

The Song of the Bee - MORE

YEAR LEVEL FOCUS		LEARNING INTENTIONS	
Year: Year 1/2 Learning Area: The Arts Discipline: Music Name of Unit: The Song of the Bee - MORE Length of Lesson: Approximately 15 minutes plus self-reflection		Students will learn: <ul style="list-style-type: none"> to sing, move, make rhythmic patterns and keep the beat to the song, <i>The Song of the Bee</i> This unit of work has a particular focus on tone colour, pitch and duration.	
		RESOURCES	
		<ul style="list-style-type: none"> <i>The Song of the Bee</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications <i>The Song of the Bee - MORE</i> MiM video resource 	
MUSICAL KNOWLEDGE			
STRANDS			
Explore and Express Ideas	Music Practices	Present and Perform	Respond and Interpret
Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	Create compositions and perform music to communicate ideas to an audience (ACAMUM082)	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)
SKILLS			
I can make my own music by singing. I can make my own music by using body percussion in different ways. I can move in response to the music I hear. I can experiment with body percussion.	I can add body percussion parts to a song. I can keep the beat to a song. I can find the high and low sounds in the body percussion I use. I can create loud and soft sounds using my voice and body percussion.	I can play a body percussion piece to an audience. I can accurately sing a song and do body percussion patterns at the same time. I can clap a repeating pattern in music I hear. I can perform a song to an audience.	I can describe the music I hear. I can describe the music I play. I can describe the music I make.

Levels 1 and 2 Achievement Standard

By the end of Level 2 students use imagination, their voices and instruments to improvise, compose, arrange and perform music. They explore and make decisions about ways of organising sounds to communicate ideas. They achieve intended effects and demonstrate accuracy when performing and composing.

They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts.

Sequence of Learning Experiences

Hello song: Teacher uses gestures to match the relative pitch of each note when singing. Song taught using echo response (use gesture to show when students echo). Asks students if they can say hello in another language. Teacher introduces a different language into the song. French: Bonjour.

Taking it further: Students could learn and sing hello in different languages. Students could create their own hello song and actions.

Introduce words and expression: Teacher says main words from song in a range of expressive ways (high, low, loud, soft, rounded, etc.).

Teach words in echo with actions: Teach 2 bar sections; then 4 bar sections; then whole text (use gesture to show when students echo)

Guided Listening/ Teaching of the Song through Whole Song Method:

Song is played many times; prior to each listening, students are asked to do or listen for something; teacher asks students to share what they have noticed or discovered after each listening; excerpt played again and children asked to check/ listen out for this feature.

1. We are going to listen to a song about bees now! I'd like us to be buzzing bees zooming around every time we hear ONLY instruments playing; but as soon as the singing starts we should land on a flower and freeze!
2. This time we're going to use our little bee to buzz the beat along to the music. Let's get our bee ready!
3. This time, I'd like you to make up your own actions for Zoom. Don't forget to be frozen during the other words.
4. This time, we can be frozen for Zoom and you can create movements to match everything else. Listen closely!
5. How about we listen to the song one more time. But this time, something magical is going to happen. This time I'd like you to also sing along! I bet you will sing the whole song beautifully! Students will be able to sing the song.
6. Last time, sing the entire song with actions and no accompaniment.

Reflection: Teacher asks students to remember what they did in the lesson. What did we do? What did we learn? How did we listen? What do you remember about the song? Ideas for Taking it further?

Goodbye song to finish the lesson

Assessment

- Can students use voices in expressive ways? Can students match vocal sounds performed by teacher? Can students say the rhyme with expression? Can students sing the song with accurate pitch? Can students follow non-verbal gestures and cues?
- Can students identify simple musical features of the excerpt?
- Can students imitate pitch patterns, rhythmic patterns and movement? Can students use gesture and movement to match pitch patterns? Can students improvise movements to match pitch patterns in excerpt? Can students listen to excerpt and use movement to match pitch changes?

Metacognitive Thinking: Student feedback written and drawn – I wonder, I think, I noticed, I see, I feel, I understand.