

TEACHER INFORMATION INTERMEDIATE UNIT

This unit provides a range of activities for upper primary students (Yrs 5-7 or Levels 3-4). The pre-visit activities briefly explore the nature of folk music and place the repertoire in its cultural and historical context. This aspect could easily be expanded with a more detailed study of the history of folk music and a comparison with folk music from other countries in a similar period. These activities relate to the learning outcomes of level four which describes a repertoire of music from a range of historical and cultural contexts. These activities may be simplified for a level three learning outcome.

Before and after visiting Jondaryan, students can participate in a range of practical activities such as singing, playing instruments and moving to music. Students can also read and write simple patterns containing appropriate note values for level three and four outcomes. The material on *Flash Jack From Gundergai* corresponds with level three outcomes, and includes questions on 6/8 metre, compound note groupings and verse/chorus form. The material on *Waltzing Matilda* corresponds to level four outcomes and includes questions on rhythmic ostinatos and the tone colours of brass instruments. Basic instructions for these activities have been included in the unit with suggested responses

While at Jondaryan, it may be possible for students to use resources permanently held there such as CDs and CD player, and stage a bush dance which they have prepared prior to the visit.

PRE VISIT ACTIVITIES

1. Exploring the nature of folk music

Listen to a recording of *The Lachlan Tigers*. (The Bushwackers So Far... !1974 – 1994 CD 2, Track 9. The score and lyrics can be found in *The Bushwackers Australian Song Book*, p.96). The Lachlan river runs through western New South Wales which was an area famous for its sheep raising. A 'tiger' was one of the highest grades of shearer who could shear many sheep in a day.

Explain the terms used in the lyrics of the song. The lyrics can be found in the songbook or at a website eg. <http://cixia.com/muse/songnet/053.html>

Discuss :

- Who would have sing this song and in what context? **Shearers, bush dance, entertainment at camp.**
- What sort of instruments accompany the song? **Fiddles, electric bass and guitar, lagerphone, drums, spoons.**
- Why would these instruments be used? **Portable (electric bass would have been bush bass and drums omitted)**
- What is the mood of the song? **Lively, energetic**
- How is this mood created? **Quick tempo for dancing, percussion, use of solos, energetic vocal style**

2. Characteristics of folk songs

Folk songs have many similar characteristics. Now that students are familiar with *The Lachlan Tigers*, discuss the following.

Melody

- Sing the melody of the first phrase. How does the melody use steps, leaps and repeated notes ?
Many repeated notes, moving by step and small leap
- Look at each or selected phrases in a similar way.

Rhythm

- Clap the rhythm of the first phrase while saying the words. Discuss the variety of rhythmic values used. **Limited variety – mainly crotchets**
- Look at each or selected phrases in a similar way.

Structure

- Sing the song through and count the number of phrases. **Four phrases**
- How do you know each phrase has finished? **Uses a long note**
- What note value has been used at the end of each phrase? **Dotted minim**

Extension work:

Discuss more complex characteristics of folk music found in the Secondary unit.

3. Historical context

Australian folk music originated largely from the folk tunes of England and Ireland. Convicts and settlers would fit new words to old melodies and sing these songs to help cope with their difficult surroundings. Over time, new melodies were written, and the repertoire of Australian folk music expanded.

Activities

Listen to *South Australia*. (The Bushwackers So Far... 1974 – 1994 CD 1 Track 10). The score can be found in *The Bushwackers Australian Song Book*, p.124) This song was sung by sailors as they hauled on the ropes called halyards which raised or lowered the sails. Other examples of heavy repetitive work on ships are walking around the capstan which winched up the anchor, and working the pumps.

This song has several different sections, beginning with an a cappella (unaccompanied) call and response.

- How is the opening of the song music organised? Solo voice for one phrase, then group response
- The name for this is call and response. This could be the basis for a discussion of music from other cultures which have a similar pattern eg. African work songs, gospel music.
- How would the singing of a song help with heavy, repetitive work? Keeps people in time, motivates them and takes their mind off repetitive tasks.

The next section is arranged for bush band and begins with a fiddle solo.

- What other instruments are used in this section? Fiddles, electric bass and guitar, drums
- What other differences can you hear in this arrangement? Sailor's hornpipe played by a solo fiddle in the instrumental section, the second section has a faster tempo

Extension activities

Sing the song as a class and devise some movement to accompany the song. Try to reflect the hauling of the ropes.

4. Bush dance – The Heel and Toe Polka

The Bushwackers Australian Song Book and The Bushwackers So Far... 1974 - 1994 (CD) are included in the package of resources that are available on loan from Jondaryan. The score and instructions for the *Heel and Toe Polka* are given on pages 120 & 121 of the song book and the music to accompany the dance is found on track 17 of CD No. 1.

Using these or similar resources, teach a class or group of students the *Heel and Toe Polka*. The same resources are permanently available at Jondaryan,

ACTIVITIES AT JONDARYAN

While at Jondaryan, perform the *Heel and Toe Polka* using The Bushwackers So Far...1974 - 1994 CD and CD player. The resources are stored _____ and can be accessed by _____. An appropriate venue for the dance might be _____.

ACTIVITIES POST JONDARYAN

1. *Flash Jack From Gundagai*

The score to *Flash Jack From Gundagai* is found in The Bushwackers Australian Song Book, p. 86. The recording is from The Bushwackers So Far1974 – 1994 CD 1 Track 7.

Study the score, listen to the recording and answer the following questions.

1. What is the time signature of the song ? **6/8**
2. Is this simple or compound time ? **Compound**
3. How many different rhythmic values are used in the song ?
4. What is it called when the first note of the song comes before the first complete bar ? **Anacrusis**
5. Count how many beats are in the very last bar of the song. Why is this ? **5 quaver beats – makes up complete bar.**
6. The groups of three quavers are written with separate stems in this song. How would they usually be written ? **Three quavers beamed.**

Look at the way the song is constructed. The verse is sung first, followed by the chorus.

1. Count how many bars are in the verse. **16 bars**
2. Count how many bars are in the chorus. **16 bars**

This is called verse – chorus form.

Sing the song along with the CD or with classroom accompaniment.

2. *Waltzing Matilda*

Waltzing Matilda is one of the most wellknown and loved of all Australian folk songs. It was even considered for the National Anthem.

The words of *Waltzing Matilda* were written in 1895 by A. B. (Banjo) Peterson while he was visiting Dagworth station in Western Queensland. The song describes a swagman, (a travelling worker- usually a shearer, or someone looking for work on a station) who stole a sheep and jumped into a waterhole to escape being caught.

There are two well known versions of this song. In this recording, one is used during the introduction, and the other is used as the main body of the song.

Listen to the Bushwackers recording and answer these questions.

(The Bushwackers Band – And the Band Played Waltzing Matilda, Track 6)

	Introduction	Main song
Instruments	Brass band	Bush band with electric bass
Metre (Time Signature)	4/4	6/8
Tone colour	Mellow, warm	Brighter, nasal voice
Melody	Cowan version	Queensland version
Purpose	Marching, formal	Entertainment, dancing

Sing the song using the following rhythmic ostinatos for classroom percussion. (A rhythmic ostinato is a repeated rhythmic pattern). The melody is found in the The Bushwackers Australian Song Book, p.46, and would be suitable for performance on recorder.

Ostinato 1

Ostinato 2

Ostinato 3

Extension :

- Compose suitable rhythmic ostinatos for available instruments and perform in ensemble.
- Build a lagerphone using an upright pole with metal bottle tops nailed to a crosspiece. Hit the pole on the floor while holding with the left hand and hit the pole with another piece of wood held in the left hand. Use the lagerphone in class performances of bush music.

STUDENT ACTIVITIES

INTERMEDIATE UNIT

PRE VISIT ACTIVITIES

1. Exploring the nature of folk music

Listen to a recording of *The Lachlan Tigers*. The Lachlan river runs through western New South Wales which was an area famous for its sheep raising. A 'tiger' was one of the highest grades of shearer who could shear many sheep in a day.

Discuss :

- Who would have sing this song and in what context?
- What sort of instruments accompany the song?
- Why would these instruments be used?
- What is the mood of the song?
- How is this mood created?

2. Characteristics of folk songs

Folk songs have many similar characteristics. Now that you are familiar with *The Lachlan Tigers*, discuss the following :

Melody

- Sing the melody of the first phrase. How does the melody use steps, leaps and repeated notes ?
- Look at each or selected phrases in a similar way.

Rhythm

- Clap the rhythm of the first phrase while saying the words. Discuss the variety of rhythmic values used
- Look at each or selected phrases in a similar way.

Structure

- Sing the song through and count the number of phrases.
- How do you know each phrase has finished?
- What note value has been used at the end of each phrase?

3. Historical context

Australian folk music originated largely from the folk tunes of England and Ireland. Convicts and settlers would fit new words to old melodies and sing these songs to help cope with their difficult surroundings. Over time, new melodies were written, and the repertoire of Australian folk music expanded.

Activities

Listen to *South Australia*. This song was sung by sailors as they hauled on the ropes called halyards which raised or lowered the sails. Other examples of heavy repetitive work on ships are walking around the capstan which winched up the anchor, and working the pumps.

This song has several different sections, beginning with an a cappella (unaccompanied) call and response.

- How is the opening of the song music organised ?
- How would the singing of a song help with heavy, repetitive work ?

The next section is arranged for bush band and begins with a fiddle solo.

- What other instruments are used in this section ?
- What other differences can you hear in this arrangement ?

4. Bush dance – The Heel and Toe Polka

Perform a traditional Heel and Toe Polka (bush dance).

ACTIVITIES POST JONDARYAN

1. *Flash Jack From Gundagai*

Study the score, listen to the recording and answer the following questions.

1. What is the time signature of the song ?
2. Is this simple or compound time ?
3. How many different rhythmic values are used in the song ?
4. What is it called when the first note of the song comes before the first complete bar ?
5. Count how many beats are in the very last bar of the song. Why is this ?
6. The groups of three quavers are written with separate stems in this song. How would they usually be written ?

Look at the way the song is constructed. The verse is sung first, followed by the chorus.

1. Count how many bars are in the verse.
2. Count how many bars are in the chorus.

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There are two well known versions of this song. In this recording, one is used during the introduction, and the other is used as the main body of the song.

Listen to the Bushwackers recording and complete the following table :

	Introduction	Main song
Instruments		
Metre (Time Signature)		
Tone colour		
Melody		
Purpose		

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Ostinato 1

Ostinato 2

Ostinato 3

Resources

- It is envisaged that there will be TWO complete sets of resources purchased by Jondaryan. One set will be available for loan to schools while the second set will stay at Jondaryan for use while school groups are visiting.
- There should also be a portable CD player available so if possible, school groups could stage a short bush dance they had devised as a pre-visit activity.

Scores:

1. The Essential Aussie Songbook

Wise Publications

2. The Bushwackers Australian Song Book

Sandstone Press

CDs

1. The Bushwackers, So Far...1974 – 1994)

ABC Country

2. The BushWackers Band – And The Band Played Waltzing Matilda

EMI

Resource kits

Kit 1 (To be housed at Jondaryan)

Books/Scores

- *The Bushwackers Australian Songbook* (Note: this book is now out of print. The copy enclosed was found in a specialist bookshop and cannot be replaced. I suggest you copy the book and archive the original).
- *The Essential Aussie Songbook*

CDs

- *And the Band Played Waltzing Matilda* - The Bushwackers
- *The Bushwackers So far 1974 – 1994*
- *The Bushwackers Dance Album*

Other

- Portable CD player if necessary (to be purchased)

Kit 2 (Available for loan from Jondaryan)

Books/Scores

- *The Bushwackers Australian Songbook* (Photocopy only)
- *The Essential Aussie Songbook*

CDs

- *And the Band Played Waltzing Matilda* - The Bushwackers
- *The Bushwackers So far 1974 – 1994*

Notes for volunteers

The primary role of the volunteers in the Music unit is to store and retrieve the resources when required. There are CDs, songbooks and a portable CD player which are available for accompanying bush dances at Jondaryan, as well as a similar collection of resources which are available for loan from Jondaryan to accompany the unit of study.

Students should be familiar with the bush dance which is described in the unit of study (The Heel and Toe Polka, p.120 – 121, *The Bushwackers Australian Songbook*) however they may need assistance in organising a dance and some knowledge of the dance and familiarity with the CD are therefore desirable.

Students in the secondary unit may also be attempting the music composition based on stimulus material gathered at Jondaryan. This material may take the form of literally transcribed sounds from the environment such as the notes of birdsong or other stimuli as described in the unit. Volunteers may be able to direct students to areas of the site where suitable sounds and images may be found.

Folk music websites

Australian Bush Music and Dance

<http://www.wongawillicolonialdance.org.au>

History of Waltzing Matilda

<http://waltzingmatilda.com/wmeightd.html>

General Links and links to the National Library folklore collection

http://folk.mountaintracks.com.au/Folk_Australia/

Bush Dance instructions

<http://www.users.bigpond.com/mckelson/bushdance/>

General info and links

<http://www.users.bigpond.net.au/vfmc/Index.htm>

General info with links

<http://www.folkfestival.asn.au/Pages/links.html>

A ballad written in the 1950s which describes the Shearers' Strike of 1891.

<http://crix.com/muse/unionsong/u114.html>

A collection of folk songs with MIDI files, lead lines, lyrics and notes.

<http://crix.com/muse/songnet/040.html>

Jondaryan's involvement in the Great Shearers Strike of 1891

http://www.jondaryanwoolshed.net/03_the_woolshed/shearersunion.htm