**Unit 9: May (Minibeasts)**

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| **Lesson** | **Resource** | **Musical Concepts** | **Strand** | **Strand Unit** | **Content objectives (The child will be able to ...)** |
| 1. | Minibeasts Song  *(song 1)* | Pitch; Pulse; Structure; Dynamics | Performing | Song Singing | * Sing the song *Minibeasts Song* * Distinguish between verse and chorus * Distinguish between loud and quiet singing |
| 2. | Insect Soundboard  *(listen, respond)* | Timbre; Pitch; Duration; Dynamics | Listening and Responding | Exploring Sounds | * Listen to and identify a range of common insect sounds * Describe in words the particular sounds that insects make * Consider the concepts of ‘long’, ‘short’, ‘higher than …’, ‘lower than …’, ‘louder than …’, ‘quieter than …’ when differentiating between insect sounds |
| 3. | Flight of the Bumble Bee  *(listen, respond)* | Tempo; Dynamics;  Mood | Listening and Responding | Listening and Responding to Music | * Listen to an extract from *Flight of the Bumble Bee* by Rimsky-Korsakov * Identify its character and tempo * Respond to the music through movement. |
| 4. | Bee, Bee, Bumble Bee  *(soh-mi song)* | Pitch; Pulse | Performing | Song Singing | * Sing the soh-mi song *Bee, Bee, Bumblebee* * Develop a sense of pitch * Tap the pulse of the song * Develop aural memory |
| Performing | Early Literacy | * Indicate the pitches *soh* and *mi* using gestures * Recognise and perform the regular beat from pictorial symbols |
| 5. | Wiggly Woo  *(song 2)* | Pitch; Pulse; Structure; Dynamics | Performing | Song Singing | * Sing the song *Wiggly Woo* * Add appropriate actions to the song * Distinguish between a normal singing voice and getting louder |
| Playing Instruments | * Perform the song with percussion accompaniment |
| 7. | Early Literacy  *(Ants and Spiders)* | Pulse; Duration | Performing | Early Literacy | * Recognise and perform simple rhythm patterns from pictorial symbols * Match a simple rhythm pattern to a pictorial pattern |
| 8. | An Beach  *(amhrán)* | Pitch; Pulse | Performing | Song Singing | * Sing the song *An Beach* with actions |
| Playing Instruments | * Perform the song with percussion accompaniment |
| **Curriculum Integration** | | * **Literacy / Reading / 4. Phonological and phonemic awareness** * **SESE / Science / Living things / Plants and animals** * **Gaeilge / Teanga Ó Bhéal/ 5 & 6. Stór focal a shealbhú agus a úsáid** | | | |

**Lesson 1: *Minibeasts Song* (Song 1)**

Fourteen named minibeasts as well as their distinguishing features makes this a science lesson as well as a fun song.

**Resources**

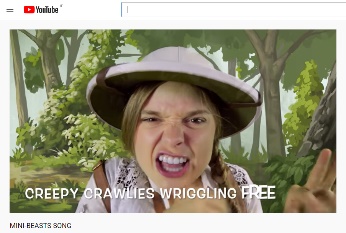
Lesson 1: *Minibeasts Song* (digital)

**Steps / Teaching Notes**

* *Digital activity – Minibeast Song:* Discuss mini-beasts. Listen to the song and invite the children to recall some of the minibeasts mentioned.
* Teach the chorus phrase by phrase. Listen to the song and ask the children to sing along with the chorus. The chorus is always the same. Add suitable actions to illustrate key words, for example ‘creepy crawlies wriggling around’, ‘in the air’, ‘on the ground’.
* Teach the verses phrase by phrase. What does the song say about minibeasts like worms, snails, slugs or ants? Can the children imitate the way each minibeast moves?
* When the children can sing the song confidently, rehearse simple ostinatos (a short constantly repeated rhythmic pattern) drawn from the words of the song, such as ‘snails and slugs’, ‘bees and wasps’. Children can sing the ostinato (rhythmic pattern) to accompany sections of the song.
* Add a percussion accompaniment to the song. Select some children to accompany the verse sections by clapping the ostinato quietly or tapping it on instruments.
* Invite individual children to choose percussion instruments to accompany the chorus by playing the pulse of the music.

**Weblinks**

Children may enjoy watching the video that accompanies the song on YouTube:



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

**Lesson 2: Insect Soundboard**

This is an interesting opportunity to consider the musical characteristics of a number of insect sounds such as the bee, wasp, housefly, dragonfly, mosquito or cricket. Children also learn to distinguish between *long* and *short* sounds.

Logo, company name

Description automatically generated**Resources**

Lesson 2: Insect Soundboard (audio file)

Lesson 2: Insect Flashcards (digital)

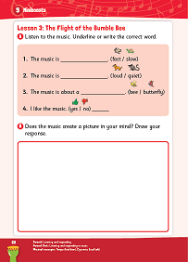
Pupil book, page 59

**Steps / Teaching Notes**

* Discuss with the children the different ways animals and birds use their voices to communicate. Insects do not have voices but can communicate by making body sounds such as flapping their wings or rubbing their wings together. Like animals, insect sounds have meaning. They make sounds to attract a mate or to let other insects know that they are in occupation of a particular patch of ground or when threatened by predators.
* *Digital activity - Insect Flashcards:* On the whiteboard, look at the picture of each insect (bee, cricket, fly, grasshopper, beetle and mosquito) and listen to its sound. For each insect:
* Discuss its picture. Ask questions such as: *Is it big or small? Is it long or short? Does it have a big head relative to its body? How does it move?*
* Discuss its sound. Ask questions such as: *Is it a buzz or a click? Is it continuous long sound or a short sound? Is it a loud or quiet sound? Is it a high, low or medium sound? Which insect has the highest/lowest sound?*
* With your mouth imitate the sound of each insect. Describe how you make that sound? Discuss how you make the sound by asking questions such as: *Do you use your lips or tongue?*
* *Digital activity - Insect Soundboard / Pupil book, p. 59:* The children listen to each sound and match it to the correct insect. They also categorise it as making either a *long* (bee, fly, mosquito) or *short* (cricket, grasshopper, beetle) sound.
* Divide class into groups and organise a quiz. Focus on five types of question: (i) identifying the picture of an insect, (ii) identifying the sound of an insect, (iii) imitating the sound of an insect, (iv) describing the sound of an insect, (v) comparing the differences between two insect sounds.

**Lesson 3: *Flight of the Bumblebee***

*Flight of the Bumblebee* by Nikolai Rimsky-Korsakov illustrates through music different characteristics of the bumblebee. It is a good piece of music to link with science and a discussion about the bumblebee’s job and value to the environment.

**Resources**

Lesson 3: *Flight of the Bumblebee* (digital)

Pupil book: Page 60

**Steps / Teaching Notes**

* Tell the children they will listen to a piece of music about one of the insects they discussed in

Lesson 2.

* *Digital audio file - Flight of the Bumblebee:* Have children listen to the extract and talk about its mood and speed. Ask children direct questions to aid identification such as: *Is it fast or slow? Is it loud or quiet? What sound is being imitated by the music?*
* Recall what the children know already about the bumblebee: how it looks and how it sounds. Prompt them to imitate its sound and ask questions like: *Does it fly fast or slow? What work does it do? Is it busy or restful?*
* Tell the children the name of the music and what the composer was trying to achieve. Ask children the following questions*: Did the composer do a good job? Does the music paint a good sound picture? In what ways does the music remind you of the bumblebee?*
* Listen again to the extract and ask the children to close their eyes and imagine what they think the bumblebee is doing during the music. Is it flying around from flower to flower? Is it flying in a straight line or is it swirling around? Is it busy or is it resting? Does the bumble fly at the same height all the time?
* Listen again and ask the children to consider how they would move to the music. Should they move quickly or slowly, lightly or heavily? Invite the children to move imaginatively, imitating the flight of the bumblebee.
* *Pupil book, p. 60:* have children complete the pupil book activities.

**Weblinks**

Children may enjoy watching this animation of *Flight of the Bumblebee:*



<https://www.youtube.com/watch?v=X14kC-sEH0I>

They may also be interested in watching this orchestra perform *Flight of the Bumblebee:*

A picture containing text, music, brass, concert band

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https://www.youtube.com/watch?v=6QV1RGMLUKE

**Lesson 4: *Soh-Mi* song (*Bee, Bee*, *Bumblebee*)**

This rhyming chant helps children pitch *soh* and *mi* accurately. (*Soh* and *mi* are very common intervals in familiar nursery songs.) The chant is also useful for learning the notions of ‘higher’ and ‘lower’. Like ‘Eeny, Meeny, Miny, Moe’, it can be used to select a person in games or to select various other things.

**Resources**

Lesson 4: *Bee, Bee, Bumblebee* (digital)

Lesson 4: Pulse Patterns (digital)

**Steps / Teaching Notes**

* Teach the song, encouraging the children to be as accurate as possible when pitching both notes.
* Perform the song with actions to indicate the position of *soh* and *mi*. When singing the high note *soh* place both hands on top of head. When singing the low note *mi* place hands on shoulders. This can lead to a discussion about ‘high’, ‘low, ‘higher’ and ‘lower’.
* Help the children to feel the pulse of the song by inviting them to alternate hand clapping and thigh slapping on the beat.
* Divide the class into two groups, ‘1’ and ‘2’. Group 1 sings the song while Group 2 clap hands and slap thighs to the beat (pulse). Then alternate the groups.
* Invite the children to select an instrument to tap the pulse of the song. Perform the song again with the instrumental accompaniment marking the beat.
* Aural memory game:
* The song has four lines. The children perform the song as before but when the teacher signals (i.e., index finger across lips) they sing the next line silently in their heads while continuing to clap/slap the pulse. The teacher removes their finger to signal a return to singing.
* Once the class becomes familiar with the game, organise a competition between two class groups. For example, each group might be allowed three attempts.
* *Digital Activity – Pulse patterns*:
* The pulse of the song is mapped out, showing four lines of four beats.
* Moving from left to right, point to each bee on the pulse. Children sing the song while showing the position of *soh* and *mi* on head and shoulders.
* Moving from left to right, point to each bee on the pulse. Children sing the song while marking the pulse with alternating handclaps and thigh slaps.
* Moving from left to right, point to each bee on the pulse. Children sing the song while playing selected instruments on each beat.

* Divide the class into three groups – marking pulse, showing *soh* and *mi* and instruments. Moving from left to right, point to each bee on the pulse. All three groups sing the song while performing their assigned action.
* Circle Game:
* Children sit in a circle. Appoint a leader.
* Everyone sings the chant, marking the pulse with handclaps or alternating handclaps and thigh slaps.
* To the pulse of the music, the leader moves around the outside of the circle and points in turn to each child.
* Whoever the leader points to on the final word of the chant 'out' is OUT
* The child who is ‘OUT’ becomes the new leader and the previous leader sits down and joins in the chant.
* Continue until all but one remains not ‘OUT’. They are the winner.

**Lesson 5: *Wiggly Woo* (*Song*)**

This fun action song provides an opportunity to learn opposites (antonyms).

**Resources**

Lesson 5: *Wiggly Woo* (digital)

**Steps / Teaching Notes**

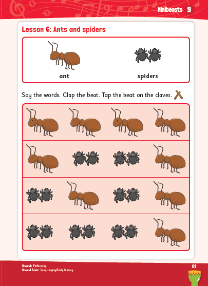
* *Digital activity – Wiggly Woo:* Listen to the song and discuss the words. Notice that each verse concerns a particular minibeast and the way it moves. Are the names given to each minibeast well chosen? Why?
* Teach each verse phrase by phrase. Consider how each minibeast moves- wiggling, slithering and flying. Practise these movements and add them to their respective verses.
* Notice the antonyms mentioned such as ‘left/right’, ‘day/night’, ‘here/there/everywhere’, ‘high/low’, ‘overhead/below’ and devise simple actions to portray these.
* Perform the song with all the actions.
* Notice the way each verse ends such as ‘Wig, Wig, Wiggly, Wig, Wig, Wiggly Woo’. Practise getting louder on this last part of each verse.
* Rehearse singing the song while clapping the steady pulse.
* Using the pulse as a simple ostinato (repeated rhythm pattern), select three children to play percussion instruments like those below to accompany the song:

**1 2 3 4**

Claves woodblock triangle -

**Lesson 6: Early Literacy – Ants and Spiders**

In this activity, children recognise and perform simple rhythm patterns from pictorial symbols. These are practised aurally first before introducing the symbols.

**Resources**

Lesson 6: Early Literacy – Ants and Spiders(digital)

Pupil book: Page 61

Claves

**Steps / Teaching Notes**

**Step 1 (Aural Activity)**

* Say and clap the word ‘ant’. How many claps did it get? Establish that it is a one-syllable word and gets one clap.
* Using the word ‘ant’, play a call-and-response game. After each response, ask how many ants were there? How many claps were there? Keep to combinations of between 1 and 4 such as:

**Teacher**: *ant ant*

**Children**: *ant ant*

**Teacher**: *ant ant ant ant*

**Children**: *ant ant ant ant*

* Follow the same procedure for the word ‘spiders’. Ask the children to identify how many claps we need for this word. Do they notice that the claps are shorter?
* Play the call-and-response game. After each response, ask how many spiders were there? How many claps were there? There were more claps because ‘spider’ is a two-syllable word. Keep to combinations of between 1 and 4 such as:

**Teacher**: *spiders spiders*

**Children**: *spiders spiders*

**Teacher**: *spiders spiders spiders*

**Children**: *spiders spiders spiders*

**Step 2 (Reading Activity)**

* Now the children will read some one-beat rhythm patterns, using pictures of the one-syllable word ‘ant’.

*Digital Activity - Early Literacy: Ants and Spiders:* Display two, three or four ant pictures and invite the children to say and clap what they see, using a steady pulse throughout. A woodblock or tambour might be helpful to mark the beat, such as the following example with pictures of ants:

**Children**: *ant ant*

**Children**: *ant ant ant ant*

* Follow the same procedure, using pictures of the two-syllable word ‘spiders’.

Display two, three or four ‘spiders’ pictures and the children say and clap what they see, using a steady pulse throughout. Again, a woodblock or tambour might be helpful to mark the beat such as the following example with pictures of spiders:

**Children**: *spiders spiders spiders*

**Children**: *spiders spiders spiders spiders*

**Step 3 (Aural Activity)**

* Combine different combinations of ‘ants’ and ‘spiders’ to make new rhythm patterns. Say and clap these as a call and response. Remember to keep a steady beat throughout and avoid ending on ‘spiders’. For example:

**Teacher**: *ant ant spiders ant*

**Children**: *ant ant spiders ant*

**Teacher**: *spiders ant spiders ant*

**Children**: *spiders ant spiders ant*

* Next, clap different combinations of ‘ants’ and ‘spiders’ without saying the words to ascertain if the children can tell what you are clapping. Avoid ending on ‘spiders’.

**Step 4 (Reading Activity)**



*Digital Activity - Early Literacy: Ants and Spiders:* Invite the children to read the rhythm patterns by saying and clapping what they see. Use the example below and remember to keep a steady pulse throughout:

**Children**: *ant ant spiders ant*

**Children**: *ant spiders ant ant*

**Children**: *ant spiders spiders ant*

**Children**: *spiders spiders ant ant*

* Invite individual children to arrange 4-beat combinations for the class to clap and say.
* *Pupil book: p. 61*: Children say or clap the words and use claves to tap the beat. If you don’t have claves, you can use another percussion instrument, for example drum or woodblock.

**Lesson 7: *Tá Beach Ar Mo Cheann* (Amhrán)**

This fun action song has added value when revising body parts in Irish. Extra verses can be added for other body parts, such as ‘súil’, ‘cluas’, ‘smig’, ‘gualainn’ or ‘bolg’. The song can also be reworked to suit other settings. For example, use ‘Tá cuileog ar an mbord’ with newly composed verses for various furniture and household items or ‘Tá éan ar an gcrann’ with new verses for what might be seen in the garden or countryside. In this lesson, the children create their own composition depicting a storm, using a variety of sound sources.

**Resources**

Lesson 7: *Tá Beach Ar Mo Cheann* (digital)

**Steps/ Teaching Notes**

* *Digital activity – Tá Beach Ar Mo Cheann:* Listen to the song and invite the children to recall the different parts of the body where the ‘beach’ (bee) landed. What words were used to shoo the bee away?
* Teach each verse phrase by phrase with prompts on the whiteboard. Note the order of the verses – they follow a downward path, from ‘ceann’ to ‘cos’. Also, once shooed away the bee lands on a new part of the body and the words change accordingly to end each verse and start the next.
* Consider and rehearse simple actions for each verse such as. pointing to the relevant body part. Sing the song with actions.
* Now have some fun with the song. Reverse the order of the verses, starting with the last verse (‘Tá beach ar mo chos’) and work upwards!
* Perform the song while tapping the pulse with fingers on the table. Percussion instruments may also be used for this.