



opus

a newsletter for the Australian Society for Music Education WA Chapter Inc

www.asme.edu.au/wa

term 2 2022



Plastic Free July * Feature School - Brabham PS * 10 Questions for Dr Jason Goopy



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Cover:

Front: Dynamic staff at Brabham PS

Back: Rhythm Bingo

2022 Calendar

NETWORK MEETINGS: An informal music network meeting is held in various locations on the fifth Wednesday of each term, from 3:45 – 5:30pm. Themes vary. For details contact wa@asme.edu.au

Please check the relevant websites for the following events in case details have changed due to COVID 19 restrictions.

JULY 17 – 22: ISME 35th WORLD CONFERENCE, ONLINE

SEPT 26 – 29: KODALY AUSTRALIA CONFERENCE, CANBERRA GIRLS' GRAMMAR SCHOOL, ACT

SEPT 27 – 28: WAOSA SPRING RETREAT (DETAILS TBA)

For a more detailed calendar, please follow this link www.asme.edu.au/wa/music-education-calendar/ as well as checking your emails and on social media.

Please also check your spam folder for any ASME correspondence, including membership renewal.

FREE ASME MEMBERSHIP FOR STUDENTS

The availability of free student memberships was a resounding success across all states. ASME National are pleased to support this initiative with the promotion of free 12-month student memberships continuing to be available. This will continue on a trial basis until Dec 31, 2023.

Music Network News

Want to keep up with music and music education news from around WA, Australia, and even the world? The Music Network News is a valuable source of notices, information, upcoming concerts and events, and more. To subscribe please contact Anne Trigg: triglads@westnet.com.au

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Advertising rates in Opus

1/4 page \$30; 1/2 page \$60; Full page \$120

Help Desk @ ASME

Do you have a music problem and you're not sure who to turn to? Want a friendly ear to chat to? Need some help with ideas, resources, students or curriculum? Hang on! Help is on its way!

Experienced teacher and ASME WA Committee member, Anna-Maria Agnello is more than happy to offer support and a listening ear to you, our members. Drop her an email at: wa@asme.edu.au

FROM THE CHAIR



**Dear members,
By the time you read this,
your reports for Semester 1
will be in the bag. Reports
are yet another challenge to
complete this semester with
so many students away for
significant periods of time
and teachers also missing a
week or more of lessons if
requiring to isolate.**

Did you sometimes feel as though you were treading water this semester? Trying to keep things afloat and functioning under difficult circumstances? It has been a difficult juggling act, requiring contortionist-type flexibility to ensure our students get the best music education possible under trying circumstances.

Part of the difficulty as music teachers, is the reality that many of us work in isolation as subject specialists and the demands of our teaching are fairly unique to us. It can be a lonely place as a music specialist in a school – especially in the primary sector.

This is one of the reasons why ASME WA have committed to offering a series of online network meetings to take place in week 9 of Term 2 - after reports are out of the way! You will be able to choose to attend one or all of them. Each online meeting will have a 'flavour' as opposed to a specific focus. You are invited to register for these free online network offerings as an opportunity to debrief the semester, share suggestions of how you have managed your music classroom, celebrate the successes and bring an activity (or two) to share with your colleagues. ASME WA committee members will guide the conversation and offer some professional learning during the workshops as well.

In addition, there will be a regional specific meeting offered, although all are welcome at each workshop. We are hopeful of offering some opportunities for secondary music teachers as well. **Please keep Week 9 (20th to 25th June) on your radar.** The meetings will run for an hour in after-school weekday time slots and some on Saturday. We hope that you will have the opportunity to join us! Further information will be distributed via the website, email and Facebook.

Much of the professional learning that we usually offer has been put on hold due to the difficulties with running face to face events. The above online workshops are designed to offer our members an alternative to physically being present at events. If you have some ideas on how ASME WA can best support you in your professional learning over the next few terms, please do not hesitate to contact a committee member.

We are very fortunate to be able to proceed in this state with performance festivals, albeit many of us are enduring interrupted rehearsal schedules in our preparation for the festivals. I wish you and all your ensembles successful and confident performances at the ABODA festivals and Massed Choir Festival as we make a joyful noise!

Go well and go gently as you navigate this new terrain with your students. May music be that which keeps our students and us grounded and well in our physical, mental, and emotional well-being.

**Mandy Herriman
Chairperson ASME WA**

CONGRATULATIONS

As advertised in the previous edition of OPUS, ASME WA is pleased to be sponsoring ISME World Conference Scholarships, which support successful applicants to attend the upcoming 35th ISME World Conference.

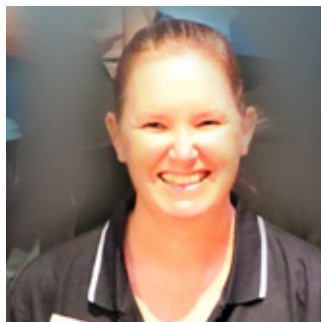
ASME WA council members assessed each application on its merit, based on the selection criteria. The council agreed that both

applications clearly met and addressed all the selection criteria and decided to accept each of the submissions.

**ISME Conference Scholarship winners are:
Selena Clohessy and Katherine Anson.**

Congratulations to our very worthy and dedicated winners!

FROM THE EDITOR



As another covid-infected term comes to a close, I am so thankful to those who have contributed to this edition of Opus, despite the pressures they have likely experienced on their own time and health this term. In Term One, the '10 Questions' spotlight shone on Dr Geoff Lowe; this term we focus on his successor at ECU, Dr Jason Goopy. I was fortunate to learn from Jason as part of the Australian Kodaly Certificate (AKC) a few years ago and know that his students at ECU have much to learn from his extensive teaching experience and passion for Music education. (Actually, that particular AKC feels like a lifetime ago, as it was "BC" – Before Covid!).

Can you imagine trying to start a Music program at a brand-new school during covid times? That's exactly what our Feature School contributor, Siobhan Jones, has done. Brabham Primary School opened near Ellenbrook in 2021 and already has 820 students from Kindergarten to Year 6. Thanks to the support of Siobhan's school community, particularly her Performing Arts teaching partner, she has laid all the groundwork for an engaging and thriving Music program.

If you would like your school to be featured in a future edition of Opus, or if you would be happy to be the focus for '10 Questions', please email me at sonyapeterelek@gmail.com
Best wishes for a relaxing break!

Sonya Elek, Editor

WHAT A RELIEF!!!

Covid has forced many Music teachers to take time off from teaching, either through their own sickness, the need to care for an ill family member, or because of strict isolation rules. At the peak of WA's covid outbreak, this meant that many Music (and other) specialists simply weren't replaced, since the demand for relief teachers exceeded the supply. Thankfully, as we see lower daily case numbers, many schools can now find relief for their Music specialists, but often, the replacement has no music training. In such cases, the challenge for the Music teacher is to plan a lesson that will be engaging for students, whilst not requiring any musical skills from the Relief Teacher.

Below are some suggestions for such lessons, based on my own teaching context: I teach Year 5 & 6 students who generally enjoy Music, are mostly motivated to learn, and are usually capable of working independently for short periods of time (five minutes or less). I also have many students who enjoy performing (regardless of their musical skills). In addition, on the page opposite, I have included a worksheet/activity that I recently created for a non-music Relief Teacher to use with my Year 6 classes. I created a similar

worksheet for her to use with my Year 5 classes, using the rhythms they have been learning. The relief teacher also photocopied a musical word search on the reverse of the page for early finishers – a great idea!

Ideas for Non-Music Relief Teacher Lessons

- Revise songs and games that the students know well and enjoy, eg. many younger classes will know *Kangaroo*, *Skippy Roo*; *Lucy Locket*; *Money and the Key*.
- Recorder/ukulele: Students can work individually or in small groups (for a short period of time) to prepare known tunes for a class performance. Advanced students can be given the job of helping others. The relief teacher could video the performances – this will help to increase student engagement/accountability.
- BINGO: Cheryl Lavender has created various musical Bingo games, eg. Musical Styles Bingo; Instrument Bingo; etc. I have found Rhythm Bingo works well with relief teachers. You will need one student in each class who can perform the rhythms accurately for the rest of the class to identify.
See P12

If you have some suggested relief lessons you would be willing to share in a future edition of Opus, please email them to me: sonyapeterelek@gmail.com

Name: _____ Class: _____

Year 6 Rhythm Task

1. Write your own 16-beat rhythm in the space below. You may use crotchets, quavers, and semiquavers (ta, ti-ti, ticka-ticka) and up to ONE crotchet rest (za).

Self-assessed		Peer assessed	
---------------	--	---------------	--

2. Practise clapping your rhythm and saying the rhythm names. Once you can do this, try clapping the rhythm and THINKING the rhythm names.

Self-assessed		Peer assessed	
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3. Walk the beat while clapping your rhythm.

Self-assessed		Peer assessed	
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4. Perform your rhythm (with or without the beat) for the class.

Self-assessed		Teacher assessed	
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5. Practise your rhythm on the claves or a tambourine.

Self-assessed		Peer assessed	
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OPTIONAL CHALLENGES:

- Perform the rhythm in one hand AND the beat in the other.
- Work with a partner to play your rhythm in canon (the second person should start after 2 or 4 beats). Then try playing their rhythm in canon.



TEN QUESTIONS FOR DR JASON GOOPY

Last term, Dr Geoff Lowe was featured in 10 Questions, and this term we introduce his successor at ECU, Dr Jason Goopy.

Dr Jason Goopy has recently been appointed Lecturer in Music Education at Edith Cowan University and coordinates undergraduate and postgraduate secondary music education at the School of Education. He previously held sessional academic roles at The University of Queensland and Griffith University and draws upon 15 years of leading arts programs and teaching music in Queensland combined primary and secondary schools.

Jason's research investigates the interface between music education and music psychology using mixed and arts-based research methods. His doctoral research investigated the role of music in boys' lives and the contributions of school music to their identity construction, for which he received the ASME Callaway Doctoral Award.

He serves on the editorial boards of the International Journal of Research in Choral Singing and the Australian Journal of Music Education. Jason is currently the Vice President of the Australian Society for Music Education, Immediate Past President of Kodály Australia, and is an Advisory Group member for the Alberts Tony Foundation philanthropic project, Music Education: Right from the Start.

How did you first get started / interested in music?

Music could always be heard in my home growing up. My mum taught me to play my first song on the piano.

Why did you want to become a music teacher?

I was fortunate to have an amazing music education and I want others to have opportunities to learn and grow through music.

What pieces stand out as favourites of your bands and choirs over the years?

My favourite performance memories are those of large-scale collaborative projects (e.g., *Let Go the Long White Sails* with mass choir, orchestra, and pipe band; *Reach Out I'll Be There* with soloists, vocal ensemble choreography and jazz band; *Into the Woods* full musical; Widor's *Mass for Two Choirs and Two Organs*) and students performing original music for their curriculum assessment.

What is your favourite IT resource for teaching music?

I am really interested in learning more about collaborative DAWs (Digital Audio Workstations)!

What instrument/s do you play?

Voice, piano, and saxophone.

What music are you currently listening to?

I listen to a lot of indie-pop and folk music at the moment.

What is your favourite year group / age to teach and why?

I love teaching all ages – there is something exciting about every stage of musical development.

Who is your favourite composer?

My students! Their creativity and artistry inspire me.

What is your favourite music resource?

Colleagues. I always learn from the brilliant work of those I work with.

What advice would you give to someone just starting out as a music educator?

Dream big and let your passion for music be your guide.



- By 2050 there will be more plastic in the ocean than fish. (Ellen MacArthur Foundation, 2016)
- Only 9% of all the plastics ever made have been recycled
- Every minute of every day, one million plastic bottles are used
- 90% of the plastic we consume is virgin plastic, made from oil (a fossil fuel)
- More than 40% of plastic is used only once, then discarded

Statistics such as these can be depressing and overwhelming, leaving us wondering what one person could possibly do to reduce plastic pollution. However, this wasn't the response of Perth woman, Rebecca Prince-Ruiz, when she realised the scale of the plastic problem. Instead, she said to her colleagues at her local Materials Recovery Facility, "I'm going plastic free next month. Who wants to join me?" Thus began the global phenomenon known as Plastic Free July.

Plastic Free July is an annual challenge that encourages participants to reduce single-use plastic waste during the month of July. The first Plastic Free July was in 2011 and involved just Rebecca and about forty of her colleagues. Since then, it has snowballed into the far-reaching global event that it is today. In 2020, there were around 326 million participants across the world!

The event's success lies in its simplicity and flexibility: participants choose which plastics they want to give up and how long they will commit. Don't let its name mislead you: rather than being completely plastic free, the goal of Plastic Free July is to increase our awareness of just how much plastic we use, and to create plastic-reducing habits that we can build on throughout the year.

I first participated in Plastic Free July last year. The experience taught me that plastic is a real convenience and reducing single-use plastics requires forethought and planning. This was particularly evident when my family went on a long road trip during the July school holidays. I had underestimated how much food we needed (my teenage sons continually amaze me with just how much they can eat!) and we ended up buying plastic-wrapped snacks at a petrol station. Initially, I felt like I had failed the challenge, but then I realised that I had learnt a valuable lesson – something that I would not have learnt had I not participated.

I introduced my work colleagues to Plastic Free July by hosting a Plastic Free Morning Tea. I kept it very low-key, just sending out an email to everyone, inviting

anyone who was interested to bring in a plastic-free plate of food to share at recess. I also included a list of suggestions for foods they could bring, including paper-wrapped bakery goods for those who wouldn't have time to prepare anything themselves. I was amazed at how much discussion there was in the lead-up to our morning tea - so many people complained how difficult it was to think of something they could bring that was plastic-free. For many, this was the first time they had realised how pervasive plastic is in our lives.

This year, I will once again be taking on the Plastic Free July challenge in my own home, and I also hope to host a Plastic Free Morning Tea in some form or another. I will also be urging my local MP to join the challenge, and to use her influence to inspire others to participate. If you're keen to join us, visit the Plastic Free July website: <https://www.plasticfreejuly.org/> They have fantastic resources and loads of ideas on how to make a difference – wherever you are in your plastic free journey.

And here are some positive statistics to inspire you:

- In 2011, one woman from the most isolated capital city in the world decided to reduce her plastic consumption for the month of July, and forty of her colleagues joined her. In 2020, over 326 million people took the Plastic Free July challenge.
- In 2017, nine-year-old Queenslander Molly Steer was inspired to reduce the impact of plastic straws on marine life and started Straw No More. See her inspirational TEDx Talk: https://www.ted.com/talks/molly_steer_straw_no_more
- In 2018, a fifteen-year-old Swedish student diagnosed with Asperger's Syndrome skipped school to sit alone outside the Swedish Parliament, holding up a sign saying School Strike for Climate. Her name was Greta Thunberg and she inspired millions of students around the world to take similar action in a movement known as Fridays for Future.

A great song to get your students thinking and talking about plastic waste is Formidable Vegetable's Plastic: <https://www.youtube.com/watch?v=QBOEWbIU3k>

A documentary to educate and inspire: <https://aplasticocean.movie/>

A book full of practical suggestions: Plastic Free: How I Kicked the Plastic Habit and How You Can Too. Beth Terry (2012)

Sonya Elek



PERFORMING ARTS AT A FOUNDATION SCHOOL

I vividly recall getting the call from Ms Anika Blackmore (my soon to be new boss) to tell me I had won the position of Music Teacher at Brabham Primary School – a brand new school being built in the ever growing north-east corridor of Perth. I was shocked, excited and just a little bit apprehensive about leaving my current school – which I loved. I was feeling super proud of myself, when I heard the tone change on the line ... 'However, there is a catch.' There it was. There was a 'but'. This 'but' just happened to be the greatest gift I have ever received in my teaching career - a partner! No, I didn't have to job share. No, I didn't have to share my teaching space, an incredible new purpose-built Music Room. The 'but' was another Performing Arts Specialist Teacher. Was I hearing this all correctly? A Performing Arts Team in a Primary School?

All of my apprehension dissipated when I met my new teammate, Mr Stephen Jeffrey. Both of us just clicked ... it was like we were made to meet and start something special at our new school. Our first meeting started with a whole lot of us pinching ourselves. How was it possible for an Arts program at a school to already be so valued? Neither of us had ever experienced it before. The strands would

be split amongst us with Mr Jeffrey taking Dance and Drama and myself looking after Music. Each child would have all of these areas taught across a year. Wow. To top it off, the undercover area was purposefully named the 'Performing Arts Centre'. We knew this was going to be good!

We began the year knowing Brabham Primary School would have a vibrant Arts culture, which is a testament to the support of our Administration team, our community, and staff. We have a very cultural community and we wanted to involve them from the beginning. Music can unite people. Communities around the world use music to create cultural identity. We wanted to tap into this using Performing Arts as a tool to harness community engagement. We had many things planned and then ... Covid hit.

Our opening week was slightly pushed back due to Covid. This was devastating as what a week we had planned! Luckily Gina Williams and Guy Ghouse could be moved to Week Two, as we couldn't think of a more culturally respectful way to welcome everyone to our new school than with their Wanjoo Incursion.

Over the course of the year, we partnered with the



City of Swan, Mercy Care, Be Friend and many other agencies to put together events such as our annual Culture Fest – a festival focusing on the many different cultures and families within our community. Whilst focussing on building partnerships we also had many student achievements within the Arts program. These students diligently worked outside of class time to extend their skills and participate in extra-curricular activities, performances and workshops within the school and wider Perth community. I remember being told that Foundation schools should take the first year to settle in whilst taking time to look at external programs, performances and activities to start putting in place for the following year. We didn't want this for our kids. We wanted to offer the students real world performance and exhibition opportunities, generating excitement and reward for all those involved. Why should a child miss out on an experience so we can find our feet as a school? Our growth mindset kicked in and we began planning for 2021 in 2020. We would hit the ground running.

MUSIC

Our Foundation year in the music program was exciting and full of amazing achievements. We formed our Primary Performance Choir with over 60 students attending each Tuesday morning. The students tapped into a broad repertoire of songs and worked for three terms to perform with 3000 other students at

the One Big Voice Festival at the RAC Arena in Perth. Together with Jen O'Byrne, I create the choreography for this event, so this festival holds a special place in my heart. I submitted five audition tapes for compere roles, and we had two successful students (both EAL/D). This was an amazing achievement as they only had a handful of presenters on the night. We were also lucky to have such a supportive P&C who helped us fund beautiful choir uniforms for our very first performance.

Our Instrumental Music School Services (IMSS) program was set up during 2020 so our students could begin their instrumental music program in our foundation year. This was probably the trickiest part of planning: not knowing any of the students, and relying heavily on great communication from other schools around testing. Twenty-five students were recognised for their musical ability and offered instruments including violin, cello, clarinet, trumpet, and guitar. This program has doubled in 2022 with over 50 students participating. We have a dedicated IMSS room onsite, another show of commitment from our Admin team.

In Terms Three and Four, our Year Five and Six students have the opportunity to join rehearsals with the Junior

Continued over page

MUSIC TEACHERS AVAILABLE FOR RELIEF

Please note: ASME WA does not endorse these teachers and takes no responsibility for the quality of their teaching. If you know of other music teachers who may be available for relief, please ask them to contact Sonya Elek (sonyapelelelek@gmail.com).

Name	Phone	Email	Days	Yr Levels	Location	Comments
Adams, Clayton	0407 084 752	37dart@gmail.com	M – F	K – 6		Class music and general relief. Primary only.
Bird, Tamara (Tami)	0407 942 598	itamibird@icloud.com	Tu, W, Th	K-12	South. (Can travel north if given notice.)	Class music and choir. Will do general relief.
Costello, Sophie	0481 197 022	sophiecostello@gmail.com	M, Tu	K – 6	Prefer within 20 mins of Bassendean	Music specialist, guitar, and general relief.
Fitzpatrick, Isalyn	0484255343	Isalyn.bessell-browne@education.wa.edu.au	Th, F	K – 12	North	Primary or secondary classroom; vocal specialist; Kodaly trained
Fong, Francois	0413 397 907	francisfong@iinet.net.au	M, Tu, W, F	K – 12	Metro area	Class music, piano, violin, choirs, & string ensembles. General relief also
Michielsen, Maria	0415 941 347	maria.michiel@hotmail.com	Tu - F	K - 6	North (South if not too far)	Music specialist, Kodaly trained, choirs, piano
Nettis, Nicholas	0421 823 744	cnets@wt.com.au	M – F	K – 12	North & South	Specialist & secondary classroom music. Can also teach IT, arts, drama and instrumental music (Bass & guitar).
Rosario, Marguerite	0428 375 253	margueriterosario@icloud.com	M, Th, F	K – 9	Will travel	Music including guitar & ukulele. Kodaly interest
Stock, Allan	0401639034	stockyal@yahoo.com.au	M - F	All ages	South	Guitar only (Classical and Contemporary)

Ensemble Band at Ellenbrook Secondary College (ESC). This is such a wonderful program, encouraging students to continue their scholarships into high school. We have developed a really great partnership with ESC, an approved Department of Education specialist program for instrumental music and voice. The students love having Mr Stuart Rhine-Davis and his incredible ensembles visit to showcase Music at ESC. These performances always leave our budding musicians in awe of what's to come in the world of music.

DANCE

Our Primary Dance Team, led by Mr Stephen Jeffrey participated in the annual Wakakirri: Story Dance National Competition. Brabham Primary School successfully made it into the national finals as they told our Foundation school story through dance. The audience were captivated by the imaginative story-telling of a student starting in a brand new school and the various emotions and experiences felt. 'Exciting', 'vibrant' and 'relevant' are some of the words that capture and describe the wonderful Wakakirri performance at the Perth Concert Hall. It was a feast for the senses with so many students dancing with impeccable timing, colour and movement.

Our Dance Team continued to represent our school with pride when they were selected to perform at the prestigious WA Primary Principals Conference at Crown Perth.

As our Foundation Year wrapped up, I was indeed exhausted. 2021 was a massive year on all levels. I wouldn't have been able to achieve all the amazing things we did without my Performing Arts partner and a strong, supportive Administration Team. Above all, everything was FUN. That is the key word: my work is FUN. I am blessed to feel valued, appreciated and seen in my Specialist area.

Siobhan Jones

Primary Performing Arts Specialist – Brabham PS



Back: Jane Nicholas, Sonya Elek, Robyn Veitch, Sandy Marwick, Anna-Maria Agnello, Pippa Chapman, Mary-Anne Goyder
Front: Rhianna Reynolds, Mandy Herriman, Jason Boron
Absent: Paul McCarthy, Verity Levis

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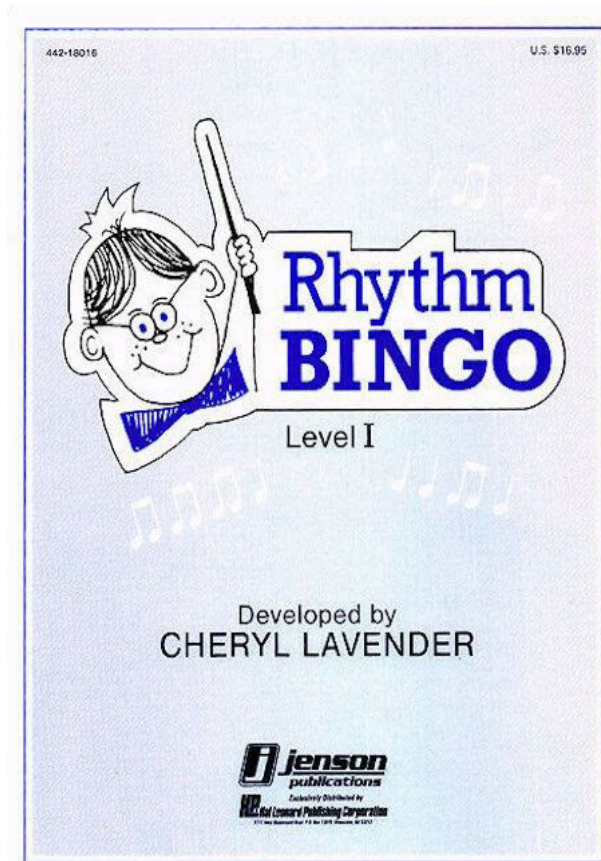
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GOOD READS REVIEW

Rhythm Bingo - Level 1 **by Lavender Cheryl (Composer)**

Designed to coincide with early teaching of rhythms, RHYTHM BINGO LEVEL I is an enjoyable, motivational game that promotes an active learning environment involving every child. The game is really like two games in one, as there are two levels to every card. Level A reinforces the learning of simple rhythm patterns in 4/4 including quarter notes/rests and eighth notes. Level B features more advanced rhythms with half, dotted half and whole notes/rests. As a follow-up game, see RHYTHM BINGO LEVEL II