

LET'S DO MUSIC

LEARNING OUTCOMES

Having completed this badge the Adventurers/Sunbeams will be able to:

- experience various types of music;
- identify a variety of musical instruments;
- gain some basic musical skills;
- use their voice to sing at least one song;
- experience different types of dance.

BADGE REQUIREMENTS

1. Listen to at least three different styles of music.
2. Identify a variety of musical instruments and their sounds.
 - 7–8s 5 instruments
 - 9–10s 10 instruments
3. Learn and demonstrate some basic musical skills.
4. Learn and sing at least one song.
5. Participate in different types of movement.

ADVENTURERS
SUNBEAMS



CATEGORY

Have a go

TIME FRAME

Four - Five
weeks

AIM

To appreciate
and experience
different types
of music and
movement.



THE SALVATION ARMY



YOUTH & CHILDREN'S
MINISTRIES

AUSTRALIA EASTERN TERRITORY



Teaching ideas

A music teacher/musician may be invited to teach this badge.

Leader's Resources and **Handouts** may be copied and collated into a workbook or used individually.

1. Listen to at least three different styles of music.

Play at least three different styles of music from a CD, video or DVD for members to hear. This may be done as one lesson or a different style each week.

Styles of music may include:

- Orchestral
- Classical
- Rap
- Rock
- Pop
- Calypso
- Jazz
- Oriental
- Opera
- Folk
- Country western
- Choral
- Ballet

Ask members each time if anyone knows what style of music is being played.

Discuss with the members what makes the styles different. The answers will vary according to the members' exposure to music (members may already play an instrument, music may be experienced in school, older siblings may listen to contemporary styles of music). Ask members how the different styles of music make them feel. Which style did they like best?

If members have never been exposed to any styles of music introduce them to at least three styles. Choose styles that the members may be able to experience in the local community. Local schools may have an orchestra, recorder band, choir or guitar group.

To experience and form a sense of appreciation for different styles of music a guest musician/s may be invited to perform for the group.

Members may be taken to a concert or performance. Remember that an Activity Approval Form must be completed and forwarded to DHQ one month before the activity.

2. Identify a variety of musical instruments and their sounds.

- 7-8s 5 instruments
9-10s 10 instruments

Use Leader's Resource 1 to introduce members to instruments that are used in a traditional orchestra and some used in other styles of music.

An interactive website <http://www.playmusic.org/stage.html> has an orchestra with pictures, information and sounds.

Other resources for listening to the sounds of individual musical instruments may be found through the local or school library or a music teacher.

Teaching ideas

If possible, obtain a variety of instruments for members to handle and experience, or invite some musicians to play for members.

Use **Handout 1** to assess members' ability to identify various instruments and their sounds. Play excerpts of music relating to the instruments on **Handout 1**.

Craft activity

Cut out the pictures of instruments from **Handout 2** to make a mobile of instruments. Explain that these particular instruments are used traditionally in Salvation Army worship.



3. Learn and demonstrate some basic musical skills.

Musical skills for Adventurers/Sunbeams need to be kept simple.

Notation

Members can learn to read musical notation by identifying the specific notes, their names and their values.

Members should be able to identify:

Quavers		2 half beats = 1 beat	ta-te	2 quick claps
Crotchet		1 beat	ta	1 clap
Minim		2 beats	ta-a	1 clap = 2 beats
Dotted minim		3 beats	ta-a-a	1 clap = 3 beats
Semibreve		4 beats	ta-a-a-a	1 clap = 4 beats

Flashcards can be made by photocopying **Leader's Resource 2** onto card/paper and cutting into separate cards to assist this teaching idea. Naming the notes ta, ta-te, ta-a, ta-a-a and ta-a-a-a helps members know which notes are used in the rhythm pattern.

Time signature

Introduce time signatures by clapping and counting continuously, placing a stress on the first beat, e.g. 1 2 3, 1 2 3, 1 2 3 ...; 1 2 3 4, 1 2 3 4, 1 2 3 4 ... Music is written in sections called a bar and divided by a bar line. For $\frac{3}{4}$ time there are three crotchet beats to a bar, and for $\frac{4}{4}$ time there are four crotchet beats in each bar. The lower number 4 indicates the beat value is a crotchet beat. The upper number is the number of beats per bar. Counting the time helps members recognise the time signature for a piece of music.

$\frac{3}{4}$				...
$\frac{4}{4}$				...

Play some $\frac{3}{4}$ and $\frac{4}{4}$ music and allow members to clap along and tell you how many beats there are to a bar.



TEACHING
IDEAS



Teaching ideas

Rhythm patterns

Simple rhythms can be made by clapping patterns. Show members the following rhythm patterns. The leader should clap the rhythm for each individual bar and the members should 'echo' clap this pattern before proceeding onto the next bar. When proficient with this, read and clap the entire rhythmic pattern.

$\frac{3}{4}$ Ta ta ta | ta ta ta | ta-te ta-te ta-te | ta ta ta | ta-te ta ta | ta-a-a

x x x | x x x | x x x | x x x | x x x | x x x

$\frac{4}{4}$ Ta ta ta ta | ta ta-te ta ta | ta-te ta-te ta ta | ta ta ta-a

x x x x | x x x x | x x x x | x x x x | x x x x

Discuss with members some types of music that may be written with $\frac{3}{4}$ and $\frac{4}{4}$ time signatures. ($\frac{3}{4}$ – waltz rhythm; $\frac{4}{4}$ – march rhythm)

Handout 3 has examples of rhythm patterns using $\frac{3}{4}$ and $\frac{4}{4}$ time signatures which members may use to practise clapping rhythms.

Tempo and loudness

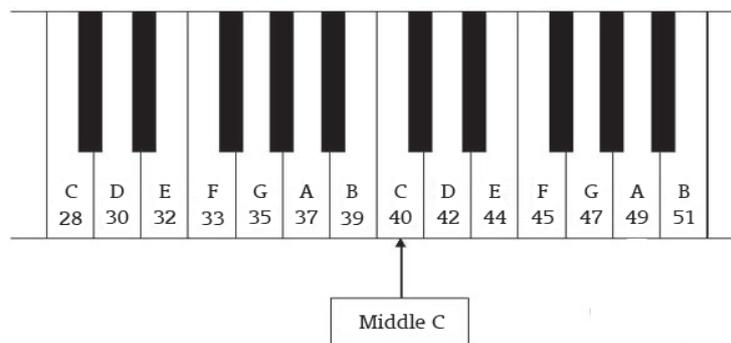
Members can distinguish whether music is played fast or slow and loud or soft. Ask members to try clapping the rhythms on **Handout 3** fast and then slow as well as clapping loudly and softly. Does this change the feeling of the rhythm pattern? Mix up loud and soft in the one rhythm pattern to show how the feeling of music may change.

Tonic sol-fa – 8 note scale

The song 'Do-re-mi' from the musical Sound of Music has allowed generations of children to experience the use of tonic sol-fa without knowing its musical value. <http://en.wikipedia/wiki/Do-Re-Mi> has information about the writing of the song for the musical and how each sol-fa note is linked to the song. Play the portion of the movie showing the Von Trapp children singing this song.

Introduce the sol-fa names of each note of the scale (do re mi fa so la ti do'). Teach or listen to the song 'Do-re-mi'.

(Optional) The simplest scale to show members how to play is the C major scale on a keyboard.



Teaching ideas

Major/minor key signatures

Ask members to listen to various pieces of music using major and minor key signatures. Ask them how the different pieces of music make them feel, e.g. 'major' – clear, bright, happy; 'minor' – usually sad, not clear or bright.

(Optional extension work) Written music

Show members a musical score that the Corps' musicians may use in worship time. Just as words are read in a story, musical notation may also be 'read'.

Members may be introduced to:

- Staff – 5 lines on which music is written
- Treble and bass clefs – high and low pitched sounds
- Names of the lines and spaces on the treble clef staff (as illustrated)
- C major scale written on the treble clef staff

The diagram illustrates musical notation on two staves. The top staff is a treble clef staff, labeled 'Treble clef' on the left and 'High sounds' on the right. It contains a C Major scale with notes G, A, B, C, D, E, F, G. Above the notes are the lyrics: 'EVERY BOY GOOD DESERVES FRUIT C'. The bottom staff is a bass clef staff, labeled 'Bass clef' on the left and 'Low sounds' on the right. It is currently empty.

4. Learn and sing at least one song.

Brainstorm with members to identify songs they know and enjoy. Sing some of these together or a member might like to sing a solo.

Choose a new song for members to learn. The song may be performed during a Church Parade or other event.

5. Participate in different types of movement.

A dance teacher may be invited to teach this badge requirement.

Tempo and rhythm play a major part in the development of movement to music. Ask members if they have or are attending dance classes. (Allow time for responses – they may even want to show some learned skills!) Ask has anyone ever been to see a ballet or a musical play or opera in a theatre.

Play some music that displays a variety of moods, tempos and rhythms. Allow members to move to the music expressing their own thoughts in creating individual dance movements. Members' movements may be as simple as running on the spot, stalking like an animal, trees waving in the breeze, horses galloping, skipping, walking like an elephant.



TEACHING
IDEAS



Teaching ideas

(Optional extension work)

Tell a story in movement with accompanying percussion

Choose a short familiar children's story (e.g. 'The Three Bears') and together with members discuss how they can express the story in movement.

- Scene 1 Bears test their porridge, go off for a walk in the woods.
- Scene 2 Goldilocks finds house, tests each of the bowls of porridge
- Scene 3 Goldilocks tests the chairs and breaks one.
- Scene 4 Goldilocks goes upstairs, finds and tries the beds, falls asleep.
- Scene 5 The bears return, realise that someone has been in their house, find Goldilocks and chase her away.

Improvise the musical accompaniment using home-made percussion instruments. For example:

Saucepan and wooden spoon – stirring pot; beating for walking, stepping sounds, rushing about house looking for the intruder

Bowl and spoon – clatter of eating, tasting

Tearing of piece of wood/paper – breaking of chair

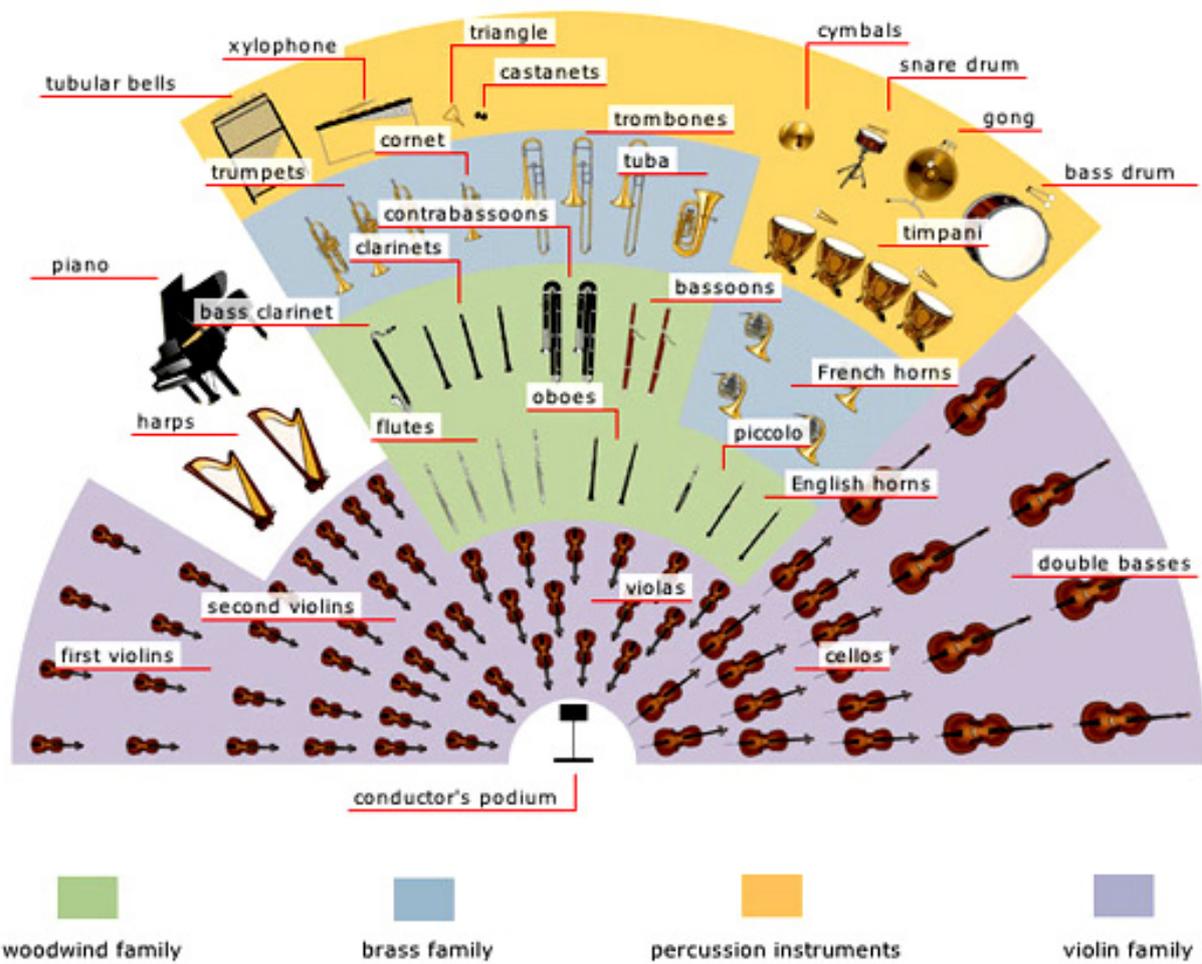
Create movement ideas to choreograph the Australian National Anthem.

Divide the song into phrases, sentences or ideas and ask members to brainstorm ways to express the words in movement. It doesn't necessarily have to be movement of the feet but can be hand and body movements such as crouching, bending, waving of arms, hand star flashes, and so on.

Play the music or sing the song of 'Advance Australia Fair' to perform these creative ideas.

On **Leader's Resource 3** is a version of 'Advance Australia Fair' written for two-part descant recorders. Members proficient in playing the recorder could perform this piece of music while others members perform the movements created.

Leader's Resource 1



Leader's Resource 1 (cont'd)

WOODWIND

Contrabassoon

Bassoon



Bass Clarinet



Clarinet



Cor Anglais



Piccolo



Flute



Oboe

Leader's Resource 1 (cont'd)

STRINGS



Violin



Viola



Violoncello (Cello)

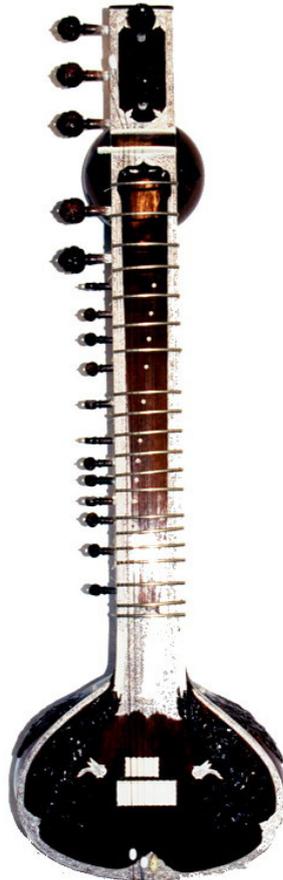


Double Bass

Harp



Sitar



Guitar

Leader's Resource 1 (cont'd)

BRASS

Trumpet



French Horn



Tenor Trombone



Tuba



Bass Trombone



Leader's Resource 1 (cont'd)

PERCUSSION



Bass Drum



Side Drum



Slap Stick



Tambourine



Castanets



Glockenspiel



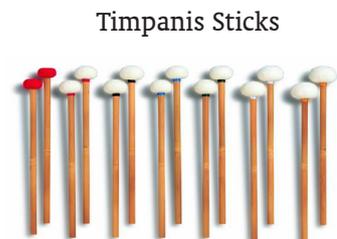
Cymbals



Xylophone



Triangle



Timpani Sticks

Timpanis



Leader's Resource 2

Cut into flashcards. Match the sets e.g. crotchet, , 1 beat

quavers		2 half beats = 1 beat
crotchet		1 beat
minim		2 beats
dotted minim		3 beats
semibreve		4 beats

Leader's Resource 3



THE NATIONAL ANTHEM

Advance Australia Fair

Composed by 'Amicus' (Peter Dodds McCormick 1835–1916)
Arranged by Squadron Leader M. A. Butcher, RAAF

MM ♩ = 104

f

Aus- tra- lians all let us re-joice, For we are young and free; We've gol- den soil and
Be- neath our rad- iant South-ern Cross We'll toil with hearts and hands; To make this Com-mon-

mf

wealth for toil; Our home is girt by sea; Our land a-bounds in na- ture's gifts Of
wealth of ours Re- nowned of all the lands; For those who've come a- cross the seas We've

beau- ty rich and rare; In hist- ory's page, let ev- ery stage Ad- vance Aus- tra- lic Fair.
bound-less plains to share; With cour- age let us all com- bine To Ad- vance Aus- tra- lia Fair.

ff *poco rall.*

In joy- ful strains then let us sing, Ad- vance Aus- tra- lia Fair.

Published by The Australian Bicentennial Authority, Sydney 1985

HANDOUT 1

Adventurers/sunbeams

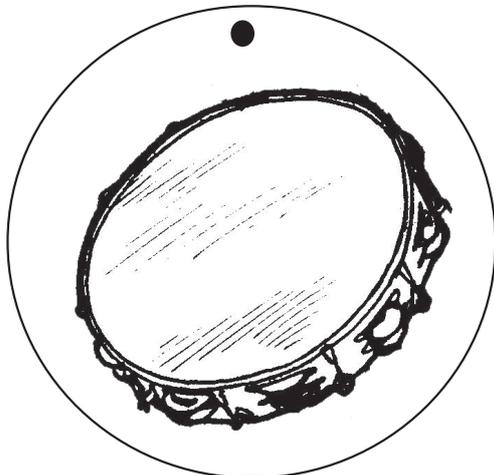
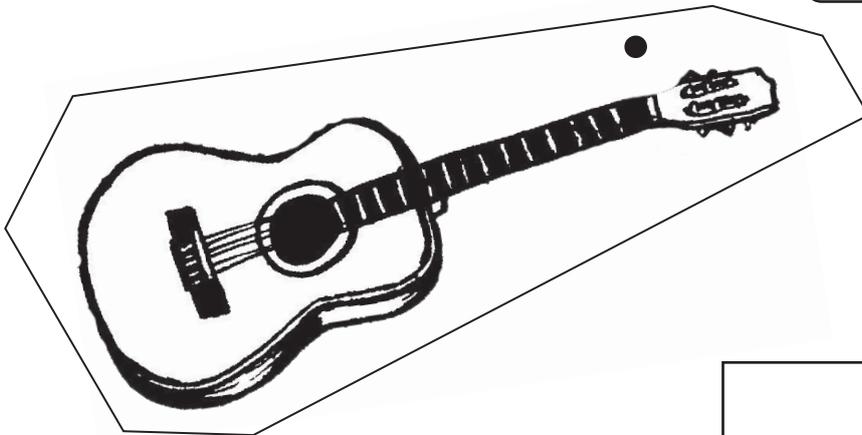
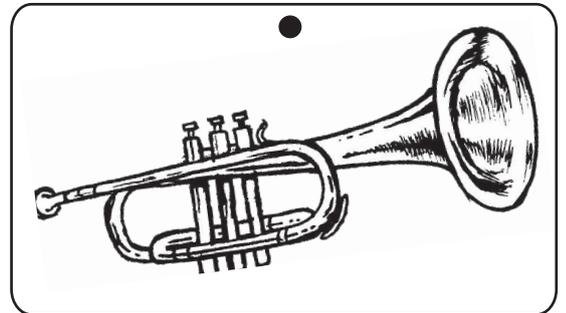
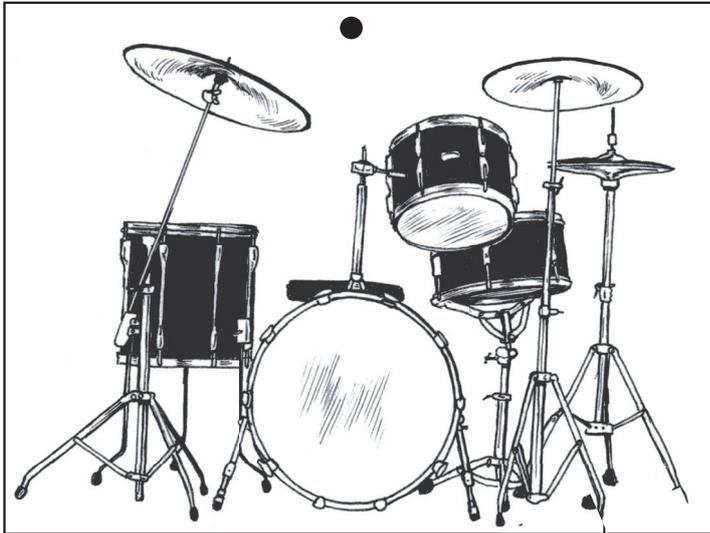
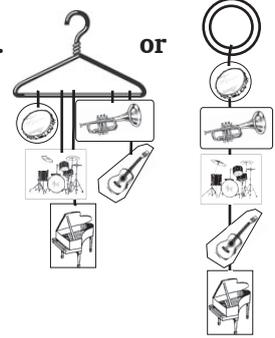
Name and identify the sounds of the musical instruments.



HANDOUT 2

Adventurers/sunbeams

Photocopy onto card then cut out the musical instruments and make a mobile.

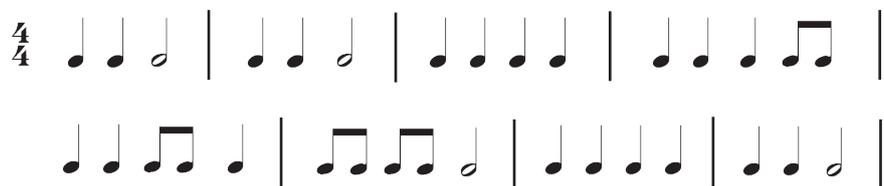
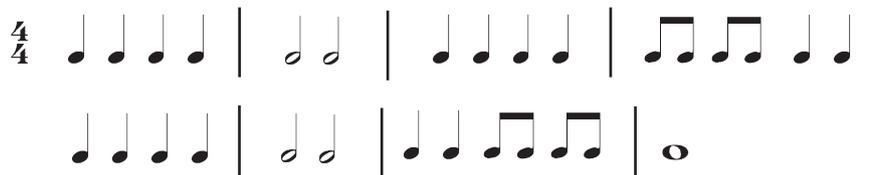
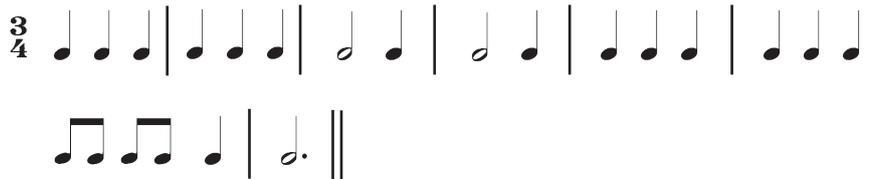


HANDOUT 3

Adventurers/Sunbeams

Rhythm Patterns

Clap the following rhythm patterns.



Challenge

Different tempo – clap slowly one time, the next time clap the rhythm pattern fast.

Different volume – clap softly, clap loudly

Try mixing loud and soft, fast and slow within the rhythm patterns.

Devotional ideas



1. **Title:** In Tune With God

Bible: Ephesians 5:19 (NIV, GNB)

Thought: Our words should reflect our love for God

Supplies: A Bible, an instrument that is out of tune

Play, or have played, a musical instrument that is out of tune. Ask members if they can hear what is wrong with the sound. Sometimes our words can sound rude, terrible or disrespectful just like the harshness of this instrument.

Read Ephesians 5:19

The writer of this verse says that our words – what we say and how we say them – should be in tune with God. Discuss with members how they could make their words in tune with God. (*Speak with good manners, kindly, gently, respectfully.*)

We are honouring God when our words are in tune with Him, when our words are the kind of words that would please God.

Allow a few moments for members to think about how they use their words – are they in tune with God?

Ask God to help everyone to always speak in a way that honours and pleases Him.

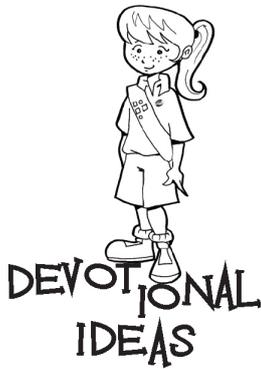
When the children have shared their ideas tell them they can blow bubbles again. This time, for every bubble they blow, they must say a prayer about one of the things we have just talked about. It can just be a thought because God knows our thoughts.

Be careful not to allow the bubble blowing to get out of control – help the Adventurers/Sunbeams to remember that even whilst doing this fun activity they are to pray a prayer after each bubble blown.

When you feel sufficient time has passed, say a short prayer to finish. Collect the bubble blowers and soap containers, unless you plan to allow the children to take them home.



DEVOTIONAL
IDEAS



Devotional ideas



2. Title: Praising With Music

Bible: Psalm 149, 150

Thought: We can praise God with music

Supplies: A Bible, party horns, CD and player

Divide the group into two smaller groups and assign one of the Psalms to each group. Each group is to create a list of musical instruments found in the Psalm.

Invite each group to share the list with the whole group. Be sure that 'shout' and 'sing' are included in the overall list.

Ask members what the writer says to do with these instruments (*praise God*).

The word praise means to tell God how great and wonderful He is. We can use musical instruments, our voices and hands to praise God.

Those who are musical praise God by using their skills and God is pleased to see us using our skills and talents He gave us. Singing, shouting, clapping and playing instruments are an outward expression of what we feel inside.

Play a CD of an appropriate worship song suitable for children and allow members to sing and clap along. You might like to provide some percussion instruments and /or party horns for members to use.