 Crash

Stage 2 music program

| Content | Outcomes | Indicators |
| --- | --- | --- |
| Performing MUS2.1 | Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts. | Accurately performs a unison song demonstrating an awareness of duration, pitch and tone colour |
| Organising sound MUS2.2 | Improvises musical phrases, organises sounds and explains reasons for choices | * Varies the text of a song. * Adds actions to accompany the original lyrics. |
| Listening MUS2.4 | Identifies the use of musical concepts and musical symbols in a range of repertoire. | * Recognising recurring sections and other structural features of the song. * Describes rhythmic and melodic features of the song |

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Teaching and learning process

Students

Learn to:

* Sing a song
* Add actions to a song
* Vary a song
* Recognise and describe features of the song

Learn about musical concepts:

* Duration – dotted rhythms
* Pitch – descending melodic contour
* Structure – recognising phrases and question and answer phrases

Sequence of activities

* Becoming familiar with the song
* Learning the song
* Varying the song

Assessment

* Write and talk about road crashes
* Represent melodic shape with a pattern
* Vary the lyrics of the song

Literacy links

* Examining issues from more than one perspective
* Recounting an event
* Innovating on a text

Resources

* CD player
* Vocal Ease modules 3 and 4
* Chart paper
* Portfolio sheet

Teaching and learning activities

Becoming familiar with the song

| Activity | Purpose |
| --- | --- |
| Have the students listen to the song (Track 1) and then discuss the humour.   * What is it that makes them want to laugh when listening to the song? * Students could relate some of their own road tales including comparing driving in the country with driving in the city | To become familiar with the lyrics of the song |
| Play Track 1 again and ask the students to count how many times they hear the introduction played throughout the song.   * (4 times: it is used once as an instrumental introduction and then sung as the last line of each verse) | To recognise a recurring phrase |
| Ask the students to describe both the rhythm and pitch contour of the pattern. Assemble a word bank of appropriate words. For example, bumpy, uneven, jumpy, galloping and dotted rhythm. The pitch descends in steps. | To observe the dotted rhythm and descending melodic contour |

Learning the song

| Activity | Purpose |
| --- | --- |
| Chant the rhythm of this line:  “I had a crash, oh dash! I’m glad I had my seat belt on!”   * Play a rhythm game, substituting other words for “I’m glad I had my seat belt on” * Select some other rhythms from the song and chant them as rhythmic ostinato   extract of sheet music from Crash - Vocal Ease module 3 | * To reinforce the rhythm pattern * To learn rhythm patterns and accurately perform the lyrics |
| Perform the entire song. Once the students are confident they can sing it to the backing track. | To practice and perform the song |

Varying the song

| Activity | Purpose |
| --- | --- |
| Create class variations on the song. Using the opening phrase “Well I was driving my new car”, invent answering phrases which describe an action. For example:   * Winding down the window * Revving up the engine | To experiment with the text |
| Invent actions to accompany the alternative lyrics | To experiment with the song |
| Divide the class into three groups. Each group takes a verse and sings their own answering phrase with actions. For example in verse 1:   * Rest of class sings: Well I was driving my own car * Group 1 sings: winding down the window etc | To perform answering phrases |
| Perform the class arrangement with the backing track | To perform the song |

Assessment: Teacher observation

Outcomes

1. MUS2.1: Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts
2. Accurately performs a unison song demonstrating an awareness of duration, pitch and tone colour
3. MUS2.2: Improvises musical phrases, organises sounds and explains reasons for choices.
4. Varies the text of a song
5. Adds actions to accompany the original lyrics
6. Discusses ways of varying a piece of music
7. MUS2.4: Identifies the use of musical concepts and musical symbols in a range of repertoire.
8. Recognising recurring sections and other structural features of the song
9. Describes rhythmic and melodic features of the song

Indicate students’ level of achievement for each indicator

| Student Name | MUS2.1 a | MUS2.2 a | MUS2.2 b | MUS2.2 c | MUS2.4 a | MUS2.4 b |
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