



A teaching unit of music lessons to introduce and reinforce music concepts encompassing the General Capabilities and Cross Curriculum Priorities of the Australian Curriculum and raising the awareness of Queensland Symphony Orchestra and orchestral music.

The Queensland Symphony Orchestra education resources are proudly supported by Frazer Family Foundation.

## FERGAL ONIONS

### Introduction to the characters, their stories and their melodies.

Story and illustrations by John Harrison. Music composed by David Montgomery

The Book *Fergal Onions* is available at [University of Queensland Press](#).

The story outline is included in the accompanying PowerPoint Resource presentation.

**Year Levels:** Foundation to Year 2

Content relates to Australian Curriculum – The Arts – [Foundation to Year 2](#)

### Content Descriptions:

#### Compose

- Develop aural and motor skills by exploring rhythm using movement and body percussion.
- Identify and experiment with elements of music – high and low, same and different, long and short, fast and slow.
- Create compositions using rhythmic patterns and body percussion.

#### Perform

- Read and perform written notation – ta-a, ta, ti-ti, ta rest and time signature of 3/4 and 2/4.
- Improvise body movement to perform as a dance.

#### Respond

- Identify how music is used in the community – bringing people together.
- Listen to and talk about music of Mozart, a dance *Laendler* and musical instruments – violin, piccolo, oboe, bass clarinet, french horn, trumpet, trombone and saxophone.

### Outcomes:

- Students will read, write and perform rhythmic elements in triple metre.
- Students will recognise high and low sounds.
- Students will identify the violin and other instruments, its parts and its sound as a solo instrument as a member of the orchestra.
- Students will be able to consider viewpoints and be able to listen to recorded music as an informed audience member and perform for an audience.

## Music Concepts:

- Rhythmic elements – ta-a, ta, ti-ti, ta rest
- Time Signature 3/4 and 2/4
- High, low, fast, slow
- Accent – rhythmic patterns and beat in 2, 3 and 4
- Soft and loud
- Melody and accompaniment
- Instruments of the orchestra
- The orchestra and the families of instruments in the orchestra.

## Lesson outlines:

- Lesson 1:** Students are introduced to the characters Annie and Fergal and the story of Fergal Onions. The sounds/melody that illustrate the two characters are explored through movement – high sounds and low sounds. Students keep a beat through movement accenting 3 beats per bar.
- Lesson 2:** Annie's story, her melody and the violin are introduced. Perform the rhythm of Annie's melody adding accents and beat.
- Lesson 3:** Explore Fergal's habit of watching TV all day every day. Sing the TV jingle. Explore loud and soft.
- Lesson 4:** Introduce the instruments of the orchestra that are used to represent the characters in the story of *Fergal Onions*.
- Lesson 5:** Review the story of Fergal Onions and Annie's melody. Listen to Mozart Symphony No.39, 3<sup>rd</sup> movement Menuetto. Identify Annie's melody. Listen to Fergal's accompaniment that is also found in Mozart's Symphony. Discuss how music changed the lives of Fergal and his pets.
- Lesson 6:** Students create their own rhythmic composition and using body percussion perform as their own *Laendler*.  
Perform the rhythm of Annie's melody and create rhythmic ostinati and perform as an accompaniment to Annie's melody.

## Lesson Plans:

Each lesson can be completed as one whole lesson or as a segment in a series of lessons.

# FERGAL ONIONS

## Queensland Symphony Orchestra teaching resource – Lesson 1

### Focus Activity: Performing and Responding

1. Read the story from the book *Fergal Onions* by John Harrison or use the outline and character introductions in PowerPoint Resource.

PowerPoint resource page 4 - 9

- a. Why does Annie practise every day?
  - b. What happens when you practice a skill every day?
  - c. How would Fergal feel staying inside all day everyday just watching TV.
  - d. Do you think Fergal and his pets would enjoy doing the same thing every day.
2. Listen to the melody Annie plays. The teacher can play the melody on piano/keyboard or violin or click the audio file.

PowerPoint resource page 16 and 17

- a. Identify the sounds as in the high register – “high”
  - b. Students tap the beat and identify three beats per bar. Depending on the age /level of musical development, choose some or all of the following activities to reinforce beat and rhythm.
    - i. Walk to the beat while playing air violin
    - ii. Tap the beat - knees, clap, clap, Tap knees, clap, clap
3. Listen to Fergal’s accompaniment. The teacher plays the accompaniment in bass clef as written or in treble clef (PowerPoint resource page 28) one octave lower or click the audio file.

PowerPoint resource page 18

- a. Identify the sounds as in a low register = “low”
  - b. Students tap rhythm and identify three beats per bar
    - i. Tap Knees, knees, clap, clap, shoulders, shoulders
    - ii. Walk to the beat in own circle or tap rhythm while sitting down.
    - iii. Say and clap the rhythm –  
ti-ti ti-ti ti-ti, ti-ti ti-ti ti-ti, ti-ti ti-ti ti-ti, ti-ti ti-ti ti-ti,  
ti-ti ti-ti ti-ti, ti-ti ti-ti ti-ti, ti-ti ti-ti ti-ti, ti-ti ti-ti ti-ti.
    - iv. Read the beat with the accents to show 3 beats per bar.
  - v. Read Annie’s rhythm and then Fergal’s rhythm – Are they the same or different?
  - vi. Divide the students and have one group read and perform the beat and one group read and perform Fergal’s rhythm at the same time.
- c. Notice the repetitious rhythm with every bar the same.
    - i. Why would this pattern suit Fergal Onions? (Every day is the same/no change)
4. Play game:
    - a. Teacher plays the high melody or sounds and then the low melody or sounds on a piano or other instrument with large register, changing from one to the other at random times. Students are tasked to walk the beat playing air violin when hearing the high melody and sitting to watch TV when hearing the low melody or sounds. Those tricked move to centre of circle to watch and catch out others until a winner remains.

# FERGAL ONIONS

## Queensland Symphony Orchestra teaching resource – Lesson 2

### Focus Activity: Performing and Responding

1. Revise the story of *Fergal Onions* using the book or the outline in Power point resource.  
PowerPoint resource page 5 - 9
2. Introduce the instrument that Annie is playing – the violin. This can be done in one or more ways:
  - a. If there is a violin and/a player within the school show the instrument and discuss how the instrument is played.  
PowerPoint resource page 10
    - i. Listen to a player in the school or the local secondary school if applicable.
    - ii. Look at the violin and listen to sounds when the string is vibrated by plucking the string and when using the bow.
    - iii. Use the Power point resource page to identify the parts of the violin.
    - iv. Discuss the families of the orchestra and the other instruments in the string family.
  - b. Show video of Celtic Woman playing [Butterfly](#) -
    - i. Listen and watch. The piece is in the Irish folk song style.
    - ii. Note the bow vibrating the strings and the fingers of the left hand stopping the strings to make different lengths thereby making different sounds on the same string.
    - iii. Tap the beat and note that the music is in  $\frac{3}{4}$  time - 3 beats per bar.
3. Listen to Annie's melody played on the violin or another instrument live or use the audio file.  
PowerPoint resource page 16
4. Learn Annie's song.  
PowerPoint resource page 19

- a. Sing Annie's melody using these words –

*Ann-ie plays her scales up and down un-til she loves the sound and then she,  
plays her Mozart tune making ever-y bod-y smile.*



- b. Say and clap the rhythm  

*ta-a ta, ta ta ta, ti-ti ti-ti ti-ti, ti-ti ti-ti ti-ti,  
ta-a ta, ta ta ta, ti-ti ti-ti ti-ti, ta z z.*
  - c. Read the beat. Note the accent to show 3 beats per bar.
  - d. Read the rhythm  
PowerPoint resource page 17 or 19
  - e. Divide the students and have one group read and perform the beat and one group read and perform the rhythm at the same time.
5. Sing Annie's melody while keeping the beat as an ostinato pattern - knees, clap, clap, knees, clap, clap.



# FERGAL ONIONS

## Queensland Symphony Orchestra teaching resource – Lesson 4

### Focus Activity: Responding

1. Review the characters in the story of *Fergal Onions*. Using the PowerPoint resource (pages indicated)
  - a. Annie – violin  
PowerPoint resource page 7 and 10
  - b. Fergal – bass clarinet in the orchestra  
PowerPoint resource pages 6 and 11
  - c. Fergal – saxophone in the story  
PowerPoint resource pages 6 and 15
  - d. Meredith the Cat – piccolo and oboe  
PowerPoint resource pages 8 and 12
  - e. Dog the dog – the brass family  
PowerPoint resource pages 9, 13 and 14
2. Play the video of Queensland Symphony Orchestra [Building Bolero](#).
  - a. Identify the instruments as they appear.
3. Listen to brass instruments playing together. Suggested links below.
  - a. [Flight of the Bumble Bee](#) by Rimsky-Korsakov
  - b. [Penny Lane](#) by The Beatles
  - c. [Rhapsody in Blue](#) by George Gershwin
4. Listen to the oboe and piccolo playing together:
  - a. [Mario Kart 8: Wild Woods for Oboe and Piccolo](#)
  - b. [Sunlit Morning](#) for Piccolo, Oboe and organ
5. Listen to the Bass Clarinet which is the instrument representing Fergal.  
PowerPoint resource page 11
  - a. [Paws](#) by David Thomas. Play only a small amount of this video – how does this sound suit Fergal?
  - b. About the [Bass Clarinet](#):



# FERGAL ONIONS

## Queensland Symphony Orchestra teaching resource – Lesson 5

### Focus Activity: Performing

1. Listen to and review the music that Annie was playing – Mozart.

PowerPoint resource page 22 and 23

  - a. The melody that Annie was playing in the story is by Wolfgang Amadeus Mozart and is the melody from the trio in the 3<sup>rd</sup> movement of Symphony No.39, the Menuetto.
  - b. Talk about Mozart. He composed his first piece of music aged 5. Listen to Minuet in G.

PowerPoint resource page 22
  - c. Identify the melody and accompaniment from audio and written music.
  - d. Keep the beat and clap the rhythm. Identify 3 beats per bar.
2. Listen to Mozart's Symphony No.39 [Menuetto](#) and students raise hands or otherwise indicate when they hear Annie's melody. The trio begins at 1:40 min.
3. Let's combine Annie's melody and Fergal's accompaniment as they play together:
  - a. Play the sound file and follow the music
  - b. Clap the rhythm of the top line.
  - c. Clap the rhythm of the bottom line noting that it is the same all the way through. How does this match Fergal's lifestyle before meeting Annie.
  - d. Perform both rhythms in two groups at the same time.

PowerPoint resource page 23

The image displays two systems of musical notation for the Menuetto from Mozart's Symphony No. 39. The first system shows the beginning of the piece, marked with a tempo of quarter note = 100. The key signature is two flats (B-flat and E-flat), and the time signature is 3/4. The melody is written in the treble clef, and the accompaniment is in the bass clef. The second system shows the continuation of the piece, starting at measure 6. The notation is consistent with the first system, showing the melody and accompaniment.

# FERGAL ONIONS

## Queensland Symphony Orchestra teaching resource – Lesson 6

### Focus Activity: Composing and Performing

1. Compose your own rhythm with 3 beats in every bar. Three beat rhythmic patterns can be moved to the bottom of the page to create a 4 bar rhythmic pattern.

PowerPoint resource page 25

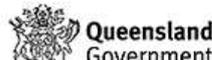
- a. Create a 4 bar pattern together as a class.
  - b. Using paddle pop sticks or this power point page on ipads, students create their own rhythmic patterns and then perform them.
  - c. Students work in pairs to write and perform their own patterns at the same time of their pattern and the beat.
2. Mozart's melody that he used in his Symphony came from a well-known dance called the *Laendler* that he had sung and danced growing up. The dance used stomps and hopping to make the dance.

PowerPoint resource page 26

- a. Watch Maria and Captain von Trapp dancing the [Laendler](#) in *The Sound of Music*.
  - b. Using this [video](#) of a traditional *Laendler*, select and simplify some of the steps to create a dance.  
For example, create a circle in pairs.  
Forwards around circle – STEP hop step, STEP hop step, STEP hop step, STEP hop step.  
Turn - STEP hop step, STEP hop step, STEP hop step, STEP hop step.  
Inside person twirls under the arm of partner for 4 bars  
Outside person twirls under the arm of partner for 4 bars.  
Holding hands – 3 steps away from partner, 3 steps towards partner  
Turn inside out and clap three times.
  - c. Create a dance or use body percussion for your own rhythmic pattern and perform and teach it to your class.
3. Sing Edelweiss from *The Sound of Music* .
    - a. Learn the melody and words
    - b. Watch Captain von Trapp singing [Edelweiss](#).

*Edelweiss Edelweiss  
Every morning you greet me  
Small and white, Clean and bright  
You look happy to meet me.*

*Blossom of snow may you bloom and grow  
Bloom and grow forever  
Edelweiss Edelweiss  
Bless my homeland forever.*





The musicians of the Queensland Symphony Orchestra welcome you at our performance of *Fergal Onions* on Wednesday 6 and Thursday 7 March 2019.

Be ready to sing the *Crunchy Munchy Cornflake* song for us.

## Crunchy Munchy

