

Tone Set:

m s

Reference:

Bee Bee
(traditional)

s m s s m
Bee Bee bumble bee

s s m m s s m
Can you sing your name to me?

Focus:

Visual representation of one or two sounds on a beat.

Foundation Work:

The song Bee Bee must be performed confidently and accurately with the beat, independently of the teacher. In order to aurally discriminate between the beat and rhythm of the song, the children will be able to:

1. perform the song with the beat.
2. perform the song with the rhythm eg. clapping, tapping or with instruments.
3. perform either the beat or the rhythm, switching on a given signal eg. using flashcards with the words Beat and Rhythm.
4. experience the beat and rhythm simultaneously by performing one and audibly hearing the other, while singing the song. This may be achieved by using two contrasting timbres (body percussion or untuned percussion) performed in different class groupings eg. class vs. teacher, group vs. group and child vs. child.
5. experience the beat and rhythm simultaneously by performing one and audibly hearing the other, while inner hearing the song. This may be achieved by using two contrasting timbres (body percussion or untuned percussion) performed in different class groupings eg. class vs. teacher, group vs. group and child vs. child.

The teacher may reproduce the following activity on the board:

- Draw 8 large flowers on the board, as they are shown on page 8. The children will identify them as representing the beat.
- The teacher asks “How many sounds do you hear on each beat?” The children listen and aurally discover how many bees land on each flower and the 12 Bee Song Shapes are placed in the appropriate places.
- The children will also recognise the bees as symbolising the *rhythm* of the song.
- The children will conclude that “the rhythm is the same as the pattern of the words in the song.”

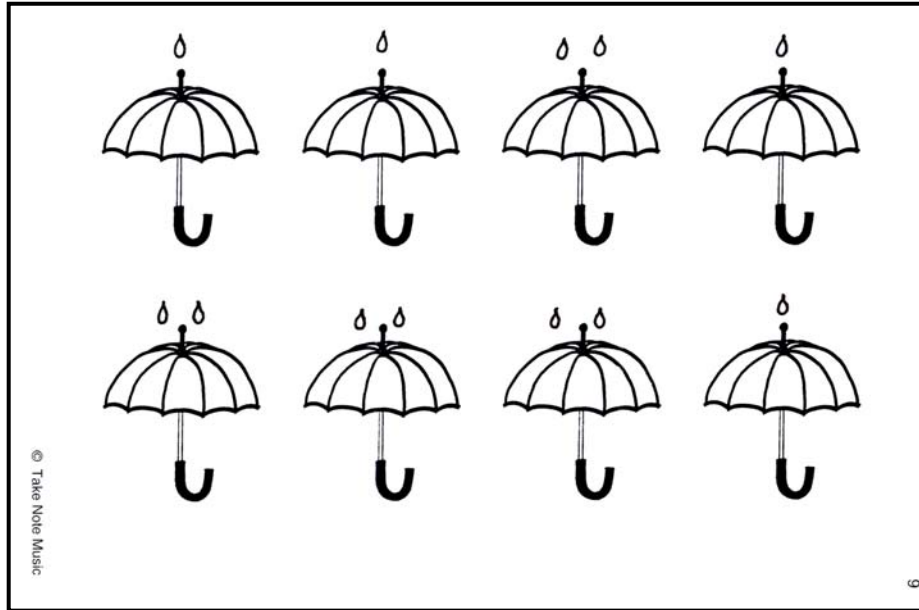
Directions:

The children are instructed to point and sing the song Bee Bee while matching the bees on the page with the words. This will reinforce the rhythm of the song as they point.

Materials:

Level 1 Take Note Music Resource Kit

12 x A6 Bee Song Shapes
Word Flashcards – Beat, Rhythm



Tone Set:

m s l

Reference:

Rain Rain
(Catch a Song)

Focus:

Discrimination of one or two sounds on a beat.

Foundation Work:

The song Rain Rain must be performed confidently and accurately with the beat, independently of the teacher. The children have aurally discovered that there can be *one* or *two* sounds on a beat. They are continuing to practise the foundation work on page 8.

The teacher may reproduce the following activity on the board with the children:

- Place 8 Umbrella Song Shapes on the board, as they are shown on page 9. The children will identify them as representing the beat.
- As the song Rain Rain is sung, the children will listen and aurally discover how many raindrops fall on each umbrella. The teacher or students will draw the raindrops on the white board in the appropriate places.
- The children will recognise the raindrops as symbolising the *rhythm* of the song.

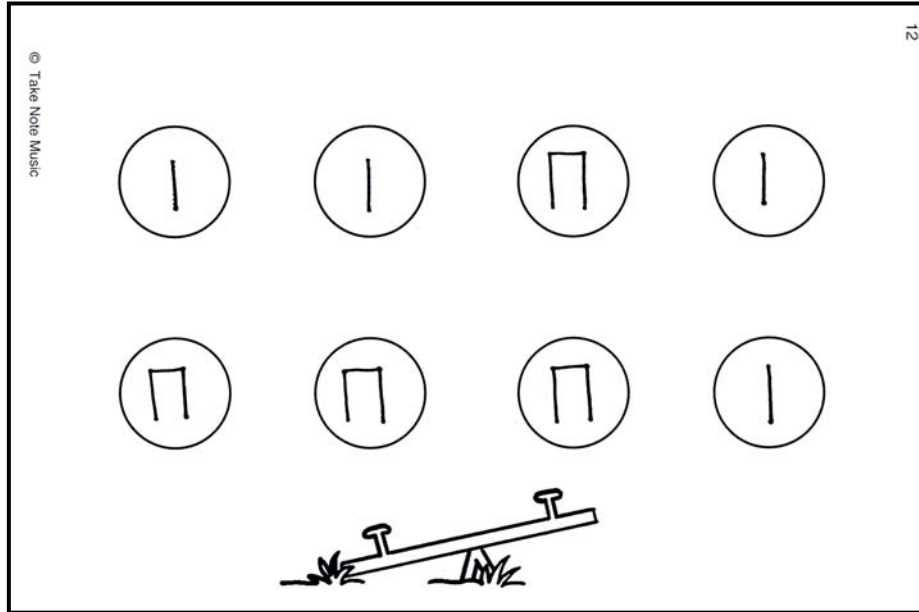
Directions:

- Identify where there are one or two sounds on a beat in the song.
- Mark the raindrops above each umbrella according to the number of sounds heard on each beat.
- Reinforce the children’s understanding by:
 - (i) singing and pointing to the beat (umbrellas) on the page.
 - (ii) singing and pointing to the rhythm (raindrops) on the page.

Materials:

Level 1 Take Note Music Resource Kit

8 x A6 Umbrella Song Shapes
Word Flashcards – Beat, Rhythm



Tone Set:

m s

Reference:

See Saw Up and Down
(Catch a Song)

Focus:

Practise writing the rhythm pattern (| ▭) of a known 8 beat song.

Foundation Work:

The song See Saw must be performed confidently and accurately with the beat, independently of the teacher.

The teacher may reinforce this knowledge by reproducing the following activity on the board:

- The children determine how many beats are in the song and the teacher draws beat circles in two rows of four on the board.
- As the song See Saw is sung, the teacher points while the children clap the rhythm pattern.
- The children aurally discriminate how many claps are heard on each beat. Individuals are asked to represent these sounds by drawing either one or two strokes in each beat circle.
- At this point, the teacher may choose to join the two strokes together with a beam, showing that the sounds belong together on the one beat. (They are 'joining hands' or are 'friends!')
- The children will recognise this notation as the *rhythm* of the song.
- The children will perform the song in timenames.

Directions:

- Write the rhythm of See Saw in each of the beat circles.
- Children check their work by singing and pointing to the rhythm. The teacher confirms the rhythm with Rhythm Flashcards 1.2 & 1.3.

Extension:

While reading it, perform the rhythm pattern of See Saw on a drum or claves and then try it backwards!

Materials:

Level 1 Take Note Music Resource Kit

A4 See Saw Up and Down Song Picture
Rhythm Flashcards 1.2 & 1.3

Tone Set:*d r m s l***Reference:**Bluebells
(Catch a Song)**Focus:**

Practise writing the rhythm pattern (I II) of a known 16 beat song.
Derive the rhythmic form of the song.

Foundation Work:

The song Bluebells must be performed confidently and accurately with the beat, independently of the teacher. The teacher is then able to:

- Establish with the children the number of beats and phrases in the song.
- Derive the rhythm of the song on the board in 4 beat phrases.
- Perform the song with timenames.
- Determine the form by discovering phrases that are either the same or different.

Directions:

- Write the rhythm of Bluebells, a phrase at a time, in each of the beat circles.
- Check the rhythm by singing the words and pointing to the rhythms. The teacher confirms the rhythm with Rhythm Flashcards 1.2 & 1.4.
- Determine whether each of the rhythmic phrases are the same or different and fill in the boxes using the letters A and B.

Extension:

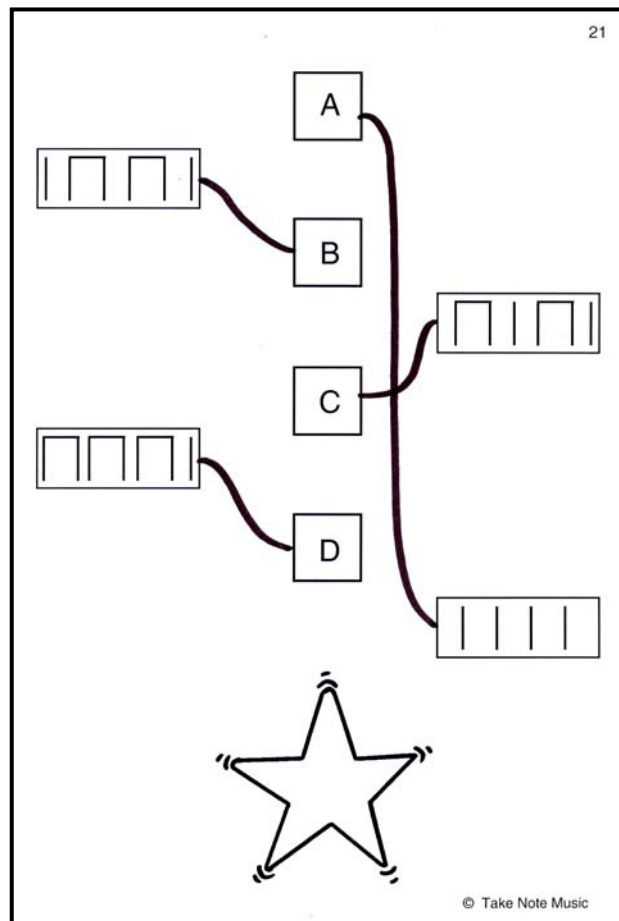
Colour the form boxes so that the A phrases are different from the B phrases.

- Children sing A and clap B. Swap.
- In pairs or two groups, children perform A or B on two different untuned percussion instruments.

Materials:

Level 1 Take Note Music Resource Kit

A4 Bluebells Song Picture
Rhythm Flashcards 1.2 & 1.4

**Tone Set:***m s***Reference:**Starlight
(Catch a Song)**Focus:**

Identify the order of the four 4 beat rhythmic phrases in Starlight.

Foundation Work:

The song Starlight must be performed confidently and accurately with the beat, independently of the teacher.

The teacher can first introduce the following activity on the board using Rhythm Flashcards 1.1, 1.3, 1.5 and 1.8.

- The four Rhythm Flashcards are randomly placed in a column on the board and numbered one to four. The class claps the rhythms and says the timenames. The children are asked to identify phrase A by showing with their fingers in the air the number of the matching Rhythm Flashcard. Phrase B, C and D are then similarly identified. Throughout the process, the Flashcards are unscrambled into their correct order.

Directions:

- Find the first 4 beat rhythmic phrase of Starlight and connect it to the A form box with a grey lead pencil line.
- Continue on with phrases two, three and four.

Extension:

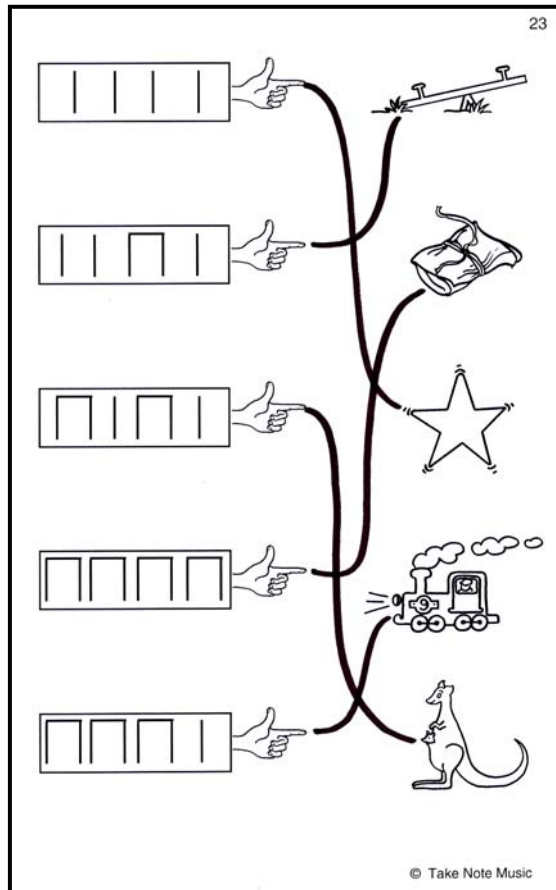
Children write out the entire rhythm of the song across the top of the page in one line.

Materials:

Level 1 Take Note Music Resource Kit

A4 Starlight Song Picture

Rhythm Flashcards 1.1, 1.3, 1.5 & 1.8



Tone Set:

See Saw *m s*
 Lucy Locket *m s l*
 Starlight *m s*
 Kangaroo *d r m f s*

Reference:

See Saw (CAS)
 Lucy Locket (CAS)
 Starlight (CAS)
 Kangaroo (CAS)
 Engine Engine (MIP)

Focus:

Independent rhythm identification of the first 4 beats of known songs containing **I** and **II**.

Foundation Work:

The five songs in this activity must be performed confidently and accurately with the beat, independently of the teacher.

The teacher may then engage the children in the following activity on the board:

- Rhythm Flashcards are randomly numbered one to five and placed in a column on the board.
- The teacher progressively displays a Song Picture and asks the children to show with their fingers in the air the number identifying the matching Rhythm Flashcard with the Song Picture. In this way all children in the class are engaged.
- If there is more than one answer, the teacher may use the 'Let's check' method by pointing to the incorrect rhythm and discovering a problem.

Directions:

- Children choose one song picture at a time and work through the rhythms until they find its matching partner, joining them with a grey lead pencil line.
- When complete, the teacher checks the answers with the children by working progressively through the rhythms and their corresponding song with the aid of the Rhythm Flashcards and Song Pictures.
- After checking with their teacher, the children may colour the rhythm's hand the same colour as its song picture.

Extension:

In pairs, a child claps a rhythm and the partner identifies the song. Swap.

Materials:

Level 1 Take Note Music Resource Kit

A4 Song Pictures

See Saw
 Lucy Locket
 Starlight
 Engine Engine
 Kangaroo