

# The Song of the Bee

YEAR LEVEL FOCUS		LEARNING INTENTIONS	
<p><b>Year:</b> Foundation/Prep</p> <p><b>Learning Area:</b> The Arts</p> <p><b>Discipline:</b> Music</p> <p><b>Name of Unit:</b> The Song of the Bee</p> <p><b>Length of Lesson:</b> Approximately 15 minutes plus self-reflection</p>		<p><b>Students will learn:</b></p> <ul style="list-style-type: none"> <li>to sing, move, make rhythmic patterns and keep the beat to the song, <i>The Song of the Bee</i>.</li> </ul> <p>This unit of work has a particular focus on pitch and tone colour.</p>	
RESOURCES			
<ul style="list-style-type: none"> <li><i>The Song of the Bee</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications</li> <li><i>The Song of the Bee</i> MiM video resource</li> </ul>			
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 (VCAMURO20)
SKILLS			
<p>I can make my own music by singing.</p> <p>I can use my voice in interesting ways.</p> <p>I can move in response to the music I hear.</p>	<p>I can add movement to the songs I sing.</p> <p>I can keep the beat to a song</p> <p>I can find the high and low sounds in the music I sing.</p>	<p>I can sing a song to an audience</p> <p>I can accurately sing a song and move at the same time.</p>	<p>I can describe the music I hear</p> <p>I can describe the music I play</p> <p>I can describe 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: 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)

Buzzing bee warm-up: introduce a range of vocal sounds; prepares voice; uses gesture/movement to show pitch patterns

Draw pitch with bee: teacher shows how you can use a bee (hand movements) to show pitch when singing. Teacher uses bee to draw pitch and asks children to sing to match the movement of the bee.

Listen to excerpt: teacher asks children to listen to excerpt and use their bee (hand movements) to match the pitch of the words.

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: Song is played several times; prior to each listening, students are asked to do or listen for something; teachers 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. Listen to the music and perform actions. Listen closely and watch carefully.
2. How do our movements match the Music? A. Movements match the pitch of the words, "Zoom, zoom, zoom."

Can you make up your own actions to show the pitch of zoom? This time use your own actions for zoom (something different for repeat)

Summary/re-cap of lesson: teacher asks students to remember what they did in the lesson. What did we do? What did we learn? How did we listen? How did we show high and low sounds? I wonder what you can do at home?

Goodbye song

## Assessment

Can students use voices in expressive ways? Can students match vocal sounds performed by teacher? 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 and improvise gesture and movement to match pitch patterns? Can students listen to an excerpt and use movement to match pitch changes?

Can students “perform” notation in the form of movements and gestures to represent pitch.

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