

Turnip the Beet!

Year 3 – The Arts
Year 4 – The Arts
Year 5 – The Arts
Year 6 – The Arts



(Music; Yr 3&4, ACAMUM084)

Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns

(Music; Yr 3&4, ACAMUM085)

Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community

(Music; Yr 5&6, ACAMUM088)

Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns

(Music; Yr 5&6, ACAMUM089)

Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community

Turnip the Beet!

Cup rhythms and musical mayhem

When we tried this dynamic music lesson with Year 5 students it was difficult to get them to stop! Be aware: the experiments at the beginning of the class will likely result in a cacophony of cup noises but it's important to give students enough time to play and work it out for themselves.

Equipment:

Plastic drinking cups (at least one, possibly two, per student)

A table with a hard surface

A projector, interactive whiteboard or other means of viewing a video

Duration:

45 minutes

Location:

The classroom

Notes:

Exploring Cup Songs

- Provide students with two plastic cups each.
- Watch this video as a class (it goes for over five minutes but watching the first minute or two should be enough):
◇ <https://youtu.be/KZgpBARCAZo>
- Try mimicking one of the repeated rhythmic actions from the video.
- Discuss the steps needed to recreate this rhythm e.g. Table tap – cup tap – flip cup – table tap.
- Play the video a few times and encourage students to use their own cups to play along.



Creating our own rhythms

- Once students have explored several of the rhythm phrases, challenge them to come up with their own original rhythm.
- If they need inspiration, encourage them to use a song they know.
- Ask students to find a way to write down their rhythm for themselves.
- If time permits students can pair up to perform to one another and collaborate on an 'extended remix' combining both of their rhythmic creations. This can be tap-and-repeat (like a call-and-response song), alternatively they could take turns playing part of each different composition, or play them together to make a new rhythm, or add actions that make the rhythms more complex.
- Remind them to consider:
 - ◇ Repetitive elements and rhythms, tempo (fast/slow), moments of emphasis (including pauses), timing and coordination between them.
- Students may also write their own lyrics, practise and perform their extended cup songs.

Extension

- 👁 Watch **The One with the Pestering**
- 🎧 Bonus Track **Nomcast Episode 7**



- Ask each pair to find another pair and work out a cup rhythm for four people that borrows from anything they have learned in the lesson so far.

Optional additional resources:

- ◇ Fun music with cups, coffee break (duration: 6:20): <https://youtu.be/2QhQR-AofPQ>
- ◇ STOMP kitchen beats tutorial for schools (duration: 6:22): <https://youtu.be/fkCHMapx6B0>