

SINGING AND LISTENING SKILLS

LISTENING TO LADYBIRD

L.I. - To be able to recognise a range of notation and reproduce the corresponding rhythms using body percussion. To be able to listen attentively and to formulate and articulate an opinion on a given audio extract.

- ♪ Settle the children and explain the exercise.
- ♪ If you have space, ask the children to lie down on the floor and close their eyes – it will help them to concentrate on the music. If you don't have space, ask the children to put their heads on their desk and close their eyes.
- ♪ Play the musical extract and when the music stops, ask them to sit up and with a partner, share their impressions of the music. Possible points for discussion might include some of the Elements of Music, was the music fast or slow? Loud or quiet? Did the music have a story, if so, what was happening?
- ♪ After about a minute, settle the class and ask a few children to share some of their ideas.
- ♪ By now they will probably recognise, mouse and caterpillar but they may not recognise ladybird in its notated form.
- ♪ Add picture cards or letters (M, C, L) above any of the rhythms they already recognise.
- ♪ Refer to the animal poster and ask if they can identify the new animal.
- ♪ Ask for suggestions as to how ladybird should be clapped.
- ♪ Demonstrate the correct rhythm.
- ♪ Once you have successfully identified all the animals, clap or tap the entire piece.
- ♪ Listen to the extract again, indicating on the page when the rhythm corresponds to the music.

20 min

RESOURCES

- ♪ Musical Extract – Grieg – 'In the Hall of the Mountain King'.
- ♪ Printout of Grieg – 'In the Hall of the Mountain King'.
- ♪ Relevant animal picture cards.
- ♪ Audio track 3.



TEACHER'S NOTES / Date

Assessment / Extension / Links

- ♪ You can extend this exercise in a number of ways –
 1. Try tapping the resulting rhythms on untuned percussion.
 2. Try taking a two-beat rhythm from the piece e.g. caterpillar-ladybird and stepping the rhythm around the room.