

Educational material supporting the national curriculum for music (keystage 1 – grades 1 and 2) provided by the Ministry of Education and Culture – Department of Primary Education.

Unit 6



Lullabies



Lesson objectives

Listening

1. Students should be able to imitate the descending pattern of the song “Twinkle, twinkle little star”.
2. To be able to recall the resting tone (tonic of C major scale) of this song.
3. To be able to distinct the two different parts of the ternary form (ABA form) of the song through a variety of empirical ways.
4. To be able to use informal learning in order to perform the second melody of the song (descending melodic pattern- ‘play it by ear’).

Performing (voice)

1. Students should be able to sing with melodic accuracy the song “Twinkle, twinkle little star” in Greek and English.

Performing (instruments)

1. Students should be able to perform on pitched percussion the song.

Musical Concepts

Melody:

- Melodical patterns in C major scale
- Descending melodic pattern
- Tonic of a major scale (resting tone)

Musical Form:




- Ternary form (ABA) (empirical learning)
- Theme and variation (empirical learning)

Expression and articulation:

- Dynamics (piano-soft, pianissimo-really soft)

UNIT 6

LESSON 3

	LESSON PLAN
	<p>Activity 1 (Voice warming):</p> <ul style="list-style-type: none"> • Voice warming exercises (preparing the diaphragm and the low and high voice range – chest and head voice). • Singing the Cypriot lullaby “Ayá Marina je jirá”, introducing tonic of the scale as a drone/pedal. • Inner hearing exercises • Piano and forte dynamic • Reminding the “Twinkle twinkle little star” in greek and English, through images that represent core English words in the song, e.g., <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div data-bbox="507 878 619 990"></div> <div data-bbox="632 969 695 999">star,</div> <div data-bbox="715 871 829 983"></div> <div data-bbox="847 969 935 999">world,</div> <div data-bbox="943 878 1086 999"></div> <div data-bbox="1094 969 1214 999">diamond</div> </div>
Resting Tone	<p>Activity 2:</p> <ul style="list-style-type: none"> • The teacher sings the tonic (DO/C note) • The children imitate her and “hold this note in their head” • The teacher sings the melody of “Twinkle twinkle little star” with the syllable “pa”. She stops the melody in certain points and asks from the children to sing the tonic (“Let’s go home”)
ABA form recognition	<p>Activity 3:</p> <ul style="list-style-type: none"> • The children listen to “Twinkle twinkle little star” and they try to recognize the two parts of the melody. We ask them to put the flash cards of the two melodies in order. • While they listen the first part (Part A) they are encouraged to remain seated. As soon as the part B is played they are standing up and show the movement of the melody in any way they want.
Informal learning Playing “Twinkle twinkle little star”	<p>Activity 4:</p> <ul style="list-style-type: none"> • The teacher asks from the children to become groups (2 or 3 children in each group) and then she hands out to them 4 chime bars (RE/D note to SOL/G note). We ask from the children to play “by ear” the B part from the song.

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<p>“by ear”</p>	<ul style="list-style-type: none">• Later on the class performs the whole song combining their voices (Part A) and chime bars (Part B).
<p>Listening</p> <p>Theme and Variation by Mozart based on the melody “Ah! Vous-dirais je maman”</p>	<p>Activity 5:</p> <ul style="list-style-type: none">• The class listens to the main theme of Wolfgang Amadeus Mozart’s “12 Variations on “Ah, vous dirai-je maman”, and then the variations. We encourage the children to listen and recognize the two parts of the “Twinkle twinkle little star” melody. We again ask from them to be seated while they listen to part A and stand while they listen to part B.