 Mal, mal, mal

Traditional New Guinea

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.

MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

[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

Learning the song

| Activity | Purpose |
| --- | --- |
| Demonstrate the song while lightly patsching the beat. Teach the song by echo, while patsching to maintain the beat | To be able to hear an accurate model of a song and to maintain a steady beat |

“Playing” with the song

| Activity | Purpose |
| --- | --- |
| Divide the class into two groups and sing alternate phrases  For example:   * Group 1: Mal, mal, mal * Group 2: Kameme go * Group 1: Kameme go * Group 2 Kalumbus * Group 1: Kalumbus | * To reproduce modelled phrases of a song * To develop a feeling for phrasing |
| Sing only the first sound of each phrase | To develop the musical imagination |
| Change the body percussion to patsch and clap sing only the sounds which occur on the patsch or clap | To associate sounds with beats |
| Maintain the body percussion but sing only on the first and last words of the song | To develop a feeling for harmony |
| Make up a vocal ostinato by using a phrase of the song, for example “kalambus” | To develop a feeling for harmony using vocal ostinato |
| If possible, sing in canon (the second part enters after “mal, mal, mal”) | To develop a feeling for harmony using vocal canon |

Playing the stone passing game

| Activity | Purpose |
| --- | --- |
| Sit in a circle. Decide the direction in which the stones, sticks, bean bags or objects are going to be passed. With one hand behind back, practise picking up an imaginary object and pass to next person whilst chanting  sheet music extract for Mal, mal, mal | To maintain the beat through “passing” the beat |
| Gradually introduce objects (start by just passing 1 or 2 objects, then increase according to the ability of the group) | To be able to perform through singing and moving |
| Replace chant with song | To perform the activity using a song |

Extension

| Activity | Purpose |
| --- | --- |
| Divide class into 3 groups, rotate groups. | To devise patterns using existing rhythm patterns within song |
| Devise a percussion accompaniment  Use some of the rhythm patterns of the words of the song to develop an ostinato on non-melodic percussion instruments, example claves  **sheet music extract for Mal, mal, mal** | To devise ways of performing the beat through movement |
| Devise a new way of performing the stone passing game:   * Pass stone in opposite direction * Pass stones around the outside of circle   Using 2 stones, devise a different way of passing which includes tapping stones together | To devise new ways of performing the activity |