**Unit 9: May (Animals)**

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| **Lesson** | **Resource** | **Musical Concepts** | **Strand** | **Strand Unit** | **Content objectives (The child will be able to …)** |
| 1 | Going to the Zoo (*song 1*) | Pulse, Dynamics | Performing  | Song Singing | * Sing the song *Going to the Zoo*
* Perform it with a sense of pulse, adding suitable actions
 |
| 2 | The Swan(*listen, respond*) | Pitch; Structure; Timbre | Listening and Responding | Listening and Responding to Music  | * Listen to *The Swan* from *Carnival of the Animals* by Camille Saint-Saëns

Respond imaginatively to the music and understand how music can convey animal movementPerceive the shape of the melody |
| 3 | An Eilfint(a*mhrán*) | Rhythm; Dynamics | Performing | Song Singing | * Sing the Irish song *An Eilfint*
* Perform the song with actions
 |
| Playing instruments | * Use percussion instruments to create an accompaniment that shows the strong beat
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| 4 | The Elephant(*listen, respond*) | Timbre; Structure | Listening and Responding | Listening and Responding to Music  | * Listen to *The Elephant* from *Carnival of the Animals* by Camille Saint-Saëns
* Become aware of the sound of the double bass
* Respond to the ‘oom pah pah’ (3/4) pattern in the music while showing the structure and character of the music
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| 5 | *Soh*, *mi* and *lah*(*literacy)* | Pitch  | Performing | Literacy | * Recognise and sing a simple *soh*, *mi*, *lah* melody from staff notation
* Use hand signs to show the notes
 |
| 6 | There Was a Crocodile(*song 2*) | Rhythm | Performing  | Song Singing | * Sing the song *There Was a Crocodile* adding suitable actions
* Recognise and clap simple animal rhythm patterns
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| Composing | Improvising and Creating | * Select an instrument to represent an animal sound
* Invent simple animal rhythm patterns
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| **Curriculum Integration** | **Literacy / Reading / 4. Phonological and phonemic awareness****SESE / Science / Living Things**  |

**Lesson 1: *Going to the Zoo* (Song 1)**

This is a playful song with plenty of animal sounds and lots of repetition.

**Resources**

Lesson 1: *Going to the Zoo* (digital)

**Steps / Teaching Notes**

* Talk to the class about the zoo, asking them what it is, what animals you can find there etc.
* *Digital activity – Going to the Zoo*: Ask the class to listen to the first verse of the song and clap anytime they hear the word ‘zoo’. It’s important that they don’t clap on any other word so do it a few times if needed until it sounds clean.
* Learn the first verse and sing, including the clap on ‘zoo’. On the final line ‘We can stay all day’, direct children to move their hands out in an arc from left to right.
* For the chorus, teach the following actions:
	+ ‘We’re going to the …’ (G*esture out with hands and follow with the claps on ‘Zoo’.*)
	+ ‘How about …’ (P*ut hands to the side in the air with a flat palm and two index fingers pointing forward and repeated for ‘you, you, you’.*)
	+ ‘You can come too …’ (*Point outwards and then hold hands to heart for each repeated ‘too’.*)
* Repeat the gestures for the first line ending on the clap for ‘zoo’.
* For each verse ask the children to suggest actions they could use to show each of these animals (e.g., holding their elbow with other hand and letting their arm swing for the elephant’s trunk)
* Ask the children to sing quietly for the verse ‘See the slippery seals splish, splash, splashing …’
* The final verse should be sung fast and with energy.

**Lesson 2: *The Swan***

This piece of music is from *Carnival of the Animals* by Camille Saint-Saëns. The cello and the piano perfectly capture the calm, smooth and elegant movement of the swan on water.

Warning! Don’t tell the children what animal it is until they have listened to the piece, as you want them to discover the way the music moves and work this out for themselves.

**Resources**

Lesson 2: *The Swan* (digital)

Lesson 2: String Instrument Flashcards (digital)

Pupil book: Page 30

**Steps / Teaching Notes**

* *Digital activity – String Instrument Flashcards*: Show children the string instrument flashcards. Once children have been introduced to each instrument, focus on the cello. Have children look at the picture of a cello and talk to them about how big it is. Ask them questions about it such as: *Do you think it will make a deep sound or a high sound? How do you play it? Could you fit it under your chin? How many strings does it have?)* Discuss how the cello player is seated and uses a bow that rubs across the strings.
* *Digital audio file – The Swan:*  Play the music. Ask the children to pretend to be the cello players but tell them they can only play when the cello is playing. If the cello stops, they must stop. If it begins again, they begin again. Having listened to the whole piece, ask children which instrument finishes first – the cello or the piano?
* Play the music again and tell the children that the composer, Saint-Saens, was trying to show how a particular animal moves. Prompt for suggestions for which animal it is and how it moves by asking questions like: *Is it a big animal like an elephant, a fast animal like a cheetah or a tiny animal like an insect?* Let them explain their answers. Don’t just focus on the right answer as you can get some lovely descriptions of music from children about other possibilities.
* Narrow the discussion down by showing children a picture or video of a duck, a robin, a swan and an eagle. Discuss how each of them moves. Use prompts such as: *waddle, hop, glide, soar*. Ask children which of these birds might match the way the music moves.
* *Pupil Book, p. 30:* Children listen to the music once more and complete the pupil book activities.

**Weblinks**

The below links to videos of a duck, a robin, an eagle and a swan may be helpful*. (*Note: in the video of the swan, *The Swan* excerpt plays in the background so you might want to turn the sound down if you show this *before* the children have identified the animal being focused on.)

Duck: <https://www.youtube.com/watch?v=3GT6TKyU7h8>

Robin: <https://www.youtube.com/watch?v=SVNilOwikJ8>

Eagle: <https://www.youtube.com/watch?v=i94QoqvmgrM>

Swan: <https://www.youtube.com/watch?v=koeLdhqdU88>

Children may also enjoy watching this performance of *The Swan*:



<https://www.youtube.com/watch?v=eo2y23NVOg8>

**Lesson 3: *An Eilfint***

This is a short Irish song that conveys the deep sounds and strength of an elephant. The children will learn a rhythm pattern that they can perform as an accompaniment to the song.

**Resources**

Lesson 3: *An Eilfint* (digital)

Percussion Instruments: include drum, two-tone woodblock, cardboard tube

**Steps / Teaching Notes**

* Teach the class a vocal rhythm pattern of a big sound and a little sound such as:

*Boom tick-tock (Ta ti-ti)*

*Boom tick (Ta Ta)*

*Boom tick-tock (Ta ti-ti)*

*Boom tick (Ta Ta)*

* + Tap a steady beat to help children begin.
	+ Divide the class into two groups. Group 1 says the *Booms* and Group 2 says the *ticks* and *tick-tocks*. The children must listen carefully to each other to come in at the right time.
* Pick a child from each group. Give one child a drum and the other a two-tone woodblock. Ask the children to perform the pattern and ensure they maintain the steady beat (the drum plays the boom and the wood block the tick / tick-tock). Try this out with several children.
* *Digital activity – The Swan:*  Listen to the song and ask the children if they notice their pattern. Teach the song.
* When the children know the song well, perform it with the percussion pattern.
* Add the sound of an elephant trumpeting at ‘féach’. Use a cardboard tube or some rolled up paper to make the trumpet.
* Perform the song with all the instruments.

**Lesson 4: *The Elephant***

This is a second piece of music from *Carnival of the Animals* by Camille Saint-Saëns. In this piece, Saint-Saëns was trying to capture an elephant dancing. You can hear the ‘oom pah pah’ waltz sound in the music with a feeling of 3 beats and then a more flowing section where you might imagine the elephant doing graceful pirouettes.

**Resources**

Lesson 4: *The Elephant* (digital)

Lesson 2: String Instrument Flashcards (digital)

**Steps / Teaching Notes**

* *Digital activity – String Instrument Flashcards:*  Review the string instrument flashcards with children with a particular focus on the double bass. Point out to children that it’s so big you have to stand up to play it and that you play it with a bow just like the cello.
* Explain to children that the person who made this music wanted a big instrument with a big sound to show a big animal. Ask children what the biggest land animal is? (*An elephant.*)
* Tell children to pretend they are an elephant. Ask them to imagine their fists are the front legs of an elephant.
* *Digital audio file – The Elephant:* Play the music and encourage children to move their fists silently to the music as if they were the elephant’s legs. Ask children if they think the double bass is a good instrument to use to show an elephant and elicit why? Then ask if they can hear another instrument playing as well as the double bass? (*The piano.*)

**Lesson 5: *Soh, mi* and *lah***

This is a short musical literacy lesson on pitch. Children revise the solfege hand signs and then draw and sing *soh*, *mi* and *lah* on a two-line stave.

**Resources**

Lesson 5: *Soh*, *mi* and *lah* Video (digital)

Pupil book: Page 31

**Steps / Teaching Notes**

* *Digital activity – Hand Signs Flashcards:* Revise the solfege hand signs with the children.
* *Digital activity – Soh, Mi, Lah video:*  Play the *soh*, *mi*, *lah* video for children. Make sure they understand the relative positions of *soh*, *mi* and *lah* on the stave.
* *Pupil book, p. 31:* Have children complete the pupil book activities.

**Lesson 6: *There Was a Crocodile* (Song 2)**

This is a fun action song children should enjoy singing. The animal rhythm flashcards and pupil book activity also provide children with an opportunity to create their own simple rhythm patterns.

**Resources**

Lesson 6: *There Was a Crocodile* (digital)

Lesson 6: Animal Rhythm Flashcards(digital)

Pupil book: Page 32

Percussion Instruments

**Steps / Teaching Notes**

* *Digital activity – There Was a Crocodile*: Play the song and have children discover the animals and associated sounds for each.
* Encourage children to sing the first section of the song (before each animal gets replaced by its sound) acting out the movements for each animal. Alternatively, they can follow the actions by watching online video of the song (see Weblinks section below).
* Ask children what a crocodile sounds like? (*His teeth go chomp chomp*.) Sing the first line replacing crocodile with, ‘There was a chomp chomp’.
* Go through each animal in turn replacing the animal with a sound until all animals are sounds: Crocodile – chomp, chomp; Orangutang – grunt grunt; Eagle – caw, caw; Fish – glub, glub, Rabbit – boing; Beaver – chomp chomp; Elephant – tooooot.
* Sing the song from the beginning until children are familiar with all the animals and their replacement sounds.
* Group work: Assign an animal to each group. Sing the song with each group singing its animal name and then each animal sound.
* Give children a range of percussion instruments and assign each group an animal. Ask them to try to make the animal sounds. Will they need a deep sound or a high sound or a long sound? What way will they play the instrument? (*Striking, scraping, shaking, plucking, blowing* *etc.*)
* *Digital activity – Animal Rhythm Flashcards:*  Play the animal rhythm flashcards and have children clap the rhythm patterns.
* *Pupil book, p. 32:* Children must place each animal in the correct column based on its rhythm pattern. They then create their own animal rhythm pattern.

**Weblinks**

Children may enjoy watching the accompanying video for this song online*:*



<https://www.youtube.com/watch?v=IkanoEmIcHM>