

The Song of the Bee - MORE

YEAR LEVEL FOCUS		LEARNING INTENTIONS	
<p>Year: Foundation/Prep</p> <p>Learning Area: The Arts</p> <p>Discipline: Music</p> <p>Name of Unit: The Song of the Bee - MORE</p> <p>Length of Lesson: Approximately 15 minutes plus self-reflection</p>		<p>Students will learn:</p> <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>. <p>This unit of work has a particular focus on tone colour, pitch and duration</p>	
		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
Explore sound and silence and ways of using their voices, movement and instruments to express ideas (VCAMUE017)	Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (VCAMUM018)	Rehearse and perform songs and short instrumental pieces which they have learnt and composed (VCAMUP019)	Respond to music, expressing what they enjoy and why (VCAMUR020)
SKILLS			
<p>I can use my singing voice.</p> <p>I can make and draw fast and slow sounds.</p> <p>I can use my voice in interesting ways.</p> <p>I can move to music.</p>	<p>I can use my singing voice.</p> <p>I can stamp to a beat.</p> <p>I can make fast and slow, loud and soft, short and long sounds using my voice.</p> <p>I can draw pictures to show the music I hear.</p>	<p>I can use movement while singing a song.</p> <p>I can sing to someone else.</p>	<p>I can talk about what I enjoy and don't enjoy about the music I hear.</p> <p>I can talk about the music I play.</p> <p>I can talk about the music I make.</p>

Foundation Achievement Standard

By the end of Foundation, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns. Students describe the music to which they listen, identifying what they enjoy and why.

Sequence of Learning Experiences

Hello Song: Teachers 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 different languages into the song. Korean: Annyeong; 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.