 Sister Cindy

Traditional with melody by Carol Richards

Outcomes

MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.

MUES1.4 Listens to and responds to music.

MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.

MUS1.2 Explores, creates, selects and organises sound in simple structures.

MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.

MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.

MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.

MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.

MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.

[Creative Arts K-6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2006.

Teaching and learning activities

| Activity | Purpose |
| --- | --- |
| Have the group stand in a circle. Teach the song, movement and chant (refer to chart of words and associated movements) | To use singing voice and to accompany song with movement reflecting structure of song |
| Perform movements in a circle while singing song and saying chant. During chanted section, a person in the middle covers eyes, turns around and points. The person pointed to on the word "fool" is the next soloist.  Solo section (chanted)   * Soloist: My mother she sang * Class: Your mother she sang? (exaggerated questioning voice) * Soloist: She sang like this (soloist improvises, can add movement) * Class: Class echoes the soloist.   After the "fool" has performed the solo section, all the preceding "fools", in descending order, redo their sections.   * e.g. My mother she sang, * My toothbrush he sang, * My dog he sang etc.   After all the solos are performed, return to the singing section.  Finish with:   * Teacher: And where's Sister Cindy singing? * Class: Who cares? | To explore using the voice expressively |