

The Song of the Bee

Title	Lesson duration	Musical concepts	Resources
<i>The Song of the Bee</i>	Approximately 15 minutes plus self-reflection	Pitch; tone colour	<i>The Song of the Bee</i> from MiM Rhymes and Songs Arr. R Gill. Devirra Publications

Content	Outcomes	Indicators Addressed
Performing	MUES1.1: Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts MUS1.1: Sings, plays and moves to a range of music demonstrating awareness of musical concepts	Explores vocal sounds. Uses listening skills to imitate pitch, rhythm patterns and other musical features with voice, movement and body percussion. Sings in tune with others and alone. Uses echo. Follows non-verbal gestures and cues.
Organising sound	MUES1.2: Creates own rhymes, games, songs and simple compositions MUS1.2: Explores, creates selects and organises sound in simple structures MUS1.3 Uses symbol systems to represent pitch	Sings and plays music to explore the expressive possibilities of their voices. Improvises movements. Improvises sounds using voice. Improvises melody when singing. Uses movement to represent pitch. Reading from notation (body stave and movement to represent pitch)
Listening	MUES1.4: Listens to and responds to music MUS1.4: Responds to a range of music expressing likes and dislikes and the reasons for those choices	Responds to music through movement, voice and body percussion. Identifies simple musical features

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.

Students may complete the self-reflection worksheet. Assess responses to what they did, what they heard, and what they are thinking.