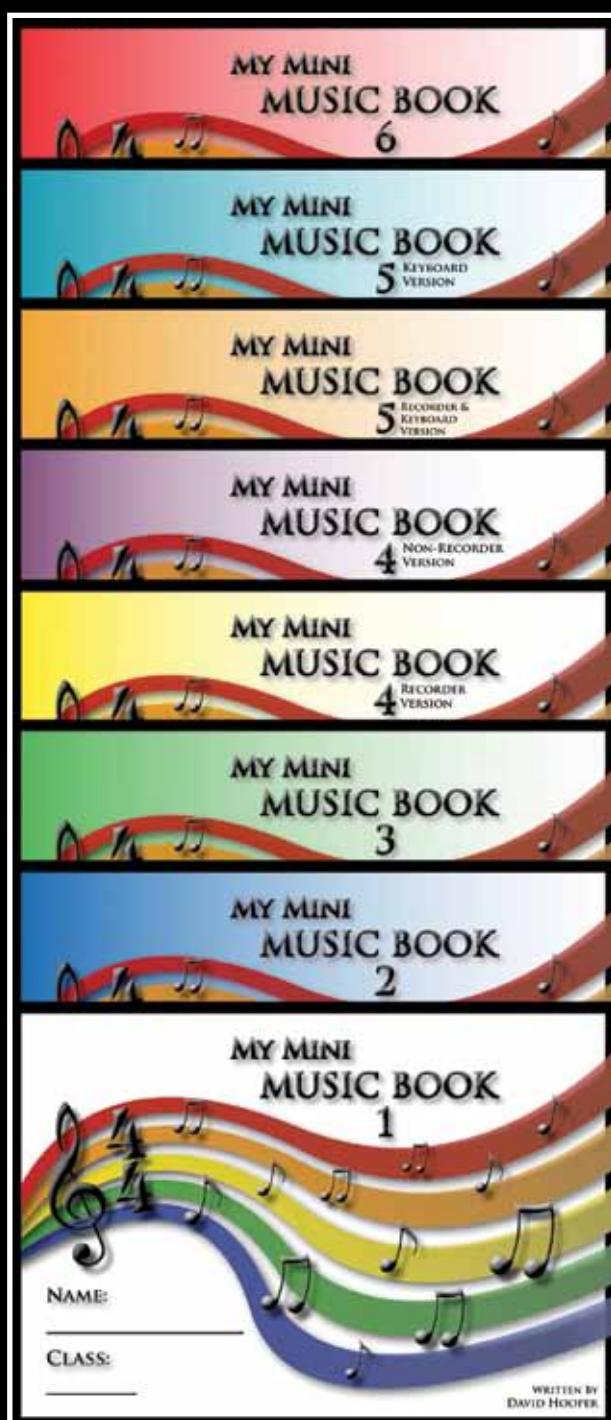




MY MINI MUSIC BOOKS



TEACHER'S MANUAL

WRITTEN BY
DAVID HOOPER

YEAR 3 OVERVIEW

	WEEK	CONCEPT	BOOKS	ASSESSMENT
TERM 1	1	Staff notation - Treble Clef, overview of letter names	pp2 - 4	
	2	Staff notation - EG, AC (mi so songs)	p5	
	3	Staff notation - EGA, ACD (mi so la songs)	p6	
	4	Musical Instruments - Percussion; New note: do	pp7 - 8	
	5	Musical Instruments - Percussion Staff notation - GBD (do mi so songs) (New note: B)	pp9 - 10	
	6	Musical Instruments - Percussion; Tika-tika		
	7	Musical Instruments - Percussion	pp12 - 14	p13 = Assessment Task 1
	8	Assessment	pp15 - 16	Observation = Assessment Task 2

TERM 2	1	Revise do, mi, so, la	pp17 - 18	p17 = Assessment Task 3
	2	Composition	p19	p19 = Assessment Task 4
	3	New note: re; do pentatonic		
	4	Staff notation - GABD; Steps and Leaps	pp20 - 21	p21 = Assessment Task 5
Semester 1 Reporting.....			
	5	Rhythmic Ostinatos and Repeat signs (revise)	pp22 - 23	
	6	Improvise Question and Answer phrases (revise)		Observation = Assessment Task 6
	7	2 and 3 metre (revise)	pp24 - 25	
	8	4 metre	pp26 - 28	

TERM 3	1	Semibreve - "Four"		
	2	American time names - "Whole note", "Half note", "Quarter note"	pp29 - 30	
	3	2/4, 3/4, 4/4 time signatures		
	4	Musical Instruments - Strings	pp31 - 33	
	5	Musical Instruments - Strings; Dotted minim - "Three"	pp34 - 35	
	6	Musical Instruments - Strings		Observation = Assessment Task 7
	7	Musical Instruments - Strings	pp36 - 38	p37 = Assessment Task 8
	8	Assessment	pp39 - 41	p39 = Assessment Task 9 p40 = Assessment Task 10

TERM 4	1	Music to paint a picture. Mussorgsky: <i>Pictures at an Exhibition</i> . Listening analysis.	pp42 - 43	
	2	Rhythm Composition: <i>Pictures at an Exhibition</i>	pp44 - 45	p44 = Assessment Task 11
	3	Performance of rhythm compositions		
	4	Music to tell a story. Dukas: <i>Sorcerer's Apprentice</i> . Listening analysis.	pp46 - 47	
Semester 2 Reporting.....			
	5	Music from the past: Romantic period. Grieg: <i>Peer Gynt - Morning</i>	pp48 - 49	
	6	Music from the past: Romantic period. Grieg: <i>Peer Gynt - Hall of the Mountain King</i>	pp50 - 51	
	7	Music for a special purpose: Sea Shanties		
	8	Music for a special purpose: Sea Shanties		

YEAR 4 RECORDER VERSION OVERVIEW

	WEEK	CONCEPT	BOOKS	ASSESSMENT
TERM 1	1	Recorder - G; revise Repeat signs; revise p & f	pp2 - 4	
	2	Recorder - A; 2-beat & 4-beat rests	pp5 - 6	
	3	Recorder - B; Binary and Ternary forms	pp7 - 8	
	4	Musical Instruments: Woodwinds	pp9 - 11	
	5	Musical Instruments: Woodwinds	pp12 - 14	
	6	Musical Instruments: Woodwinds		observation = Assessment Task 1
	7	Musical Instruments: Woodwinds Smooth or Detached	pp15 - 17	p16 = Assessment Task 2
	8	Assessment	p17	p17 = Assessment Task 3 - Blue Star

TERM 2	1	Partner Songs; revise Pentatonic solfa	pp18 - 19	
	2	Recorder - C; Te-tika	pp20 - 21	
	3	Recorder - D	pp22 - 23	p22 = Assessment Task 4
	4	Assessment	pp24 - 25	p24 = Assessment Task 5
Semester 1 Reporting.....			
	5	Dynamics: pp, ff, Crescendo, Decrescendo		
	6	High do	pp26 - 27	
	7	Recorder practice	pp28 - 29	
	8	Assessment	p29	p29 = Assessment Task 6 - Green Star

TERM 3	1	Tika-te	pp30 - 31	
	2	Recorder - low E	pp32 - 33	
	3	Recorder - low D	pp34 - 35	
	4	Musical Instruments: Related Woodwinds	pp36 - 39	
	5	Musical Instruments: Related Woodwinds	pp40 - 41	
	6	Musical Instruments: Related Woodwinds		
	7	Musical Instruments: Related Woodwinds	pp42 - 44	p43 = Assessment Task 7
	8	Assessment	p44	p44 = Assessment Task 8 - Red Star

TERM 4	1	Music from the past: Modern period. Gershwin: <i>Rhapsody in Blue</i>	pp45 - 47	p45 = Assessment Task 9
	2	Music from the past: Modern period. Holst: <i>The Planets</i>	p48 - 49	
	3	Assessment	p50 - 51	p50 = Assessment Task 10
Semester 2 Reporting.....			
	4	Music for a special occasion. Handel: <i>Fireworks music</i>	p52 - 54	
	5	Music for a special occasion. Strauss: <i>Radetzky March</i>	p55 - 57	
	6	Music for a special occasion. Williams: <i>Olympic Fanfare and Theme</i>	p58 - 59	
	7	Music to tell a story. Smetana: <i>The Moldau</i>	p60 - 61	
	8	Music to paint a picture. Prokofiev: <i>Troika</i>	p62 - 63	

YEAR 5 KEYBOARD VERSION - SEMESTER 1 ASSESSMENT OVERVIEW

ELEMENT OF MUSIC	ADAPTED FROM THE AUSTRALIAN CURRICULUM: THE ARTS			TASK	TASK NO:	WHEN	PAGE NO:
	KNOWLEDGE OR SKILL	ACHIEVEMENT STANDARD	CONTENT DESCRIPTION				
RHYTHM	tam, te-te-te, ta-te & zam in 6/8	Use rhythm symbols and terminology	ACAMUM088	Use aural skills to identify rhythm patterns	4	Term 2, Wk 4	p26
PITCH	C, D, E, F, G on keyboard	Use rhythm, pitch and form symbols and terminology to perform music	ACAMUM089	Develop technical and expressive skills in playing instruments with understanding of rhythm, pitch and form in a range of pieces	3	Term 1, Wk 8	p19
		Play music in different styles, demonstrating aural, technical and expressive skills by playing instruments with accurate pitch, rhythm and expression in performances for audiences					
DYNAMICS & EXPRESSION	High do (revise)	Use rhythm, pitch and form symbols and terminology to compose music	ACAMUM090	Compose by sourcing and arranging ideas and making decisions to engage an audience	1	Term 1, Wk 4	p12
		Use pitch symbols and terminology	ACAMUM088	Use aural skills to identify pitch patterns	5	Term 2, Wk 4	p27
FORM	pp, p, f, ff (revise)	Explain how the elements of music are used to communicate meaning in the music they listen to	ACAMUR091	Explain how the elements of music communicate meaning by comparing music from different contexts	2	Term 1, Wk 6	p15
		Not assessed					
TIMBRE	Brass instruments	Explain how the elements of music are used to communicate meaning in the music they listen to	ACAMUR091	Explain how the elements of music communicate meaning by comparing music from different contexts	2	Term 1, Wk 6	p15
TEXTURE	Not assessed						

YEAR 5 KEYBOARD VERSION - SEMESTER 2 ASSESSMENT OVERVIEW

ELEMENT OF MUSIC	ADAPTED FROM THE AUSTRALIAN CURRICULUM: THE ARTS			TASK	TASK NO:	WHEN	PAGE NO:
	KNOWLEDGE OR SKILL	ACHIEVEMENT STANDARD	CONTENT DESCRIPTION				
RHYTHM	tika-tika-tika	Use rhythm symbols and terminology	ACAMUM088	Use aural skills to identify rhythm patterns	10	Term 4, Wk 4	p58
PITCH	low la & low so (making extended do pentatonic)	Use pitch symbols and terminology	ACAMUM088	Use aural skills to identify pitch patterns	7	Term 3, Wk 6	p45
	C, D, F, G, A on keyboard	Use rhythm, pitch and form symbols and terminology to perform music	ACAMUM089	Develop technical and expressive skills in playing instruments with understanding of rhythm, pitch and form in a range of pieces	9	Term 3, Wk 8	p49
DYNAMICS & EXPRESSION	Staccato and Legato	Explain how the elements of music are used to communicate meaning in the music they listen to					
FORM	Ostinato	Use rhythm symbols and terminology to compose music	ACAMUR091	Explain how the elements of music communicate meaning by comparing music from different contexts	8	Term 3, Wk 6	p46
	Phrases	Not assessed	ACAMUM090	Rehearse and perform music including music they have composed by sourcing and arranging ideas	6	Term 2, Wk 5	p28
TIMBRE	Keyboard instruments and electronic sounds	Explain how the elements of music are used to communicate meaning in the music they listen to	ACAMUR091	Explain how the elements of music communicate meaning by comparing music from different contexts	8	Term 3, Wk 6	p46
TEXTURE	Not assessed						

YEAR 4 NON-RECORDER VERSION - ASSESSMENT MARKING CRITERIA

SEMESTER 1

TASK		CRITERIA				
		A	B	C	D	E
1	Individually perform a 4-beat ostinato while class sings a known song (ta, te-te, za, too, tika-tika)	Performs ostinato independently, accurately and confidently	Independently performs ostinato with slight errors	Performs ostinato with some teacher assistance	Attempts to perform ostinato with teacher assistance but fails to complete task	Does not attempt task
2	Identify woodwind instruments by tone colour from recording and describe each sound as either "smooth" or "detached" (p14)	10 correct	8-9 correct	6-7 correct	1-5 correct	none correct
3	Compose a rhythm composition in 4/4 in Ternary form using ta, te-te, za, too, tika-tika, dotted minim, semibreve (p17)	Rhythm shows creativity, technical accuracy and neat notation	Rhythm shows technical accuracy. Notation could be neater.	Rhythm shows slight errors. Notation could be much neater.	Notates rhythms with several errors or is incomplete or illegible.	Does not attempt task
4	Individually perform their own Ternary rhythm composition task (p17)	Performs rhythm independently, accurately and confidently	Independently performs rhythm with slight errors	Can perform rhythm with some teacher assistance	Attempts to perform rhythm with teacher help but fails to complete task	Does not attempt task
5	Four pentatonic pitch dictations (<i>d r m s l</i>) (p27)	Notates all pitches accurately	Notates pitches with 1-3 errors	Notates pitches with 4-6 errors	Notates pitches with more than 6 errors	Does not attempt task

SEMESTER 2

TASK		CRITERIA				
		A	B	C	D	E
6	Aurally identify and notate dynamics for 5 given rhythms clapped by teacher using pp, p, f, ff, crescendo and decrescendo (p31)	Notates all dynamics accurately	Notates dynamics with 1-2 errors	Notates dynamics with 3-4 errors	Notates dynamics with 5 or more errors	Does not attempt task
7	Identify related woodwind instruments by tone colour from recordings and describe the dynamic level as pp, p, f or ff (p47)	10 correct	8-9 correct	6-7 correct	1-5 correct	none correct
8	Compose a rhythm composition in 3/4 in Ternary form using ta, te-te, za, too, tika-tika, te-tika, tika-te & dotted minim (p50)	Rhythm shows creativity, technical accuracy and neat notation	Rhythm shows technical accuracy. Notation could be neater.	Rhythm shows slight errors. Notation could be much neater.	Notates rhythms with several errors or is incomplete or illegible.	Does not attempt task
9	Individually perform their own Ternary rhythm composition task (p50)	Performs rhythm independently, accurately and confidently	Independently performs rhythm with slight errors	Can perform rhythm with some teacher assistance	Attempts to perform rhythm with teacher help but fails to complete task	Does not attempt task
10	Four pentatonic pitch dictations (<i>d r m s l d'</i>) (p58)	Notates all pitches accurately	Notates pitches with 1-3 errors	Notates pitches with 4-6 errors	Notates pitches with more than 6 errors	Does not attempt task

YEAR 5 RECORDER & KEYBOARD - ASSESSMENT MARKING CRITERIA

SEMESTER 1

TASK		CRITERIA				
		A	B	C	D	E
1	Identify brass instruments by tone colour from recording and describe each dynamics as either pp, p, f or ff (p21)	10 correct	8-9 correct	6-7 correct	1-5 correct	none correct
2	Individually play a known song on recorder using notes C, D, E, F, G, A, C (SILVER STAR) (p23)	Independently performs song on recorder accurately and confidently	Independently performs song on recorder with slight errors	Independently performs song on recorder with several errors	Attempts to perform song independently on recorder but fails to complete task	Does not attempt task
3	Five pitch dictations using <i>s l d r m s l d'</i> (p28)	Notates all pitches accurately	Notates pitches with 1-3 errors	Notates pitches with 4-6 errors	Notates pitches with more than 6 errors	Does not attempt task
4	Five rhythmic dictations using tam, te-te-te, ta-te & zam (p31)	Notates all rhythms accurately	Notates rhythms with 1-3 errors	Notates rhythms with 4-6 errors	Notates rhythms with more than 6 errors	Does not attempt task
5	Compose 3 ostinatos using tam, te-te-te, ta-te, & zam to be used to accompany a known 6/8 song (p32)	Rhythm shows creativity, technical accuracy and neat notation	Rhythm shows technical accuracy. Notation could be neater.	Rhythm shows slight errors. Notation could be much neater.	Notates rhythms with several errors or is incomplete or illegible.	Does not attempt task

SEMESTER 2

TASK		CRITERIA				
		A	B	C	D	E
6	Individually play a known song on recorder including new notes F sharp and B flat (GOLD STAR) (p39)	Independently performs song on recorder accurately and confidently	Independently performs song on recorder with slight errors	Independently performs song on recorder with several errors	Attempts to perform song independently on recorder but fails to complete task	Does not attempt task
7	Identify keyboard instruments by tone colour from recordings and describe each sound as either "staccato" or "legato" and pp, p, f or ff (p51)	15 correct	12-14 correct	8-11 correct	1-7 correct	none correct
8	Compose and notate a melody using notes C, D, E, F, G (p55)	Melody shows creativity, technical accuracy and neat notation	Melody shows technical accuracy. Notation could be neater.	Melody shows slight errors. Notation could be much neater.	Notates Melody with several errors or is incomplete or illegible.	Does not attempt task
9	Individually play a known song on keyboard (right hand only) using notes C, D, E, F, G (BLUE STAR) (p57)	Independently performs song on keyboard accurately and confidently	Independently performs song on keyboard with slight errors	Independently performs song on keyboard with several errors	Attempts to perform song independently on keyboard but fails to complete task	Does not attempt task
10	Five rhythmic dictations using tam, te-te-te, ta-te, zam & tika-tika-tika (p66)	Notates all rhythms accurately	Notates rhythms with 1-3 errors	Notates rhythms with 4-6 errors	Notates rhythms with more than 6 errors	Does not attempt task

YEAR 1 TERM 2 WEEK 7

PREPARE:	so & mi	RESOURCES
MAKE CONSCIOUS:	Phrases: Same and Different	• Recording of 4/4 Drum Beat
PRACTISE:	Ta & Te-Te	• Recorded examples of Same and Different phrases
ASSESS:	Phrases: Same and Different	• My Mini Music Books and Pencils
		• Ta & Te-Te flashcards • Chosen story

ACTIVITIES

1. Sing *A Ram Sam Sam* with actions.
ASSESSMENT TASK 6 Perform song and change actions on each new phrase with class (observe class as a whole to assess).
2. Put on recording of 4/4 drum beat
 - “Please copy my Ta Te-Te patterns.”
 - Teacher both SAYS and CLAPS various 4-beat Ta & Te-Te patterns in time with drum beat. Students echo.
 - “Please read my Ta Te-Te patterns.”
 - Teacher holds up various Ta & Te-Te flashcards which students read in time with drum beat.
3. Hand out *My Mini Music Books and Pencils*
Page 22
 - Students write the rhythm of *Bluebells, Cockleshells* (on the long lines).
 - Students look at which lines are the same and different to work out the form. Label each line using letters A & B. (on the short lines).
Page 23
 - Teacher plays recordings or patterns on piano. 5 questions, each question consisting of 2 short fragments, either the same or clearly different. For each question, once the students have heard both fragments they tick SAME or DIFFERENT.
 - Ask students for their answer after each one, and reveal the correct answer.
4. Story (preferably one with Same and Different sections)
e.g. *We’re Going on a Bear Hunt*

YEAR 1 TERM 2 WEEK 8

PREPARE:	so & mi	RESOURCES
MAKE CONSCIOUS:		• My Mini Music Books and Pencils
PRACTISE:	Phrases: Same and Different	• Chosen story
ASSESS:	High & Low compositions	• Magnetic dots

ACTIVITIES

1. Any action song that has different actions for different sections
e.g. *Wiggerly Woo*
Everybody Do This
2. Teacher plays short examples of High or Low sounds on piano or xylophone. High and Low sounds should be a minor 3rd apart.
 - Invite students to put hands in the air for High sounds and hands on the ground for Low sounds.
3. Sing the song *See-Saw*.
 - Invite students to demonstrate the *See-Saw* actions using arms.
 - “Year 1, show me the high and low sounds by pointing in the air.”
 - Teacher draws a single horizontal line on the board.
 - “Let’s sing it again. This time I will point above and below the line as the music goes High and Low.”
 - “Musicians write high and low sounds using dots. For a high sound we will put the dot above the line. For a low sound we will put a dot below the line.”
 - “Let’s work out what the song *See-Saw* would look like using dots above and below the line.”
 - Teacher asks individual students note-by-note (or beat-by-beat) to determine the high and low sounds. Teacher places the magnetic dots above and below the line on the board.
 - When complete, class sings the song while teacher points to dots.
 - “Year 1 we could make up our own songs using HIGH and LOW patterns. I am going to change the end of *See-Saw* to make a new pattern.”
 - Teacher alters the ending of the dot pattern on the board to create new patterns. Teacher invites class to sing each one using the words “HIGH” and “LOW.”
4. Hand out *My Mini Music Books and Pencils*
Page 24
ASSESSMENT TASK 7 Students create their own HIGH and LOW dot patterns by completing the given patterns.
 - Students then perform a pattern to the class, either by singing or on xylophone.
5. Story (preferably one with Same and Different sections)
e.g. *Down in the Jungle*

YEAR 2 TERM 1 WEEK 5

PREPARE:	la	RESOURCES
MAKE CONSCIOUS:	Stem direction	• My Mini Music Books and Pencils
PRACTISE:	Staff notation using so & mi	• Magnetic dots
ASSESS:		

ACTIVITIES

- Sing *Bell Horses*, keeping beat on knees.
- Sing *Mr. Sun*, keeping beat on knees.
 - Class sings again, clapping rhythm of words.
 - Class sings in time names.
- Teacher draws a 5-line staff on the middle of the board (leave space for writing above and space for a second staff underneath)
 - Sing *Bye-Lo, Baby O*.
 - Class sings song, keeping beat on knees.
 - Class sings again, clapping rhythm of words.
 - Class sings in time names. Teacher writes rhythm above staff.
 - Class sings song in solfa, then repeats with handsigns.
 - Class sings solfa again as teacher notates so and mi (using s and m) aligned beneath the rhythm.
 - "Year 2, I am going to place 'so' in space 2." Teacher places magnetic dot in space 2 on staff below the first Ta.
 - "Year 2, if 'so' is in space 2 where do we write the note 'mi'?" (Remind students of the Copy Cat Rule.) Answer: Space 1.
 - Teacher uses magnetic dots to notate whole song on board.
 - "Year 2, I am now going to add the rhythm onto the 'so' and 'mi' dots. The Ta's and Te-te's go up behind the notes."
 - Teacher adds stems going up. When complete, class sings song as teacher points to music notation on board.
 - Teacher asks class to sing the song higher.
 - "Year 2, what must we do to these dots if the song is higher?" Answer: We need to move them up.
 - Teacher draws in a second 5-line staff beneath the first one.
 - "Year 2, I am going to use space 3 and 4 this time. Please sing in solfa while I place the notes on the staff." Class sings while teacher places dots on second staff.
 - "Year 2, watch what happens when I add the Ta and Te-te stems to these notes." Teacher draws in stems going UP, making them stick up above the staff.
 - "What's wrong with these stems?" Answer: Stems stick up too high.
 - "Year 2, notes written below the middle line point up. Notes written above the middle line point down. When Ta's and Te-te's need to point down, they are written down in front." Teacher fixes incorrect stems on the board.

4. Hand out My Mini Music Books and Pencils

Page 9

- Students practice stem directions by adding stems to notes.

Page 10

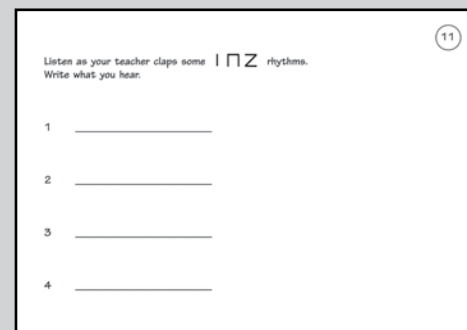
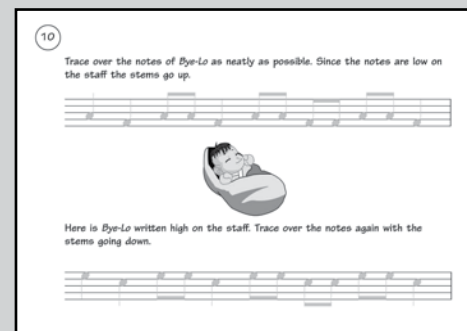
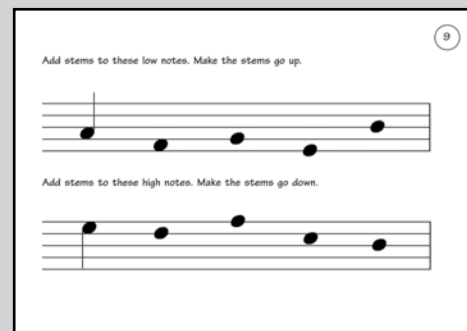
- Students practice so-mi staff notation and stem directions by tracing over *Bye-Lo, Baby O*.

Page 11

- Rhythm dictation practise involving Ta's, Te-te's and Za's

PAGES USED IN THIS LESSON

PAGES 9-11



YEAR 2 TERM 1 WEEK 6

PREPARE:		RESOURCES
MAKE CONSCIOUS:	la	• My Mini Music Books and Pencils
PRACTISE:		• Chosen story
ASSESS:	Melody & accompaniment	

ACTIVITIES

- Sing *Mr. Sun*
 - Class sings song, keeping beat on knees.
 - Class claps the rhythm of the words without singing.
 - Class sings song in time names.
- Echo singing so & mi patterns
 - Teacher sings various 4-beat pitch patterns using so & mi while pointing to so & mi on the solfa ladder. Students echo.
 - When class is confident, teacher plays so-mi patterns on the piano instead. Students sing the patterns back in solfa.
- Sing *Snail, Snail*
 - Class sings song, keeping beat on knees.
 - "Year 2, please sing the song again using words. This time point in the air as the notes go high and low." Teacher points to the solfa ladder on the board as the class sings.
 - "Year 2, is there a note in this song that is not so or mi?" YES.
 - "Where on the ladder is this new note?" A STEP ABOVE SO.
 - "Year 2, the note a step above so is called LA." Teacher writes a letter 'l' on the solfa ladder in the space above so.
 - Teacher sings *Snail, Snail* in solfa and writes the solfa beneath the rhythm on the board.
 - Teacher invites class to sing song in solfa.
 - Teacher shows handsign for la. Sing song in solfa with handsigns.
 - Teacher removes solfa from board and class sings solfa.
 - Class sings again, clapping rhythm of words.
 - Class claps the rhythm of the words without singing.
 - Class sings song in time names.
 - Class repeats time names as teacher writes rhythm on board.

ASSESSMENT TASK 1 Students perform a 4-beat ostinato using ta, te-te or za as an accompaniment while the class sings a known song. (Choose ostinato appropriate to the ability of the class. To save time, teacher may observe students in small groups of 3 or 4 at a time.)

1. I Z
2. □ I
3. □ I Z Z
4. I I I Z

4. Hand out My Mini Music Books and Pencils

Page 12

- Sing *Snail, Snail* in words, then rhythm names, then in solfa.
- Write solfa for *Snail, Snail* beneath given rhythm.

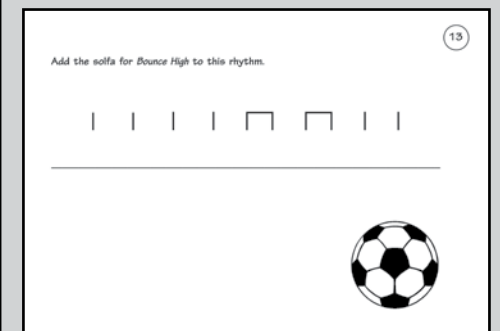
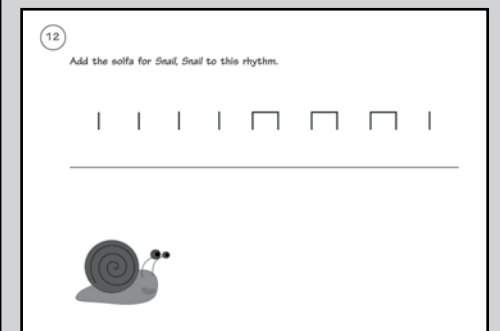
Page 13

- Sing *Bounce High* in words, then rhythm names, then in solfa.
- Write solfa for *Bounce High* beneath given rhythm.

5. Story - So-me at the Pole

PAGES USED IN THIS LESSON

PAGES 12-13



YEAR 3 TERM 3 WEEK 1

PREPARE:		RESOURCES
MAKE CONSCIOUS:	Semibreve (or "Four")	<ul style="list-style-type: none"> Rhythm flashcards (Ta, Te-te, Za, Too, Tika-tika) Solfa flashcards (d, r, m, s, l) Recording of 4/4 drum beat
PRACTISE:	4 metre	
ASSESS:		

ACTIVITIES

- Sight read rhythm flashcards (Ta, Te-te, Za, Too, Tika-tika)
 - A recording of a 4/4 drum beat could be used during this activity.
 - Teacher holds up rhythm flashcards. Class reads in time names.
- Sing *Mama Don't 'Low*
 - Keep beat on knees.
 - "Year 3, how many beats are there on the word 'here'?"
 - Sing the song again keeping beat on knees. Students discover the word 'here' is 4 beats.
 - "Year 3, we need a new symbol to show a 4-beat note. We call it a FOUR."
 - Teacher draws a FOUR (semibreve) on the board. (Note: DO NOT try to work out the rest of the rhythm as it contains te-tika's and tika-te's)
- Pentatonic exercise. Class sings with teacher with handsigns.
*d * drd * drmr d * drmsmr d * drmslsmr d * (= clap)*
- Pentatonic exercise with steps and leaps. Class sings with teacher with handsigns.
d - r is a step; r - m is a step; m - s is a skip; s - l is a step
l - s is a step; s - m is a skip; m - r is a step; r - d is a step
- Team Game – Pentatonic solfa pattern identification.
 - Class sits in a circle, split into 2 even teams. Draw a scoreboard on the board.
 - Place flashcards with pentatonic solfa patterns on the floor in centre of circle.
 - One student from each team comes to the centre of circle.
 - Teacher plays one of the solfa patterns on the piano.
 - Student who touches the correct flashcard scores a point for their team.
 - Incorrect guess gives the other player a turn.
 - Game finishes when every student has had a turn in the middle.

PAGES USED IN THIS LESSON

YEAR 3 TERM 3 WEEK 2

PREPARE:	Time signatures 2/4 3/4 4/4	RESOURCES
MAKE CONSCIOUS:	American time names	<ul style="list-style-type: none"> My Mini Music Books and Pencils Rhythm flashcards (Ta, Te-te, Za, Too, Tika-tika) Recording of a 4/4 drum beat
PRACTISE:		
ASSESS:		

ACTIVITIES

- Sing *Paw Paw Patch*
 - Keep beat on knees.
 - Keep 4-beat body ostinato (Heads, Shoulders, Knees, Across).
 - Class sings and claps the words.
 - Class sings in time names.
- Students sight read 4 rhythm flashcards on the board.
 - A recording of 4/4 drum beat could be played during this activity.



- Memory exercise - Gradually remove cards, one at a time. After a card is removed students say the whole pattern again including the missing card. This continues until all the cards are removed and they can say the whole thing from memory.
- Teacher claps one of the 4 cards and students indicate which card was clapped by holding up fingers in the air (card 1, 2, 3 or 4). As answers are revealed teacher replaces the cards on board.

3. Hand out My Mini Music Books and Pencils

Page 29

- "Year 3, so far we have been using the Time names for our rhythms. But there are also other names. Today we are also going to learn the American names. The American names are all based on numbers."
- "What is the longest note?" Four
- "Since this is the longest note, we call it a 'WHOLE NOTE'. Teacher draws a whole note on the board (near top of board).
- "Please fill in the missing boxes on top line of page 29."
- "If we split a FOUR in half, how many beats would we have?" Two
- Teacher draws 2 Too's beneath the whole note on the board.
- "Since TOO's are half the length of FOUR's, we call them HALF NOTES."
- "Please fill in the missing boxes on the second line of page 29."
- Teacher continues the process of splitting notes on the board to create quarter notes, eighth notes and sixteenth notes.

Page 30

- Students identify the song from the rhythmic notation. (DINAH)
- Students identify the metre (2 METRE) and add all the symbols (Number 2 at start, plus barlines).

PAGES USED IN THIS LESSON

PAGES 29-30

Fill in the missing information.

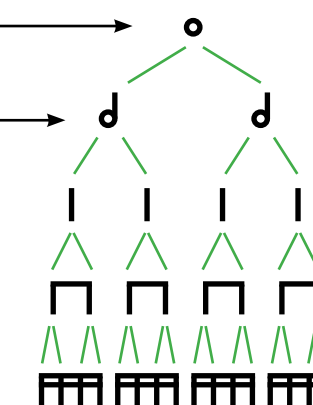
Symbol	Time Name	American Name	Number of Beats
		whole note	

Music Detective

What is this song? _____

What is the metre? _____

Add all the symbols for that metre.



YEAR 4 RECORDER TERM 3 WEEK 3

PREPARE:		RESOURCES
MAKE CONSCIOUS:	Recorder: Low D	• My Mini Music Books and Pencils
PRACTISE:	Te-tika & Tika-te; Recorder: E	• Recorders and backing tracks
ASSESS:		• Rhythm flashcards

ACTIVITIES

- Teach *Chickalilelo*
 - Class sings keeping beat on knees.
 - Class sings while clapping words.
 - Class claps words without singing.
 - "Year 4, does this song contain Te-tika's or Tika-te's?"
 - Class sings in time names to discover they are Te-Tika's.
- Students sight read 4 rhythm flashcards on the board



- Memory exercise - Gradually remove cards, one at a time. After a card is removed students say the whole pattern again including the missing card. This continues until all the cards are removed and they can say the whole thing from memory.
 - Teacher claps one of the 4 cards and students are to indicate which card was clapped by holding up fingers in the air (card 1, 2, 3 or 4). As answers are revealed teacher replaces the cards on the board.
- Hand out My Mini Music Books, Pencils & Recorders
 - "Year 4, what are the 6 notes we have learned so far on recorder?" E, G, A, B, C, D.
 - Teacher writes E, G, A, B, C, D on staff on board leaving space to the left of E.

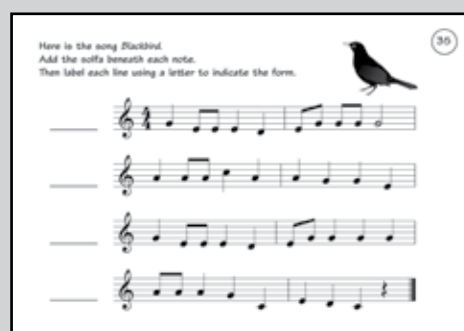
Page 34

- Teacher introduces next note: Low D.
- Write low D on staff on board.
- Teacher demonstrates recorder fingering for low D.
- Teacher plays low D, then invites students to play low D.
- Teacher demonstrates the song *Warm Up - D, E, G, A, B, C, D* with backing track then invites students to play.
- Repeat process for *Westminster Chimes* and *Chatter with the Angels*.

Page 35

- Sing *Blackbird*
- Class sings in solfa. Students write solfa in books.
- Students label each line to reveal form: ABA'C

PAGES USED IN THIS LESSON PAGES 34-35



YEAR 4 RECORDER TERM 3 WEEK 4

PREPARE:	Related Woodwind instruments	RESOURCES
MAKE CONSCIOUS:		• My Mini Music Books and Pencils
PRACTISE:	Te-tika & Tika-te; Recorder: low D	• Recorders and backing tracks
ASSESS:		

ACTIVITIES

- Sing *Chickalilelo*
 - Class sings keeping beat on knees.
 - Class sings while clapping words.
 - Class claps words without singing.
 - Class sings in time names.
- Hand out My Mini Music Books & Pencils
Page 36
 - Introduction to Related Woodwind instruments. Teacher explains that each Woodwind instrument has a related instrument that is bigger or smaller than the standard instruments. Like normal woodwinds, related woodwinds are usually made of wood and use air to produce sound. Students try to work out and circle all the pictures of related woodwind instruments. Correct answer: Piccolo, Cor Anglais, Bass Clarinet, Contrabassoon and Tenor Saxophone. Students may need help with Piccolo and Tenor Saxophone.

Page 37

- For each question, students tick the pitch pattern played by teacher.

Page 38

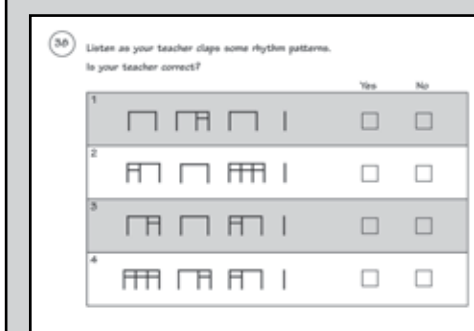
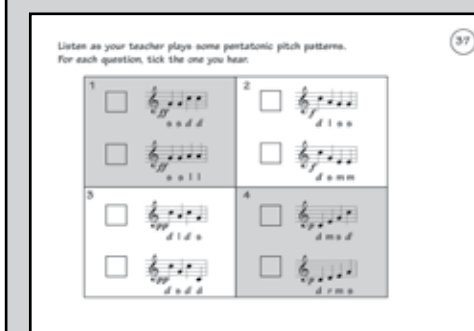
- For each question, students tick whether or not the pattern clapped by teacher is correct.

3. Hand out Recorders

Page 39

- "Year 4, what are the 7 notes we have learned so far on recorder?" Low D, E, G, A, B, C, D.
- Teacher writes Low D, E, G, A, B, C, D on staff on board.
- Teacher reminds class of fingering for low D.
- Teacher plays low D, then invites students to play low D.
- Teacher sings *There's a Hole in the Bucket*.
- Class sings *There's a Hole in the Bucket* while keeping beat on knees.
- Class sings in time names.
- Class sings in letter while demonstrating recorder fingering.
- Teacher demonstrates *There's a Hole in the Bucket* on recorder with backing track then invites students to play.
- Repeat process for *Pudding Bag*.

PAGES USED IN THIS LESSON PAGES 36-39



YEAR 4 NON-RECORDER TERM 2 WEEK 5

PREPARE:		RESOURCES
MAKE CONSCIOUS:	Crescendo & Decrescendo	• My Mini Music Books and Pencils
PRACTISE:	Te-tika	• Rhythm flashcards
ASSESS:		

ACTIVITIES

1. Teach *Jim Along Josie*

2. Pentatonic exercise. Class and teacher sing with handsigns.
d * drd * drmr * drmsmr * drmslsmr * (* = clap)

3. Students sight read 4 rhythm flashcards on the board



- Memory exercise - Remove cards gradually. After each card is removed students repeat pattern until whole thing is memorized.
- Place the same 4 cards on the board but this time all in a row.
- Teacher writes a letter 'f' at the start of the rhythm.
- "Year 4, please clap this rhythm forte." Clap loudly.
- Teacher removes 'f' and writes a 'p' at the start of the rhythm.
- "Year 4, please clap this rhythm piano." Clap softly.
- "Year 4, what I am doing differently this time?" Teacher claps the first 2 cards softly and the second 2 cards loudly.
- "How would I show that on the music?" Add letter 'f' to card 3.
- "Year 4, what I am doing differently this time?" Teacher starts clapping softly, gradually becoming louder over cards 1 & 2, then gradually becoming softer over cards 3 & 4.
- "Year 4, we need a new symbol to show gradual change in volume."
- Teacher draws and explains a crescendo and a decrescendo.
- Class claps rhythm demonstrating crescendo and decrescendo.

4. Hand out My Mini Music Books & Pencils

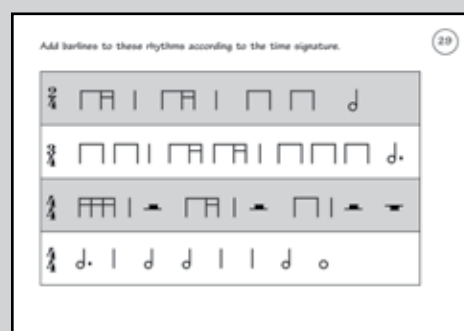
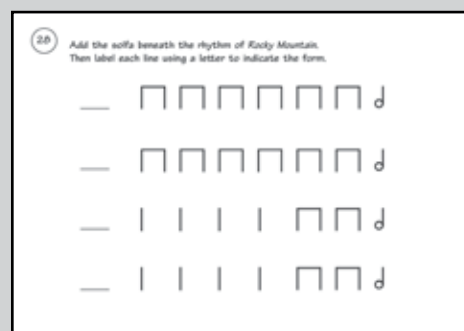
Page 28

- Sing *Rocky Mountain*, keeping beat on knees.
- Class sings keeping 4-beat body ostinato (Heads, Shoulders, Knees, Across).
- Class sings in time names.
- Class sings in solfa.
- Class sings in solfa with handsigns.
- Students write solfa underneath the rhythm.
- Students write the form: ABCC'

Page 29

- Students read given rhythms in time names.
- Students add barlines to rhythms according to time signatures.

PAGES USED IN THIS LESSON PAGES 28-29



YEAR 4 NON-RECORDER TERM 2 WEEK 6

PREPARE:	High do	RESOURCES
MAKE CONSCIOUS:	pp & ff	• Rhythm flashcards
PRACTISE:	Crescendo & Decrescendo; Te-tika	• Paddle-Pop sticks
ASSESS:		

ACTIVITIES

1. Teach *Li'l Liza Jane*

2. Sing *Jim Along Josie*

3. Students sight read 4 rhythm flashcards on the board



- Memory exercise - Remove cards gradually. After each card is removed students repeat pattern until whole thing is memorized.
- Place the same 4 cards on the board but this time all in a row.
- Teacher writes a letter 'f' at the start of the rhythm.
- "Year 4, please clap this rhythm forte." Clap loudly.
- Teacher removes 'f' and writes a 'p' at the start of the rhythm.
- "Year 4, please clap this rhythm piano." Clap softly.
- "Year 4, what I am doing differently this time?" Teacher starts clapping softly, gradually becoming louder over cards 1 & 2, then gradually becoming softer over cards 3 & 4.
- "Year 4, what are our new symbols to show gradual change in volume?" Teacher draws in a Crescendo and Decrescendo.
- Class claps rhythm demonstrating crescendo and decrescendo.
- Teacher leaves crescendo and decrescendo on board, but removes 'p' and 'f'. Teacher writes an 'f' at the start instead.
- "Year 4, what if I wanted to start the rhythm loudly and get even louder. What would the volume be in the middle?" Very loud.
- "Year 4, this is new. We need a symbol to show a very loud volume."
- Draw 'ff' between crescendo and decrescendo. Explain meaning.
- Teacher removes all dynamics. Teacher writes 'p' at start followed by a decrescendo then a crescendo.
- "Year 4, what if I wanted to start the rhythm softly and get even softer. What would the volume be in the middle?" Very soft.
- Draw 'pp' between decrescendo and crescendo. Explain meaning.

PAGES USED IN THIS LESSON

4. Team Game - Rhythmic dictation practice.

- Hand out a handful of Paddle-Pop sticks to each student.
- Split class into 2 even teams. Draw scoreboard on board.
- Teacher claps various 4-beat rhythms consisting of Ta's, Te-te's, Za's, Too's, Tika-tika's or Te-tika's.
- Students notate rhythms on the floor using sticks.
- Each correct answer scores a point for their team.

YEAR 5 RECORDER & KEYBOARD TERM 4 WEEK 3

PREPARE:		RESOURCES
MAKE CONSCIOUS:	Music for Keyboards: Piano	• My Mini Music Books and Pencils
PRACTISE:		• Rhythm flashcards
ASSESS:		• Classroom percussion
		• Recording of Rondo alla Turca by Mozart

ACTIVITIES

- Students sight read 4 rhythm flashcards on the board



- Memory exercise - Remove cards gradually. After each card is removed students repeat pattern until whole thing is memorized.

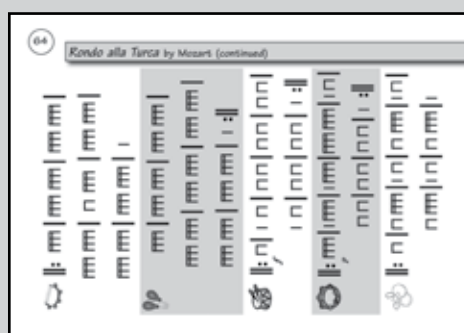
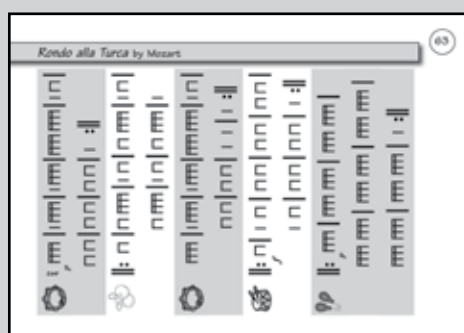
- Hand out My Mini Music Books (or preferably use electronic version for whiteboard)

Pages 62-65

- Teacher explains that over the next several lessons we will listen to several famous pieces of music written for different kinds of keyboard instruments. This lesson will be looking at the Piano.
- Teacher introduces the percussion activity based on Rondo alla Turca by Mozart. Either teacher or a student reads out the information on page 62.
- Divide class into five groups. Works well if groups sit in lines.
- Hand out instruments to each group – Tambourines, Castanets, Drums, Maracas and Bells.
- Students play along with recording while reading score on pages 63-65. Teacher keeps beat by pointing to score.
- Rotate class through the instruments. Working in lines helps with changing instruments. Children leave their instrument on the floor and they move on to the next line.

PAGES USED IN THIS LESSON

PAGES 62-65



YEAR 5 RECORDER & KEYBOARD TERM 4 WEEK 4

PREPARE:		RESOURCES
MAKE CONSCIOUS:		• My Mini Music Books and Pencils
PRACTISE:		• Rhythm flashcards
ASSESS:	Tika-tika-tika	• Recording of 6/8 drum beat

ACTIVITIES

- Class sight reads 4-beat rhythm flashcards. The cards should contain Tam, Te-te-te, Ta-te, Zam and Tika-tika-tika.

- A 6/8 drum beat could be used throughout this activity.
- Gradually increase the difficulty in the following ways:
 - Students sight read patterns forwards.
 - Students sight read patterns backwards.
 - Students silently read card, then teacher removes card from sight and card must be said from memory.
 - Teacher reads card as a rhythm 'question' and students must improvise a rhythm 'answer'.

- Hand out My Mini Music Books and Pencils

Page 66

ASSESSMENT TASK 10 Five rhythmic dictations using Tam, Te-te-te, Ta-te, Zam and Tika-tika-tika.

- Teacher claps five different rhythms, each one up to 6 beats long.
- Clap each rhythm up to 4 times.

- Game - Chinese Whispers

- Seat students in 3 lines (or teams) with an equal number of students in each.
- Lines should be seated leading away from whiteboard.
- Teacher gives the first person in each team (closest to the board) a whiteboard pen.
- Teacher invites the last member of each team to stand. Teacher shows (and whispers) a rhythm flashcard to these 3 students.
- These 3 students whisper the rhythm to the next person in their line, and so on down the line.
- When the rhythm reaches the front the students with the pens must write it on the board.
- First team to get the correct rhythm notated on board wins a team point.
- Once students have had a turn at the front, they move to the back to rotate through the team.

PAGES USED IN THIS LESSON

PAGE 66



YEAR 5 KEYBOARD TERM 2 WEEK 3

PREPARE:	low la, low so	RESOURCES
MAKE CONSCIOUS:		
PRACTISE:	Tam, Te-te-te, Ta-te, Zam, 6/8	
ASSESS:		

- ACTIVITIES
- Rhythm reading practice.
 - Students sight read rhythms containing Tam, Te-te-te, Ta-te and Zam.
 - A 6/8 drum beat could be used throughout this activity.
 - Sing *Santa Maloney*
 - Sing keeping beat on knees.
 - Sing in time names.
 - Teach *Oats, Peas, Beans*
 - Pentatonic exercise
 - Class and teacher sing with handsigns (* = clap).
 - $d^*drd^*drmrddrsmrddrmslsmrddrmsldlsmrdd^*$
 - Hand out *My Mini Music Books & Pencils*
Page 24
 - For each question, students tick whether or not the pattern played by teacher is correct.
 - Page 25
 - Students write the rhythm of *Santa Maloney*.
 - Team Game - Rhythmic dictation practice.
 - Hand out a handful of Paddle-Pop sticks and plastic dots to each student.
 - Split class into 2 even teams. Draw scoreboard on board.
 - Teacher claps various 4-beat rhythms consisting of Tam's, Te-te-te's, Ta-te's or Zam's.
 - Students notate rhythms on the floor using sticks and plastic dots.
 - Each correct answer scores a point for their team.

YEAR 5 KEYBOARD TERM 2 WEEK 4

PREPARE:	low la, low so	RESOURCES
MAKE CONSCIOUS:		
PRACTISE:		
ASSESS:	Tam, Te-te-te, Ta-te, Zam; High do	

- ACTIVITIES
- Rhythm reading practice.
 - Students sight read rhythms containing Tam, Te-te-te, Ta-te and Zam.
 - A 6/8 drum beat could be used throughout this activity.
 - Sing *Fillimiooriay* - chorus only
 - Sing keeping beat on knees.
 - Sing in time names.
 - Sing *Oats, Peas, Beans*
 - Sing keeping beat on knees.
 - Sing in time names.
 - Teach *O How Lovely is the Evening*
 - Pentatonic exercise
 - Class and teacher sing with handsigns (* = clap).
 - $d^*drd^*drmrddrsmrddrmslsmrddrmsldlsmrdd^*$
 - Hand out *My Mini Music Books & Pencils*
Page 26

ASSESSMENT TASK 4 Five rhythmic dictations using Tam, Te-te-te, Ta-te and Zam.

 - Teacher claps five different rhythms each one up to 6 beats long.
 - Clap each rhythm up to 5 times.
 - Page 27

ASSESSMENT TASK 5 Five pitch dictations using $drmsld^d$

 - Teacher plays five different 5-note patterns on the piano.
 - Teacher plays each pattern 5 times.
 - Note that the first note is given for each question.

PREPARE:		RESOURCES <ul style="list-style-type: none"> • My Mini Music Books and Pencils • Pitch flashcards • <i>Recording of Horn Concerto No 4 (Third Movement) by Mozart</i>
MAKE CONSCIOUS:	Classical orchestra	
PRACTISE:	fa & ti	
ASSESS:		

ACTIVITIES

1. Students sight sing 4 pitch flashcards on the board.

d | t | s
f | s | s
f | m | r | d
l | t | d | d

- Memory exercise - Remove cards gradually. After each card is removed students repeat pattern until whole thing is memorized.
- Teacher plays one of the four cards and students are to indicate which card was played by holding up fingers in the air (card 1, 2, 3 or 4). As answers are revealed teacher replaces the cards on the board.

2. Hand out My Mini Music Books & Pencils
Pages 68-69

- Teacher reminds class that over this term we are listening to several famous pieces of music written for Orchestras, and looking at how the Orchestra has changed over time.
- In this lesson we will see what Orchestras looked like in the Classical period.
- Either teacher or a student reads out the information on page 68.
- Students count up how many of each instrument there are in the Classical Orchestra on page 68 and writes the number in the table on page 69.
- Students may like to look back through the book to see how the orchestra has changed over time.

Pages 70-71

- Teacher introduces the listening activity based on *Horn Concerto No. 4 (Third movement)* by Mozart.
- Students listen to a recording (or preferably watch a video performance) of *Horn Concerto No. 4 (Third movement)*, and answer questions on page 71.
- Discuss answers.

PAGES USED IN THIS LESSON
PAGES 68-71

60

Musical Instruments: The Classical Orchestra

After the Baroque came the Classical Period (1750-1825). During this time the Orchestra became larger than before. The number of string players grew and new instruments were added.

Summarise the number of instruments of the Classical Orchestra in the table below.


	Instrument	How many		Instrument	How many
Strings	Test Violins		Woodwinds	Flutes	
	Violins			Oboes	
	Cellos			Clarinets	
	Double Bass			Bassoon	
Percussion	Tampani		Brass	Trumpets	
				French Horns	

70

Mozart

Horn Concerto No. 4 (Third Movement) by Mozart

The music of the Classical Period was simpler and lighter than Baroque music. Melodies tended to be shorter, and frequent changes of mood and texture were more common.



A famous composer from the Classical period was the Austrian composer Mozart. Mozart is considered one of the greatest composers of all time. He was already composing by the age of 5 and over his lifetime he composed more than 600 works, many of them masterpieces that had a big influence on composers who followed him.

Mozart composed concertos for many different instruments. A concerto is a piece of music for orchestra with a soloist. His French Horn Concerto No. 4 was written in 1796.

There are 3 sections or movements.
























Listen to the start of each, and describe their speed.

1st movement _____ 2nd movement _____ 3rd movement _____

71

1 What is the metre? _____

2 The third movement uses three main themes - A, B, and C. The rhythm of these themes are given below. Add the correct meter and barlines to each.

A ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪  | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪ | ♪

PREPARE:		RESOURCES <ul style="list-style-type: none"> • My Mini Music Books and Pencils • Pitch flashcards • Recording of 4/4 drum beat • Recording of <i>Symphony No 5 (First Movement)</i> by Beethoven
MAKE CONSCIOUS:		
PRACTISE:	Classical orchestra	
ASSESS:	fa & ti	

ACTIVITIES

1. Class sight sings pitch flashcards.
 - The cards should contain $s, l, t, d, r, m, f, s, l, t, d$ patterns.
 - A 4/4 drum beat could be used throughout this activity.

- ## 2. Hand out My Mini Music Books & Pencils

Page 72

- ASSESSMENT TASK 10** Five solfa pitch dictations using notes of the major scale.
- Teacher plays five different 4-note patterns on the piano using notes of major scale.
 - Play each pattern 4 times.
 - Note that first note is given for each question.

Page 73

- Teacher reminds class that over this term we are listening to several famous pieces of music written for Orchestras, and looking at how the Orchestra has changed over time.
- In this lesson we will continue to see what Orchestras looked like in the Classical period.
- Either teacher or a student reads out the information on page 73.
- Teacher plays the opening motive from *Symphony No. 5* by Beethoven and students write in solfa: *m m m d r r r t*,
- Students listen to a recording (or preferably watch a video performance) of *Symphony No. 5 (First movement)* by Beethoven.
- An animated version of this piece appears in the movie *Fantasia 2000*.
- Research task: Answer is Piccolo and Trombone.

PAGES USED IN THIS LESSON PAGES 72-73
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72 Listen as your teacher plays some *sofa* patterns.
Write what you hear.

1 m _____


2 f _____

3 d _____

4 l _____

5 r _____

Symphony No. 5 by Beethoven



Ludwig van Beethoven was a German composer from the Classical Period. Beethoven composed many famous pieces, including several symphonies. A Symphony is a large piece for orchestras usually made up of 4 movements. His most well known symphony is his *Symphony No. 5*. The first movement begins with a memorable set of notes. Listen as your teacher plays the theme.

Can you work out the missing note?

_____	_____	_____	_____	_____	_____	_____	_____

Musical Detective Research task...
 In the fourth movement, Beethoven adds 2 more instruments which were very unusual to see in orchestras at the time. What were they?
 {} _____ { }

33. FAIS DODO

France

SOLFA

④ r m f s

YEAR LEVEL

6

m

Fais do - do, Co - lin mon p'tit frè - re, Fais do - do, t'au - ras du lo - lo. Pa est en haut, qui prend son re - pos, Ma est en bas, qui fait du gat - eau.

Fine

Da Capo al Fine

34. THE FARMER IN THE DELL

SOLFA

s, ④ r m s l

YEAR LEVEL

1

s,

The farm - er in the dell, the farm - er in the dell.

Hi - ho, the der - ry - o, the farm - er in the dell.

2. The farmer takes a wife...
3. The wife takes a child...
4. The child takes a nurse...
5. The nurse takes a dog...
6. The dog takes a cat...
7. The cat takes a rat...
8. The rat takes the cheese...
9. The cheese stands alone...

GAME INSTRUCTIONS:
Children sit in a circle. One student is chosen to be the 'Farmer'. For the first verse the 'Farmer' walks around the circle in time with the music. In verse 2 the 'Farmer' chooses a partner to be the 'Wife'. The 'Wife' follows the farmer around the circle. In verse 3, the 'Wife' chooses a 'Child' and so on until all the characters in the song are walking around the circle. For the last verse – "The Cheese stands alone" – the child chosen to be the 'Cheese' does not follow the others but rather stands in the middle of the circle.

35. FILLIMIOORIAY

Ireland

SOLFA

m, f, s, ① t d r

YEAR LEVEL

5

Chorus 1

Fil - li - mi - oo - ri, oo - ri - ay! Fil - li - mi - oo - ri, oo - ri - ay! To work up - on the rail - way. 1. In eigh - teen hun - dred and for - ty one I put my cord - 'roy brit - ches on, I put my cord - 'roy brit - ches on to work up - on the rail - way!

- Chorus
2. In eighteen hundred and forty-two
I left the old world for the new.
'Twas sorry luck that brought me through
To work upon the railway.
- Chorus
3. In eighteen hundred and forty-three
'Twas then I met sweet Biddy Magee.
An elegant wife she's been to me
While working on the railway.
- Chorus
4. In eighteen hundred and forty-four
My back was gettin' mighty sore.
My back was gettin' mighty sore
While working on the railway.
- Chorus
5. In eighteen hundred forty-five
I found myself more dead than alive.
I found myself more dead than alive
While working on the railway.
- Chorus
6. In eighteen hundred and forty-six
Had a pain in my back from carrying bricks
And hammers and nails and shovels and picks
While working on the railway.
- Chorus
7. In eighteen hundred and forty-seven
Sweet Biddy Magee, she went to heav'n.
If she left one child, she left eleven
To work upon the railway.
- Chorus