of_Nursery_Songs_and_Rhymes)

Ask students to work in small groups to:

- **List** your top five nursery rhymes
- **List** your five top jingles.
- **Perform** your favourite nursery rhyme or jingle to the class. Let others join in if they know the nursery rhyme or jingle.
- **Listen** to a jingle with your eyes shut.
- **Describe** the musical elements of a jingle. What did you hear?
- **Describe** the words and messages in jingles. What did you hear?
- **Explain** why you think the words and music are like this.
- **Wonder** about why jingles are so well known and easily remembered. Why do you think jingles are so irritatingly hard to forget?
- **Explore** the elements of nursery rhymes that make them so easy to remember. For example, nursery rhymes use meter and rhyme to make us remember them. Even ninety year olds can remember the words, the rhythm and the pitch of the nursery rhymes they heard when they were babies.
- **List** the important elements of a nursery rhyme.
- **Describe** the words and messages in a nursery rhyme. What did you hear?
- **Explain** why you think the words in a nursery rhyme are like this.
- **Reflect** on nursery rhymes and jingles
- **List** the important elements of a successful jingle and nursery rhyme e.g. simple tune, humour, repetition of key message, brief.

**Combine** all the elements into a class list.

**Use** these to co-create success criteria for students to use when they are composing their own jingle.

### Activities

You can allocate the following activities to groups according to student learning needs.

You can also allow students to choose one or more activities themselves. All activities provide guidance to students so they can be completed independently. These can be read to the groups if not appropriate to their reading level.

Activities are designed so that students can complete their chosen activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

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### Activity 3.1 Composing safety (25mins)

**Preparation/Resources:** A variety of percussion and tuned instruments; music composition software and computer or tablet.

Develop a learning intention and success criteria for selecting, inventing, organising and or recording ideas to arrange and compose music.

**Ask** students to work alone or with a partner to create a jingle (lyrics and music) that would encourage others in their local community to make wise choices when near train tracks.

The jingle could be promoted by the cartoon character and/or poster messages created in Lesson 2.

Consider using percussion, tuned instruments, voice and dance to support the performance of the jingle.

**Reflect** on how well the jingle meets the success criteria for selecting, inventing, organising and or recording ideas to arrange and compose music.

Provide opportunities for rehearsing, revising, conferencing, and presenting the jingle (performance).

### Activity 3.2 Advertising safety (25mins)

**Preparation/Resources:** Pen and paper; access to props and simple costuming materials.

Develop a learning intention and success criteria for selecting, inventing, organising and or recording ideas to arrange and compose lyrics and music.

Ask students to work in pairs to:

- **Write** a script for an advertisement to promote a TrackSAFE message to people in your local community.
- **Compose** a jingle to accompany the advertisement.
- **Make** very simple sets (and use appropriate costumes/clothing).
- **Practise** performing the advertisement.
- **Ask** for feedback on the memorability of the advertisement and the clarity of the message.
- **Reflect** on the feedback.
- **Rework** the advertisement in response to the feedback.

**Reflect** on how well the advertisement meets the success criteria for selecting, inventing, organising and or recording ideas to arrange and compose lyrics and music.

Provide opportunities for rehearsing, revising, conferencing, and presenting the advertisement (performance).

### Activity 3.3 Whole class sharing (15mins)

**Preparation/Resources:** Digital camera/audio recording equipment

Jingles and advertisements created should be recorded and/or videoed to ensure the authenticity of the task. Share the recordings/videos with the class.

Encourage questions and feedback for the creators on:

- The musical and drama elements
- Effectiveness in demonstrating the TrackSAFE messages
- Effectiveness in encouraging others to make wise choices.

Use the recordings and videos to promote TrackSAFE messages in the wider school community. Upload to the [Feedback and Giveaways](#) page of the TrackSAFE Education website to share with an even wider rail safety education community.