

F-2 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	Content descriptors F-2	Content Elaborations
Performing	Sing and play instruments to improvise practise a repertoire of chants songs and rhymes including songs used by cultural groups in the community ACAMUM081	<ul style="list-style-type: none"> Singing and playing music to explore the expressive possibility of their voices and instruments Practising techniques for singing songs and playing classroom instruments Considering viewpoints – meanings and interpretations - For example - What did this music make you think about and why?
Organising sound	Create composition and perform music to communicate ideas to an audience ACAMUM082	<ul style="list-style-type: none"> Choosing and combining sounds to create compositions Considering viewpoints – forms and elements: for example – What sounds or musical phrases are in my composition? What instruments were used in the music? Improvising body patterns, such as clapping or stamping, and creating accompaniments to familiar music
Listening	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion ACAMUR080	<ul style="list-style-type: none"> Imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping and call and response singing Using voices and body percussion to experiment with the elements of music to identify same and different, for example, sound and silence, fast and slow, long and short high and low, happy and sad.

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."
3. 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

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

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

Success Criteria

Can students:

- use voices in expressive ways
- match vocal sounds performed by teacher
- follow non-verbal gestures and cues
- demonstrate understanding of pitch through movements and gestures
- identify simple musical features of the excerpt