



# Kristle Music Show

This Show is designed using holistic teaching strategies to develop the child’s sense of self through social, emotional, and psychological activities. Through play children learn and make sense of the world and this is how the show is structured. Children will become more self-aware through participating within a group and learn the importance of turn taking and fairness. They will develop their ability to self-regulate, actively listen, problem solve, respond, and express.

Seasonal Songs will be included within the show during Christmas and Easter.

The children will:

- Imagine they’re all sorts of creatures fictional and non-fictional using various movements to express this
- Respond to sound in various ways
- Use repetitive movements refining gross motor skills
- Copy what is seen and heard
- Use various percussion instruments to keep a beat and make music
- Sing, learning the different between the talking and singing voice
- Listen and respond to a variety of repertoire from folk to traditional nursery rhymes, classical, Pop/Rock, Indigenous and Torres Strait islander Music.
- See and engage with live music
- Respond to high, medium and low sounds developing pitch and in-tune singing.
- Develop skills in working with other in a group, sharing and taking turns.
- Laugh and play enjoying their music experience.

“Coordinating movement to a beat, entrainment, plays an important role in the development of reading accuracy and comprehension.”

Hollan, S. (2019). Can a rhythmic intervention support reading development in poor readers? *Psychology of Music*, 47(5), 722-735.

“Learning music involves all the aspects that account for an effective training of executive functions”

Diamond, A., & Lee, K. (2018). Interventions shown to aid executive function development in children 4 to 12 years old. *Science*. New York, N.Y. 333(6043), 959-964.

Different music elements activate different networks in the brain, and [these] are related to certain cognitive aspects.

Proffitt, F., et al. (2020). Core music elements: rhythmic, melodic and harmonic musicians show differences in cognitive performance. *Studies in Psychology*.

“Active music making is a particularly crucial factor for executive functions improvement.”

Frischen, U., et al. (2021). Music lessons enhance executive functions in 6-12, 7-year-old children. *Learning and Instruction*, 74, 101442.

# SHOW STRUCTURE

Learning Objective:	Repertoire:	Activity:	Outcomes:
Welcome the Children and set the tone of the lesson.	Hi/Hello	Singing Hi/hello acapella to welcome and engage the children.	1.1 5.1
The children will learn the beat and improvisation through keeping the beat to a song on various parts of their body.	Shake Those Simmons Down	Sing Shake Those Simmons Down and keep a beat on Knees, head, shoulder and hands. The lyrics will change depending on the action. Tap your knees do a do a. Children will be asked to help choose the actions.	1.1, 1.2, 1.3 2.1 3.2 4.1, 4.2, 4.3 5.1, 5.4
The children will develop their gross motor skills through pointing their fingers, toes, elbows, and nose. They will also learn about directions up, down, out and turn around.	Point and Move	Point and Move is performed, and the students will listen and copy the actions.	1.1, 1.2, 1.3 2.1 3.2 4.1, 4.2, 4.3 5.1, 5.4
The children will imagine they are a digger and do the actions of a digger eg digging a hole, lifting a log, crushing a rock.	Diggers	The children will engage in a discussion about diggers and their purpose. Then copy the hand actions (digging, lifting & crushing) given while the song is performed.	1.1, 1.2 2.1 4.1 5.1
The children will learn the difference between a slow, medium, and fast tempo.	Open/shut them	Open/shut them is performed in a slow, medium and fast pace as the children do the movements. The tempo is discussed.	1.1, 1.2 2.1 4.2 5.1, 5.4
The children will learn direction (forward back/side to side) and keep in time moving to the beat.	Row, Row, Row Your Boat	Row, Row, Row your boat is performed as children rock forward/back and side to side.	1.1, 1.2, 1.3 2.1 4.1, 4.2 5.1
The children learn to wait patiently for their instrument to be handed to them. (Turn taking)		Hand out the percussion instruments and talk about the importance of waiting our turn to participate in a group.	1.1 1.4 2.3
The children use a shaker and develop their gross motor skills through various actions.	Shake	The children will listen to Shake performed and copy the actions of shaking, clapping, stomping and dancing to the song.	1.1, 1.2, 1.3 2.1 3.2 5.1, 5.4
The children use a shaker and develop their gross motor skills through various actions.	Rocket Ship	The children will listen to Rocketship Performed and copy the actions of Flying, Jumping, Hopping, Dancing and singing.	1.1, 1.2, 1.3, 1.4 2.1 3.1, 3.2 4.1

			5.1, 5.4
The children will help to pack up the percussion instruments.	Pack Up	The children will take turns putting their percussion instrument into the bag.	2.4
The children will show high and low sounds as they head them by standing up and squatting down.	Lullaby	Lullaby is performed as the children stand on high sounds and squat on low sounds. Teacher will help reinforce these movements by leading by example.	1.1,1.2,1.3 2.1 3.2 4.1, 4.2 5.1, 5.4
The children will discover there is a middle sound as well as high and low.	Hot Cross Buns	Hot cross buns is sung acapella as children move their hands to their head of high sounds, waist for middle and toes for low sounds.	1.1,1.2,1.3 2.1 3.2 4.1, 4.2 5.1, 5.4
The Children will learn about an indigenous Australian lullaby and the indigenous instrument Claves.	Inanay	The history of claves is discussed and the song Inanay. It is then performed as the children actively listen.	1.1, 1.3, 1.4 2.1, 2.4 5.1
The children will learn the actions and movements to twinkle twinkle little star, reinforcing gross motor skills.	Twinkle Twinkle	The song Twinkle Twinkle Little start will be performed using guitar picking. The change in technique changes the timbre (sound).	1.1, 1.2 2.1 4.1
The children will develop their fine motor skills through the actions of Incy Wincy Spider.	Incy Wincy Spider	The children will sing and do the actions for Incy Wincy Spider.	1.1, 1.2, 1.3, 1.4 2.1 3.1, 3.2 4.1 5.1, 5.4
The children will learn to use their hands as puppets imagining they are dragons.	Here is my Dragon	Here is my dragon is performed acapella with hand actions.	1.1, 1.2 2.1 4.1
The children will identify various fruits and vegetables and enquire which category they fit into (Fruit or Vegetable). They will then make a fruit salad from the fruit.	Fruit Salad	Various fruit and vegetables are shown on felt board and the children will identify, categorise and make a fruit salad.	1.1,1.3 2.1 3.2 4.2, 4.3
The children will hold various instruments and explore their timbre (sound).	Timbre Enquiry	The children will see Xylophone, Harmonica, Tamborine, claves, Cow Bell, Triangle, Guiro and hear what they sound like. They will then close their eyes and listen identifying which instrument is being played.	1.1, 1.2, 1.3 1.4 2.1,2.3, 2.4 3.1 4.1, 4.2,

			5.1
The children learn to visually identify actions and compose.	Happy and You Know It	The children will look at visual actions and identify them by naming the action. Eg Clapping hands. They will then choose the actions to the song "Happy and You Know It" learning how to compose.	1.1, 1.2 2.1 3.2 4.1 5.1
The children will learn to respond to pitch through physically stacking their hands higher and higher as the pitch ascends.	Build them up	Build them up is performed as children stack their hands on top of each other, ascending with the pitch.	1.1 4.2 5.4
The children will learn a Moroccan song called Ram Sam Sam. This song reinforces hand eye coordination through hand stacking, rolling and waving hand gestures.	Ram Sam Sam	Ram Sam Sam is performed as children perform the hand movements. The children will do this at different speeds learning different tempos (speeds).	1.1, 1.3 2.1 4.1, 4.2
The children will learn the form of call and response.	Bill Grogan's Goat	Bill Grogan's goat is performed on Ukulele and the children will echo the melody.	1.1,1.2.1.3,1.4 2.1 4.1,4.2 5.4
The children will learn their Alphabet through the ABC song.	ABC	The children will sing their Alphabet becoming familiar with the arrangement of letters. A visual aid will be used to reinforce what is heard.	1.1 2.1 4.1
The Children's will identify their colours when presented with different coloured scarfs.		Scarfs are help up for the children to identify the colour and then handed out.	1.4
This children will imagine they are various Australian animals and copy their actions.	Aussie Bop	Aussie bop is performed and children will copy the actions they hear eg can you hop like a kangaroo.	1.1, 1.2 2.1 3.2 4.1
The children will be education on Australian animals and what they like to eat through Aussie Afternoon Tea.	Aussie Afternoon tea	Aussie Afternoon Tea is performed and children enact the animal movements whilst listening to what they eat in the wild.	1.1, 1.2 2.1 3.2 4.1
The children will learn about different emotions and how things they can do when they have these big feelings.	Emotions	The song emotions is played as children listen, hypothesis and make sense of various emotions and what they can do if they feel sad or angry.	1.1, 1.4 2.1 3.1 4.1

The children will imagine they are riding their ponies and gallop around the room.	Riding My Pony	Riding my pony is played as the children move to the beat, galloping around the room.	1.1,1.2 2.1,2.4 3.2 5.1
The children will imagine they are crocodiles and do the actions.	Baby Crocodile	Baby Crocodile is played and the children will follow the actions whilst moving around the room.	1.1,1.2 2.1,2.4 3.2 5.1
<b>Note: The repertoire may vary slightly with each Show, however the outcomes remain the same. Classic Seasonal Songs will be added during Christmas and Easter.</b>			

## Learning Outcome 1: Children have a strong sense of identity

Outcome Descriptors:	Activities:
<ul style="list-style-type: none"> <li>1.1 Children feel safe, secure, and supported.</li> </ul>	Through singing, dancing and moving as a group with their peers the children experience feeling safe, secure, supported and encouraged to participate.
<ul style="list-style-type: none"> <li>1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.</li> </ul>	Through turn-taking of actions, call and response of rhythm and pitch and learning new songs, the children develop their autonomy, interdependence, resilience and sense of agency.
<ul style="list-style-type: none"> <li>1.3 Children develop knowledgeable and confident self identities.</li> </ul>	Through listening and responding to various repertoire the children develop their sense of identity within the group.
<ul style="list-style-type: none"> <li>1.4 Children learn to interact in relation to others with care, empathy and respect.</li> </ul>	Through turn taking and participating within a group environment the students will develop the ability to interact positively showing empathy and respect.

## Learning Outcome 2: Children are connected with and contribute to their world

Outcome Descriptors:	Activities:
<ul style="list-style-type: none"> <li>2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</li> </ul>	Through singing, dancing, moving with their class the children develop their sense of belonging within this group and are encouraged to participate.
<ul style="list-style-type: none"> <li>2.3 Children become aware of fairness.</li> </ul>	Through turn-taking of actions, call and response of rhythm and pitch the children learn the importance to fairness and respect for others.
<ul style="list-style-type: none"> <li>2.4 Children become socially responsible and show respect for the environment.</li> </ul>	Through helping to set up and pack up the equipment (musical instruments) the children take responsibly for their environment and develop interdependence.

### Learning Outcome 3: Children have a strong sense of wellbeing

Outcome Descriptors:	Activities:
<ul style="list-style-type: none"> <li>3.1 Children become strong in their social and emotional wellbeing.</li> </ul>	Through singing songs about emotions/behaviour and story telling the children develop their social and emotional wellbeing.
<ul style="list-style-type: none"> <li>3.2 Children take increasing responsibility for their own health and physical wellbeing.</li> </ul>	Through choosing the actions to particular songs the children are empowered to develop their own sense of physical wellbeing.

### Learning Outcome 4: Children are confident and involved learners

Outcome Descriptors:	Activities:
<ul style="list-style-type: none"> <li>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</li> </ul>	Through participating within a group environment, the children are encouraged to: <ul style="list-style-type: none"> <li>➤ Speak independently</li> <li>➤ Actively listen</li> <li>➤ Actively respond</li> <li>➤ Participate within the group confidently and respectfully</li> <li>➤ Create movement actions</li> </ul>
<ul style="list-style-type: none"> <li>4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.</li> </ul>	The children will respond to different high and low sounds, slow and fast movements through body movements and sound. This will require the children to Actively listen, analyse and synthesis.  The children will experiment with different percussion instruments investigating which sound they like the best.
<ul style="list-style-type: none"> <li>4.3 Children transfer and adapt what they have learned from one context to another.</li> </ul>	Through adding a new action to a known song OR transferring the actions to another song within the show, the children are adapting prior knowledge and adding a new concept (action).

## Learning Outcome 5: Children are effective communicators

<b>Outcome Descriptors:</b>	<b>Activities:</b>
5.1 Children interact verbally and non-verbally with others for a range of purposes.	The children are given non-verbal cues through body movements/actions and are gestured to copy as well as musical cues to join. They will be asked to follow directions and participate within a group.
5.4 Children begin to understand how symbols and pattern systems work.	The children are taught Solfedge hand signs for “do, re and me” which are assigned to a pitch and develop their ability to sing in tune and recognise higher and lower sounds as well as memorise patterns of these notes to create music.