

Approach: One to one

Year: 4 & 8

Focus: Composing music for an advertisement

Resources: Chime bars: C,D,E,F,G; word chart; video recording on laptop computer

Questions / instructions:

Let's imagine that a school is going to have a fun day.

The children at the school have made up some advertisements for the radio, because they want lots of people to come along. They want the ads to sound bright, and to have lively tunes to go with the words.

Let's listen to an advertisement that one of the children has made up.

Click the *Fun Day* button to start the video.

Here are the words that have been written for the ad.

Show word chart, and read the text.

The children like the words in this ad, but they want to put some different music to them — music that would make the words sound bright and lively so that people will enjoy listening to the ad.

Place chime bars in front of student and give them the beater.

I want you to make up some bright and lively music to go with the words, using these chime bars. You can experiment and practise, and when you are ready I would like you to do your fun day ad for me to listen to.

Remember, it needs to sound bright and lively. You need to say or sing the words along with your tune or rhythm.

You can practise now, then play it to me when you are ready.

Allow 2–3 minutes for practice. The student may feel more at ease if the teacher temporarily withdraws.

Now I would like you to play and sing your ad to me a couple of times.

Student performs ad, and their efforts are acknowledged by the teacher.



[The child sings and plays jingle]

FUN DAY - WORD CHART
 Monday's
 Fun day
 Down at the school
 Fun day's
 Monday
 Come to the school

	% response 2004 ('00)		% response 2004 ('00)	
	year 4	year 8	year 4	year 8
Rhythmic pattern fits words:				
a note matching each syllable, plus a regular pulse	7 (14)	21 (34)		
a note matching each syllable	75 (70)	66 (60)		
a note matching most syllables	15 (14)	9 (4)		
notes rarely matching syllables	3 (2)	4 (2)		
Presenting a lively, well-phrased message: <i>(consider vocal performance and tune)</i>			Total score:	
very effective <i>(both elements)</i>	5 (6)	11 (20)	6	3 (5) 10 (16)
moderately effective <i>(both elements)</i>	88 (88)	82 (77)	5	5 (10) 13 (20)
only one element <i>(voice or tune)</i> present	2 (5)	2 (1)	4	71 (68) 63 (58)
not effective	5 (1)	5 (2)	3	14 (12) 7 (4)
			0–2	7 (5) 7 (2)

Commentary:

Most students at both year levels managed the basic requirements – a note for each syllable and both words said and music played. Comparatively few met the rhythmic and melodic requirements for an effective advertisement. About 15 percent more scored well at year 8 than year 4. There was a modest decline at both year levels between 2000 and 2004.