



Dinosaurs with Musical Minds

Dates - weeks starting 3rd, 10th, 17th of August

Wurundjeri season - Guling (Wattle & Orchids)

Boonwurrung Season – Beereen Season (No More Sun)

Music is for Everyone



WHY LEARN MUSIC?

Music is inherently a form of communication, and when kids learn it together, it acts as a powerful catalyst for social, emotional, and cognitive growth.

WHY ARE MUSICAL MINDS LEADERS IN MUSIC EDUCATION?

WE SING - WE PLAY - WE MOVE

We go beyond passive entertainment and unlock the true developmental power of music.

The program is uniquely designed to optimize how young brains grow.



WHY CHOOSE MUSICAL MINDS?

- Live, Interactive, Active Learning**
No backing tracks. Our professional musicians provide live singing and ukulele, fostering active listening, curiosity, and deep engage.
- Inclusive Communication (Key Word Auslan)**
We integrate Key Word Auslan into our songs, offering a multi-sensory experience where children of all abilities can connect and express themselves.
- Deep Connections to Country**
Our curriculum embeds the Wurundjeri seasons, connecting children to local First Nations culture.
- A Global Instrumentation**
Children explore a curated range of authentic, age-appropriate instruments from diverse cultures, spanning from nursery to kindergarten. Bridging the gap to Primary School.
- Wrap-Around Educational Support**
We provide families and educators with videos, lyrics, and learning tools to bridge the gap between the classroom and home.
Ask your centre for the exclusive resources link!

LINKS TO THE EYLF

- Outcome 4 (Learning):** Sparks inquiry, responsiveness, and focus through real-time musical interaction.
- Outcome 5 (Communication):** Broadens literacy, promotes non-verbal expression, and champions inclusive communication.
- Outcome 2 (Community):** Honors Aboriginal and Torres Strait Islander perspectives, building a strong sense of place and environmental respect.
- Outcome 2 & 4 (Diversity & Inquiry):** Promotes cultural competence and hands-on, tactile problem-solving.
- Outcome 3 (Wellbeing):** Refines fine motor skills, hand-eye coordination, and emotional resilience through mastery.
- Outcome 1 (Identity):** Strengthens a child's sense of Belonging by connecting their early learning center directly with their family life.

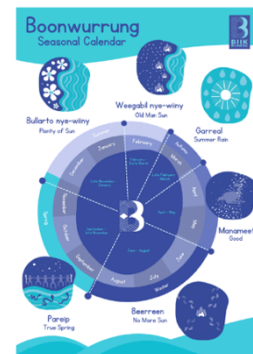
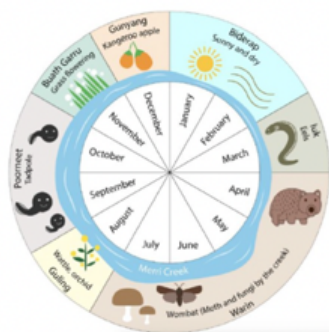
Lesson Plan

Wurundjeri Season - Guling Season (Wattle & Orchid) Boonwurrung Season – Beereen Season (No More Sun)

The cold weather eases and wattle and orchids blooming.

The common brown butterfly caterpillars feed at night.

Males koalas bellow at night.



Developmental Stage	Key Learning Area	Outcome	Key Word Sign – Auslan https://auslan.org.au/	The Elements of Music
Nursery	Let's feel the beat like dinosaurs stomping on the earth. Let's hear the floating musical phrases, like musical sentences that start and close.	1.1, 2.1	Dinosaur Dance Yellow	Pitch - High/Low Dynamics - Loud/ Soft
Toddlers	Let's feel and notice the short and long sounds as we move our bodies faster for the short sounds and slower for the long sounds.	1.1, 2.1, 2.2, 3.1	Tree Good Morning	Tempo - Fast/Slow
Kinder 3	Let's identify the short and long sounds in the musical phrases. Learning where musical phrases start: counting the start of a phrase and ending a phrase a class or with a sound/action.	1.1, 2.1, 2.2, 3.1	Little Caterpillar Koala	Structure 2 parts. Chorus & Verse Rhythm ta – crotchet ti-ti – quavers sa (shh) – 1 beat rest
Kinder 4/ Pre-Prep	Learn how music has a structure just like the English language. Question and Answer structure. The Music asks a question and answer in a melody, rhythm or beat.	1.1, 2.1, 2.2, 3.1		Beat of the song 1,2,3,4 1,2,3



Musical Minds Weekly Routine Songs

It's Time For Music | Let's Make a circle | Wake up Puppet | Shake and Stop
| Goodbye Song and we always share in an acknowledgement of country.

Our weekly routine songs are designed to support children's musical development by introducing and reinforcing the Elements of Music, including beat, structure, pitch, tempo, rhythm, dynamics, timbre, and expression.

These songs form the foundation of each child's musical learning. They are carefully composed and taught to promote understanding, recall, and the development of early music skills through active participation.

Each week, the songs are revisited with intentional and creative variations. This approach supports memory retention, deepens conceptual understanding, and allows children to progressively build musical knowledge in a developmentally appropriate way.

As children transition toward learning an individual instrument in Primary School, they will have established a strong and transferable understanding of how music works, providing a solid foundation for future musical learning.

It's Time For Music (*welcome song*)

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

Shake and Stop (*sound and silence*)

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 (*making music together*)

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

Wake up Puppet (*high & low sounds*)

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

Goodbye Song (*Key Word Sign - Auslan*)

Key Words Signs: Goodbye, Time, to go, We, Day.

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



Wake up your teacher's unique puppet every week.

A puppet supports a child's imagination, confidence, and empathy by providing a safe, playful way to explore ideas, express feelings, and practise understanding others through role play.

What is your teachers' puppets name?

Lyrics: Wake up _____ (2 syllable name) how are you today!

Actions: head, shoulders, head, shoulders, fist, fist, rocket to high fist

Solfège: So - mi - so - mi - do - do - re - do1

SING at pitch (words & solfège)

FEEL the music kinaesthetically (actions)

SEE the music visually (Curwen music hand signs)

HEAR the music aurally (practice singing together)

SOLFÈGE HAND SIGNS



TEACH
BESIDE ME

	DO		
	TI		
	LA		
	SOL		
	FA		
	MI		
	RE		
	DO		

PRINTABLE CHARTS & FLASH CARDS



3 - Weekly Song List

Our teachers rotate through these songs over a three-week period. Children who attend weekly music classes will learn all of the songs, while those who attend less frequently: fortnightly and monthly classes, will be taught a selection of these songs.

Dinosaurs with Musical Minds

HELLO SONG

A short, welcoming song that warms up the body and mind, engages attention, and fosters connection.

- **Could It Be A Dinosaur**
- **Good Morning Little Dinosaurs (Babies/Toddlers only)**
- **I Had a Little Dinosaur (Pre-kinder/Kinder only)**



CORE TOPIC SONG with graphic notation reading sheet for Kinder.

This song introduces key lyrics and concepts related to the lesson. Children learn through interactive methods such as echoing or repeating after the teacher, which supports memory, language development, and active participation.

- **Wattle Tree**

TOPIC SONG

These songs highlight all elements of music and connect to EYLF topics, helping children explore rhythm, pitch, dynamics, tempo, and expression in a fun, engaging way.

- **Dinosaur Dinner Dance**
- **Guling, Guling**

ELEMENTS SONGS

These songs focus on a single element of music, such as rhythm, pitch, or dynamics, allowing children to explore and develop a deeper understanding of that specific musical concept through fun, engaging activities.

- **Long steps, strong steps**
- **Dinosaur Lunch – Nibble, Nibble Crunch**

LULLABY

Lullabies provide a calming musical experience that helps children rest and relax. They support emotional regulation, promote a sense of security, and contribute to healthy brain development and overall well-being.

- **Fa La Nana Bambino (Italian - Traditional)**
- **Time to Rest Your Head**

TRANSITION SONG IDEA

Songs can help children move smoothly between activities by providing a predictable, engaging cue. Using music during transitions supports emotional regulation, reduces anxiety, reinforces routines, and keeps children focused and engaged.

- **Long steps and strong steps as you move outside**
- **Sing 'Dinosaur Lunch – Nibble, Nibble Crunch' as you transition to lunchtime**





Songs & Activities

Our teachers introduce these songs using developmentally appropriate approaches, incorporating instruments, key learning areas, and engaging activities across all rooms.

This allows children to learn and enjoy the same songs together, supporting continuity and shared musical experiences across the centre and with their families at home.

We have also included an **activity** for each song that ELC educators can use in the classroom when the program is not being delivered.

HELLO SONG

A short, welcoming song that warms up the body and mind, engages attention, and fosters connection.

Could It Be A Dinosaur

Activity idea for your Educators - Hide a scarf or egg behind your back. Gesture for children to copy. Sing the QUESTION and then the children pop out from under the scarf as they sing the ANSWER. Keep the beat while you sing.

QUESTION

C F C Am

Who's that stomping?

ANSWER

C F C Am

Could it be a dinosaur?

QUESTION

C F G7 Am

Who's that flying?

ANSWER

C F C Am

Could it be a dinosaur?



Good Morning Little Dinosaurs

For the Babies & Toddlers classes

Activity idea for your Educators – Sing this song using the child's name in song. Like this, "Good morning little Ally- saurus."

C

Good morning little dinosaurs and

F G7

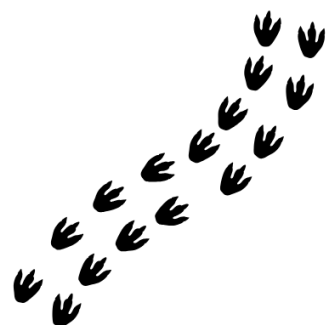
How do you do?

C

We're happy to see you and

F G7 C

How do you do?



HELLO SONG

A short, welcoming song that warms up the body and mind, engages attention, and fosters connection.

I Had A Little Dinosaur

For the Pre-Kinder & Kinder classes

Activity idea for Educators – Do you know this original melody? It is Tiny Tim the Turtle, “I had a tiny turtle, his name was Tiny Tim...” See if the children can hear the similarities in the songs.

C

I had a little dinosaur,

F

I put them in my hat.

G7

I let it ride around a while And

C

that was that.

C

I had a little dinosaur,

F

I put them in my shoe.

G7

I let it ride around a while

C

Well, wouldn't you?

C

I had a little dinosaur,

F

I put them up my sleeve.

G7

I let it ride around a while

C

Till it had to leave.

C

I had a little dinosaur,

F

I put them in my bed.

G7

I read it a stories

C



CORE TOPIC SONG with graphic notation reading sheet for Kinder

This song introduces key lyrics and concepts related to the lesson. Children learn through interactive methods such as echoing or repeating after the teacher, which supports memory, language development, and active participation.



Wattle Tree

- Download your chime bar reading music from the website & watch the video with your class!

<https://musicalminds.com.au/elc-support-materials/>

Activity idea for Educators –Use the Auslan Key Word Sign for ‘Yellow’ and ‘Tree’ to make connections between Auslan KWS and the Wurundjeri season on Guling (wattle & orchid season).



Curwen Hand Signs (visual)	Major Key				     																																																												
Beat	1	2	3	4	 Musical Minds Children's Music School Wattle Tree <table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Wat - tle</td><td>tree,</td><td colspan="2">Wat - tle</td><td>tree,</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">gold and</td><td>yel - low</td><td colspan="2">bright to</td><td>see.</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Gul - ing</td><td>sea - son</td><td colspan="2">wat - tles</td><td>bright,</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">what a</td><td>love - ly</td><td colspan="2">nat - ural</td><td>sight.</td></tr></table> musicalminds.com.au   = Rest																Wat - tle		tree,	Wat - tle		tree,								gold and		yel - low	bright to		see.								Gul - ing		sea - son	wat - tles		bright,								what a		love - ly	nat - ural		sight.
																																																																	
Wat - tle		tree,	Wat - tle												tree,																																																		
																																																																	
gold and		yel - low	bright to												see.																																																		
																																																																	
Gul - ing		sea - son	wat - tles		bright,																																																												
																																																																	
what a		love - ly	nat - ural		sight.																																																												
Solfège/Solfa Pitch	So-so G-G	mi E	so-so G-G	mi E																																																													
Note Reading	1 So-so G -G	2 la-la A-A	3 so-so G-G	4 mi E																																																													
	1 So-so G-G	2 mi -mi E-E	3 so-so G-G	4 mi E																																																													
	1 so -fa G-F	2 mi- re E-D	3 do-do C- C	4 do C																																																													

Beat Rhythm	1	2	3	4
Rhythm	Ti-ti	ta	ti-ti	ta
Notation				

Structure	ABCD
	Listen for the similarities between Stars and Wattle Tree. They both have a rainbow of notes in the last bar - GFEDC

Chords	C Am Wattle tree, wattle tree
Lyrics	Dm G7 Gold and yellow bright to see
	C Am Guling season wattles bright
	Dm G7 C What a lovely natural sight

TOPIC SONG

These songs highlight all elements of music and connect to EYLF topics, helping children explore beat, rhythm, pitch, structure, dynamics, tempo, and expression in a fun, engaging way.



Dinosaur Dinner Dance

Based on a song from The ABC Sing Books - Rhonda Macken

Activity idea for Educators – Try to dance a waltz - that's 3 beats in a bar. Count to 3 and then dance to the Dinosaur Dinner Dance in class!!

Time Signature – 3 beats in the bar = 3/4 time (1 - 2 - 3)

C F G7
The Dinosaur dinner dance began at nine
C F G7
The food was yum and the feeling was fine
C F G7
Dressed up in tails, bow-ties and hats
F G7 C
When the announcement came for the dinosaur dance.



Time Signature – 4 beats in the bar = 4/4 time (1 - 2 - 3 - 4)

C F G7
Shake it, shake it, shake it like you haven't got a care
C F G7
Twirl your Stegosaurus right up into the air
C F G7
Slide down your Brontosaurus neck right onto the floor
F G7 C
Everybody dance and shout we want more, more, more!



TOPIC SONG

These songs highlight all elements of music and connect to EYLF topics, helping children explore beat, rhythm, pitch, structure, dynamics, tempo, and expression in a fun, engaging way.

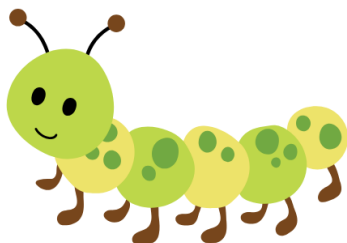


Guling, Guling

Activity idea for Educators – Can you keep the beat by tapping your knees as you sing this song together? Can you learn how to say Guling. It is Guling Season in the Wurundjeri seasons: the wattles and native orchids are starting to bloom!

C F
Guling Guling
G7 C
Orchids blooming
C F
Caterpillars crawling
G7 C
Koalas calling

C F
Days get longer
G7 C
Sun gets stronger
C F
Let us all sing
G7 C
Guling Guling



ELEMENTS SONGS

These songs focus on a single element of music, such as rhythm, pitch, or dynamics, allowing children to explore and develop a deeper understanding of that specific musical concept through fun, engaging activities.



Long steps, strong steps (chant)

Revamp on: Treasures from Orff in the Attic

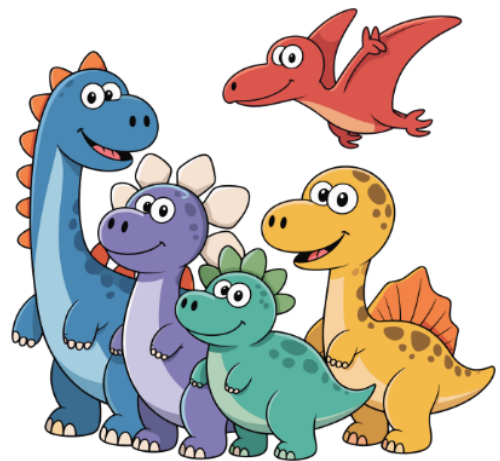
Activity idea for Educators - *Let's continue to learn out rhythms! Reflect on the written form of the notes from last week. Remember: we tapped these rhythms in the song Clocks-tick tock*

♪ Ta = 1 beat
♪ Ti-ti = ½ beat
♪ Ti-ka-ti-ka = ¼ beat

Long steps, strong steps
Moving right along steps
Long steps, strong steps
Here the Dino comes!

Stepping over houses
Stepping over trees
Stepping over mountains
Stepping over seas

Long steps, strong steps
Moving right along steps
Long steps, strong steps
Here the Dino comes!



Dinosaur Lunch – Nibble, Nibble Crunch (Chant)

Inspired by the book: Dinosaur Roar by H.Strickland

Activity idea for Educators - *What a great song to sing before lunch! Can you tap the rhythms below?*

All sorts of Dinosaurs eating up their lunch

Gobble, gobble, nibble, nibble, munch, munch, crunch

Where? Oh where, oh where is my lunch?

Gobble gobble (**kids echo the actions – tap a rhythm on your knees**)

Nibble nibble (**kids echo the actions – tap a rhythm on your tummy**)

Munch munch (**kids echo the actions – tap a rhythm with you hands**)

Crunch crunch (**kids echo the actions – tap a rhythm on you're your head...gently**)

LULLABY

Lullabies provide a calming musical experience that helps children rest and relax. They support emotional regulation, promote a sense of security, and contribute to healthy brain development and overall well-being.



Fa La Nana Bambino

Italian – Traditional

Activity idea for Educators - It's lay down and rest, listen to the rise and fall of the melody as you rest.

 F C
Fa la nana, bambino,
C F C
Fa la nana, bel bam bin,
 F C
Fa la nana, fa la nana,
 F C
Nei brae cetti, della mama.



Time to Rest Your Head

For Ada

Activity idea for Educators - This is Musical Minds oldest song. It was written for the Directors daughter when she was a baby. A song of rest and reflection. Lay down and enjoy.

Dm Am Dm
It's time to rest your head my little friend
 Gm Dm
It's time to go to sleep
Dm Am Dm
Your day was full of light and play
 Gm Dm
It's time to dream away

Dm Am Gm Dm
Dream of dreams, long and free
Dm Am Gm Dm
Dream of dreams, memory



Weekly Resources/ Your Lesson Plan!

DOWNLOAD HERE

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

Share this link with your families & on your education portal:

Storypark, OWNA, Explor and your newsletter

MORE RESOURCES



Sing at home: Educational Resources for your families.

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

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

<https://www.youtube.com/@musicalmindsaustralia>

www.musicalminds.com.au

[instagram.com/musical.minds](https://www.instagram.com/musical.minds)

[facebook.com/MusicalMindsAus/](https://www.facebook.com/MusicalMindsAus/)



Use the posters to share the resources/lesson plan



Use the poster to communicate this program with your families





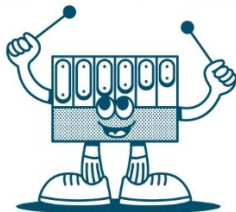
Music Resources

(print & share)

Music is for everyone



MUSICAL MINDS



PDF Lyrics & Activity
Song Videos
Graphic Music Reading Sheet
New Topics Every 3 Weeks!!



musicalminds.com.au/elcsupportmaterials/



[musical.minds_](https://www.instagram.com/musical.minds_)



1300 159 859

Music is for Everyone



WHY LEARN MUSIC?

Music is inherently a form of communication, and when kids learn it together, it acts as a powerful catalyst for social, emotional, and cognitive growth.

WHY ARE MUSICAL MINDS LEADERS IN MUSIC EDUCATION?

WE SING - WE PLAY - WE MOVE

We go beyond passive entertainment and unlock the true developmental power of music.

The program is uniquely designed to optimize how young brains grow.



WHY CHOOSE MUSICAL MINDS?

- Live, Interactive, Active Learning**
No backing tracks. Our professional musicians provide live singing and ukulele, fostering active listening, curiosity, and deep engage.
- Inclusive Communication (Key Word Auslan)**
We integrate Key Word Auslan into our songs, offering a multi-sensory experience where children of all abilities can connect and express themselves.
- Deep Connections to Country**
Our curriculum embeds the Wurundjeri seasons, connecting children to local First Nations culture.
- A Global Instrumentation**
Children explore a curated range of authentic, age-appropriate instruments from diverse cultures, spanning from nursery to kindergarten. Bridging the gap to Primary School.
- Wrap-Around Educational Support**
We provide families and educators with videos, lyrics, and learning tools to bridge the gap between the classroom and home.
Ask your centre for the exclusive resources link!

LINKS TO THE EYLF

- Outcome 4 (Learning):** Sparks inquiry, responsiveness, and focus through real-time musical interaction.
- Outcome 5 (Communication):** Broadens literacy, promotes non-verbal expression, and champions inclusive communication.
- Outcome 2 (Community):** Honors Aboriginal and Torres Strait Islander perspectives, building a strong sense of place and environmental respect.
- Outcome 2 & 4 (Diversity & Inquiry):** Promotes cultural competence and hands-on, tactile problem-solving.
- Outcome 3 (Wellbeing):** Refines fine motor skills, hand-eye coordination, and emotional resilience through mastery.
- Outcome 1 (Identity):** Strengthens a child's sense of Belonging by connecting their early learning center directly with their family life.

musicalminds.com.au

