

ANIMALS @LYNNE PILBROW

Animals, animals, big and small,
Animals, animals, short and tall,
Animals, animals, jump and jive,
Turn around and give me five!

Teddy bears, kangaroos, big and small,
Elephants, monkeys, short and tall,
Fish, frogs, flying birds, jump and jive,
Turn around and give me five!

- Download the song/music from CD Baby or iTunes:



<http://www.cdbaby.com/cd/funmusicforlittlekids>



<https://itunes.apple.com/au/album/animals/id463512051>

- Purchase the hard copy CD (Australia only): <http://www.funmusicforlittlekids.com/buy/>

TONE COLOUR (TIMBRE) ACTIVITY

Tone Colour/Timbre: the particular sound quality of an instrument or voice

Age group: 3-4 year olds

Learning Outcome: Children will recognise the sounds of selected untuned percussion instruments

Resources needed: Three untuned percussion instruments for each child (eg Tone block, Maraca, Rhythm Sticks)

Activity steps:

1. Play the recording of the song – children move or dance to the beat as the song is played (turn around and give a high five to a friend at the correct time)
2. Children sit down on the floor and close their eyes: teacher plays each of the three percussion instruments and children name them. Give out the three instruments to each child.
3. Play the recording of the song: children play one of the instruments to the beat in the first verse, change to another in the instrumental section and play the third instrument in the last verse.

OTHER MUSICAL SKILLS AND CONCEPTS COVERED IN THIS ACTIVITY:

- Moving (creating movements individually to the recorded music)
- Playing (playing instruments using correct technique)
- Listening and Responding (following instructions, naming the instruments heard)
- Beat (playing instruments and moving to a steady beat)

Please note: In Australia, the Early Years Learning Framework covers the ages from Birth to 5 years, and the Australian Curriculum applies from the first year of formal schooling (Foundation). The highlighted outcomes are covered in this music teaching activity.

AUSTRALIAN EARLY YEARS LEARNING FRAMEWORK (EYLF) OUTCOMES

1. Children have a strong sense of identity	2. Children are connected with and contribute to their world	3. Children have a strong sense of well-being	4. Children are confident and involved learners	5. Children are effective communicators
<ul style="list-style-type: none"> Children feel safe, secure and supported Children develop their emerging autonomy, interdependence, resilience and sense of agency Children develop knowledgeable and confident self-identities Children learn to interact in relation to others 	<ul style="list-style-type: none"> Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation Children respond to diversity with respect Children become aware of fairness Children become socially responsible and show respect for the environment 	<ul style="list-style-type: none"> Children become strong in their social and emotional well-being Children take increasing responsibility for their own health and physical well-being 	<ul style="list-style-type: none"> Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating Children transfer and adapt what they have learned from one context to another Children resource their own learning through connecting with people, place, technologies and natural and processed materials 	<ul style="list-style-type: none"> Children interact verbally and non-verbally with others for a range of purposes Children engage with a range of texts and gain meaning from these texts Children express ideas and make meaning using a range of media Children begin to understand how symbols and pattern systems work Children use information and communication technologies to access information, investigate ideas and represent their thinking

For further explanation, please refer to the FunMusic for Little Kids EYLF statement.

TRANSITIONING TO... THE ARTS AUSTRALIAN CURRICULUM - MUSIC OUTCOMES (FOUNDATION TO YEAR 2)

2.1 Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion	2. 2 Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	2.3 Create compositions and perform music to communicate ideas to an audience	2.4 Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples
<ul style="list-style-type: none"> Matching pitch to sing in tune and experimenting with speaking and singing voice to recognise the differences 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, loud and soft, happy and sad Recording music ideas using technologies and graphic notation 	<ul style="list-style-type: none"> Practising and performing music, reading from notation (invented and learnt symbols) Practising techniques for singing songs and playing classroom instruments Singing and playing music to explore the expressive possibilities of their voices and instruments Considering viewpoints – meanings and interpretations: For example – What did this music make you think about and why? Practising and performing music using accessible technologies Learning a song used by groups in the local community, such as Aboriginal songs or Torres Strait Islander songs from their community, respecting cultural protocols 	<ul style="list-style-type: none"> Choosing and combining sounds to create compositions, for example, combining pitch and rhythm patterns Considering viewpoints – forms and elements: For example – What sounds or musical phrases are in my composition? What instruments were used in the music and how was their sound different? How was their sound made? Improvising patterns of body movement, such as clapping or stamping, and creating accompaniments to familiar music Improvising with voices and sound sources to express actions, thoughts and feelings Recording music using notation and technologies so others can read the notation and listen to the recording Creating and improvising music using technologies 	<ul style="list-style-type: none"> Identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates cultural knowledge Considering viewpoints – societies and cultures: For example – Where is this music from and why was it made? Identifying the roles of an active performer and a reflective listener Sharing constructive observations about music from a range of cultures as a performer and audience member Describing shapes, patterns, form or mood of pieces of music using their own words and learnt music terminology Listening to and talking about music and musical instruments from different contexts and cultures