 Peanut butter and jelly

Traditional

Outcomes

MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.

MUES1.4 Listens to and responds to music.

MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.

MUS1.2 Explores, creates, selects and organises sound in simple structures.

MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.

MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.

MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.

MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.

MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.

[Creative Arts K-6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2006.

Teaching and learning activities

| Activity | Purpose |
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| Teach the chorus of “Peanut butter and jelly” and include the arm movement | Structure through pitch and movement |
| Tell the story of the peanut butter and jelly sandwich by chanting the verses with actions. Everyone joins in with the chorus each time it occurs | To demonstrate change of pitch with actions |
| Choose individuals or a small group to chant the verses with the rest of the class singing the chorus. Alternatively, everyone performs chant and choruses | To contrast sung and spoken text |
| Change the text by making up new words for the song, example, tomato, cheese and lettuce, or banana, ants and butterflies | Organising sound and reinforcing structure and pitch |