

3 week cycle: Let's explore this topic further...



## Topic – Spring & Garden Poorneet Season

Wurundjeri season – Poorneet – Tadpole (Sep - Oct)

### KEY LEARNING AREAS

**Outcome 1 – children have a strong sense of identity.**

- 1.1 they share in social music making and learning.

**Outcome 2 – children are connected with and contribute to their world.**

- 2.1 they learn songs that reflect the seasons around them, the Wurundjeri season of Poorneet. They notice the changing landscape.
- 2.2 they take action to assist other children to participate in social groups.

**Outcome 3- children have a strong sense of wellbeing.**

- 3.1 increasingly co-operate and work collaboratively with others

Developmental Stage	The Elements of Music & Key Learning Area	Outcome	Key Word Sign - Auslan
Nursery	Let's use the gesture of 'peekaboo' to immerse ourselves in the 'question and answer' structure. We observe the teacher and our educators as we play this game.	1.1, 2.1	Garden Snail
Toddlers	Let's use movement and game to further develop our understanding of 'question and answer'; we can use a scarf to hide an instrument and then reveal the instruments sound to answer the teacher's musical question.	1.1, 2.1, 2.2, 3.1	Growing Bee
Kinder 3	Let's further develop our understanding of 'Question and Answer' structure. The teacher sings a musical question, and we sing our answer. The teacher then asks us a musical question on a non-pitched percussion instrument, and we answer, playing the rhythm on our instrument.	1.1, 2.1, 2.2, 3.1	
Kinder 4/ Pre-Prep	Let's further develop our understanding of 'Question and Answer' structure. The teacher sings a musical question, and we sing our answer. The teacher then asks us a musical question on the xylophone, and we answer with our pitched musical phrase.	1.1, 2.1, 2.2, 3.1	

**Share these links with your families and on your education portal**

All songs available at [youtube@musicalmindsaustralia](https://www.youtube.com/channel/UCs9N3gxQiMi3iO0tGrN7tyw)

Share this link or the YouTube handle above:

<https://www.youtube.com/channel/UCs9N3gxQiMi3iO0tGrN7tyw/videos?app=desktop>

**Sing at home: Educational Resources for families**

Share this link for PDF materials & a selection of song videos:

<https://musicalminds.com.au/elcsupportmaterials/>

## **ROUTINE SONGS**

### **Musical Minds Weekly Routine Songs**

- Come on in it's time for music
- Let's make a circle
- Shake and Stop
- We always have an acknowledgement of country (not recorded)
- Shake and Stop
- At the end of class we sing the Goodbye song in Key Word Sign – linked to Auslan

### **Wake up Puppet – solfège (solfa) – What is your music puppets name?**

Learn to sing at pitch; FEEL the music kinaesthetically, SEE the music visually and HEAR the music aurally.

### **HELLO SONG - *These songs are short and warm up the body & mind***

- In the Garden (*Twinkle, Twinkle melody, Mozart Variations*)
- Spring (*Bethune*)

### **CORE TOPIC SONG - *Teach the lyrics in this song, through 'echo' or 'repeat after me'***

- Bees are buzzing (*Bethune*)

### **TOPIC SONG - *Repeat these songs where you can. These songs highlight all the elements of music***

- I Love The Mountains (*Traditional*) I love the Merri Creek (*Musical Minds*)
- Snail, Snail – Old Sammy Snail (*Traditional*)

### **ELEMENTS SONGS – *Focus on one Element of Music***

- Bluebells (*Traditional*)
- Buzzing Bugs (*Orff. Traditional*)

### **EXPRESSION – Children move and express themselves in their own way.**

- Milkumana (*King Stingray*)

### **LULLABY – *Rest and Relax***

- I'm A Little Kite (*H. McPheill*) .

### **FOR ALL SONGS**



**ROUTINE SONGS**  
***Routine, familiarity & retention***

**Welcome Song – Come On In It's Time For Music (Bethune)**

Come on in it's time for music  
Come on in its music time  
We'll sing and dance and play along  
We'll sing and dance all day long

**Warm up – Shake (action - sound) and Stop (Silence) (Bethune)**

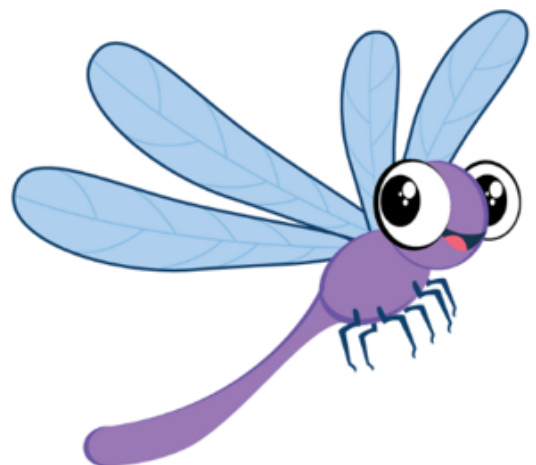
We're going to shake and shake and shake and stop  
Shake and shake and shake and stop  
Shake and shake and shake and stop  
Then we'll shake some more

**Circle Song (we make music together)**

Let's make a circle, circle, circle  
Let's make a circle it's music time.

**Pitch (high & Low) Wake up Puppet (Bethune)**

Wake up puppet how are you today  
So – mi – so – mi – do – do -re – do  
G – E – G – E – C - C - D - C1



## HELLO/WELCOME SONGS

*These songs are short and warm up the body & mind*



### **In the Garden**

*to the melody of Twinkle, Twinkle Little Star*

**C**                      **F**      **C**  
*In the garden in the ground*

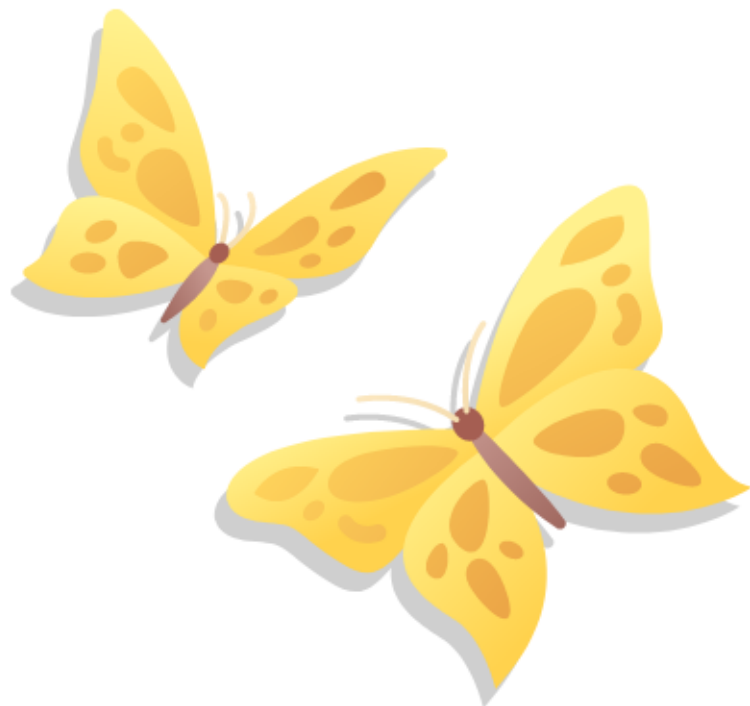
**F**                      **G7**      **C**  
*Food is growing to be found*

**F**  
*Up above and down below*

**F**                      **G7**  
*In the garden it will grow*

**C**                      **F**      **C**  
*Peas, carrot, lettuce*

**F**                      **G7**              **C**  
*Good for you and good for me.*



## HELLO/WELCOME SONGS

*These songs are short and warm up the body & mind*

### **Spring!**

#### **An echo big sing!**

Composed by Tanya Bethune

G C  
Well, Spring's in the air  
F C  
And there's flowers everywhere.  
C  
The grass is green  
F C  
And there's birds on the scene.  
C F C  
They sing a song so merrily  
C  
As they build their nest.  
Do – re – mi | (echo) Do – re – mi (CDE)  
G. F. C G. F. C  
So – fa – mi | (echo) So – fa – mi (GFE)

Well, Spring's in the air  
And the lamb's go bleat.  
The chick's go tweet  
And there's people on the street.

They sing a song so merrily  
All together with their family.  
C. G. C C. G. C  
Do – re – mi | (echo) Do – re – mi (CDE)  
G. F. C G. F. C  
So – fa – mi | (echo) So – fa – mi (GFE)

do – re- mi – fa- so – la – ti

#### **coda**

C F G7 C  
do – re- mi – fa- so – la – ti - do1



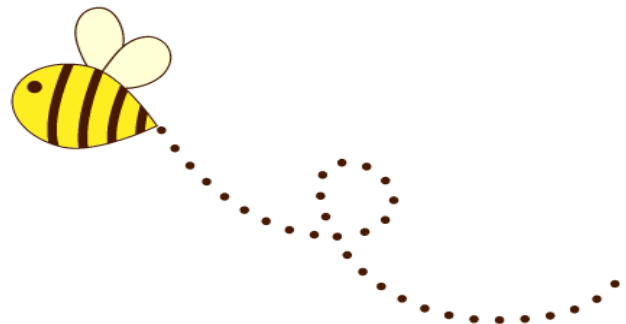
## CORE TOPIC SONG

*Teach the lyrics in this song, through 'echo' or 'repeat after me'*

### Bees are Buzzing by Tanya Bethune

- Download your xylophone reading music from the website.

<b>Xylophone Basic to Advanced</b>	G, A, G, E CC, DD, C, shh G, A, G, E CD, EF, G G, C
<b>Solfa</b>	So, la, so, me Do do, re re, do, shh So, la, so, me Do, re, mi, fa, so so, do
<b>Rhythm</b>	Ta, ta , ta, ta Titi, titi, ta, ta Ta, ta, ta, ta Titi, titi,titi, ta
<b>Lyrics</b>	<b>ABAC</b> Two parts the same Two parts different  Bees are buzzing Can you hear their sound Bees are buzzing See the flowers all around



## TOPIC SONG

***Repeat these songs where you can. Highlight all the elements of music***



### **Rhythm – I Love The Mountains (*Traditional*) & The Merri Creek (Musical Minds Version)**

I love the mountains  
I love the rolling hills  
I love the flowers  
I love the daffodils  
I love the long grass  
Through it we must go

Swish, swish, swish  
Boom-dee-a-da  
Boom-dee-a-da  
Swish, swish, swish  
Boom-dee-a-da  
Boom

I love the mountains  
I love the rolling hills  
I love the flowers  
I love the daffodils  
I love the Merri creek  
Through it we must go

Splish, splash, splish  
Boom-dee-a-da  
Boom-dee-a-da  
Splish, splash, splish  
Boom-dee-a-da  
Boom

I love the mountains  
I love the rolling hills  
I love the flowers  
I love the daffodils  
I love the forest  
Through it we must go

Crunch, Crunch, Crunch  
Boom-dee-a-da

Boom-dee-a-da  
Crunch, Crunch, Crunch  
Boom-dee-a-da  
Boom

I love the mountains  
I love the rolling hills  
I love the flowers  
I love the daffodils  
I love the rainy days  
Through it we must go

Piff, Paff, Piff (in hebrew)  
Boom-dee-a-da  
Boom-dee-a-da  
Piff, Paff, Piff (in hebrew)  
Boom-dee-a-da  
Boom



## TOPIC SONG

***Repeat these songs where you can. Highlight all the elements of music***

### **Snail, Snail – Old Sammy Snail** *(Traditional)*

**Sing chorus - trace a snail pattern on the palm of your hand**

*Snail, snail, snail, snail*

*Goes around and round and round*

**Verse – beat on an instrument ( ta )**

*Old Sammy snail (ta, ta )*

*Sliding in my garden (ta, ta )*

*Eating all my vegetables (ta, ta )*

*What shall I do? (ta, ta )*



**ELEMENTS SONGS**  
*Focus on one Element of Music*

**Bluebells** (*Traditional*)

Bluebells cockle shells

Evie-ivy over

Bluebells cockleshells

Evie-ivy over

s-l-ss-m

ss- m- d tap tap (or, r - s)

s-l-ss-m

ss – m – d tap tap (or, r – d)



**Buzzing Bugs** (*Orff. Traditional*)

*D* *G*  
*Some bugs pinch (itch, sting) and some bugs creep*

*G* *D* *A7*  
*Some bugs buzz themselves to sleep.*

*D*  
*Buzz, Buzz, Buzz, Buzz*

*A7* *D*  
*Singing Buzzing bugs.*



Change the lyrics to different bugs with the Kinder children. Or try this alternative. Ask the children for suggestions.

**E.g.**

Caterpillar lady bug  
Caterpillar lady bug  
Buzz, buzz, buzz, buzz  
Singing, buzzing bugs



## EXPRESSION

*Children move and express themselves in their own way.*

**Milkumana** (King Stingray)  
North East Arnhem Land, NT

*In Yolŋu Matha, 'Milkumana' means to show, share or pass on knowledge through stories and song. "It's about leadership and mala wangany - we are all one and in this together", explains guitarist Roy Kellaway. "We are all living under the same sun, sailing in the same boat, towards a brighter future. It's about role models and the importance of setting good examples for the new generation."*

### Chorus

Milkumana!  
Wangany'thirri!  
Milkumana!  
Wangany'thirri!  
Hey!

### Verse

I got a message for you (message - you)  
You got a message for me (message - me)  
One day we'll come together (together)  
And sit down by the fire  
Man I've got no reason to rush  
I never lose touch  
What kind of man (person) do you think I am?



6 bar improvised dance expression and then Chorus repeat.

**Recording by the original band on their official website.**

Spotify <https://open.spotify.com/track/5F8YFGWyi273rTd2mnR4Hz>

**Resource** - <https://www.abc.net.au/triplej/news/king-stingray-single-video-milkumana-passing-on-knowldege-power/1350252031>

**LULLABY**  
*Rest and Relax*

**Pitch & Movement - I'm A Little Kite (H. McPheil)**

G                      C                      G  
I'm a little kite up in the sky,  
C.           G.           D           G  
See me flying, oh, so high.  
G    C                      G  
When the wind begins to blow and blow,  
C.                      G.                      D                      G  
I'll twirl and swirl, just watch me go!



**ROUTINE SONG**  
*Routine, familiarity & retention*

**GOODBYE SONG – Key Word Sign (Auslan) by Tanya Bethune**  
**Key Words: Goodbye, Time, To go, We, Day.**

***Goodbye (sign), goodbye it's time (sign) to go (sign)***  
***Goodbye (sign), goodbye it's time (sign) to go (sign)***  
***We (sign) must say, you made our day (sign)***  
***Goodbye (sign), goodbye it's time (sign) to go (sign)***

**ROUTINE SONG**  
*Routine, familiarity & retention*



**GOODBYE SONG – Key Word Sign (Auslan signs)**  
by Tanya Bethune

**Key Words: Goodbye, Time, To go, We, Day.**

*Goodbye (sign), goodbye it's time (sign) to go (sign)*  
*Goodbye (sign), goodbye it's time (sign) to go (sign)*  
*We (sign) must say, you made our day (sign)*  
*Goodbye (sign), goodbye it's time (sign) to go (sign)*

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