

# SINGING AND LISTENING SKILLS

## LISTENING TO SNAIL AND SLOW MONKEY

**L.I. - To be able to listen attentively to a musical extract and to articulate an appropriate verbal response. To be able to recognise and interpret a range of rhythmic symbols and reproduce them on body percussion. To understand that note speed often affects notation.**

**20 min**

- ♪ 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 minimise disruption and 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.
- ♪ Ask the class to look at the printout and to have a think if they recognise any of the animals on the page.
- ♪ By now they will probably recognise, mouse and fly, but they may not recognise snail and monkey (slow).
- ♪ Add picture cards or initials above any of the rhythms they already recognise.
- ♪ Refer to the animal poster and ask if they can identify the new animals.
- ♪ Then ask for suggestions as to how snail and monkey (slow) should be clapped.
- ♪ When clapping or tapping a snail, I suggest you say aloud 'Snai-ai-ai-l'. This will instil the notion that a Snail is worth four 'seconds' or counts. Refer to the preface for a visual representation of their value.
- ♪ Once you have successfully identified all the animals, clap or tap the entire piece.
- ♪ Listen to the extract again, indicating when the rhythm corresponds to the music.

## RESOURCES

- ♪ Musical extract – Dvorak - Theme 'From the New World'.
- ♪ Printout of Dvorak - Theme 'From the New World'.
- ♪ Relevant animal pictures and notation cards.
- ♪ Audio track 12.

## TEACHER'S NOTES / Date

- ♪ Though the mathematical proportions are identical, there is a very different feel between a fast monkey and a slow monkey. Try skipping fast monkeys and 'limping' slow monkeys to try to feel the difference.

## Assessment / Extension / Links

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