

F-2 The Song of the Bee MORE

Title	Lesson duration	Musical concepts	Resources
<i>The Song of the Bee</i> - MORE	Approximately 15 minutes plus self-reflection	Tone colour, pitch, duration	<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	<p>Sing and play instruments to improvise practise a repertoire of chants songs and rhymes including songs used by cultural groups in the community</p> <p>ACAMUM081</p>	<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	<p>Create composition and perform music to communicate ideas to an audience</p> <p>ACAMUM082</p>	<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	<p>Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion</p> <p>ACAMUR080</p>	<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: 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.

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: the 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.

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? What do you remember about the song?

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.

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?

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?

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