

Budding Biologist



Am I an Insect?

Lesson Plan - Music

Music

Insect songs

Objective: students will demonstrate rhythm and following a tune while experimenting with songs being sung with different tempos

Procedure: 1. The teacher reads *Am I an Insect?* and asks students if they know any songs about insects. 2. The teacher introduces the songs the class will be learning, either by singing them or by using a CD. 3. The teacher introduces the word “tempo” and explains that the speed at which a piece of music is played is its tempo. The class experiments with the tempo of each song by speeding it up or slowing it down.

Materials:

Am I an Insect? book

Optional materials:

Lyric sheets (lyrics included, see following pages)

Background music, either on CD or live

Assessment: Are students able to keep a beat? Are students able to complete motions while singing? Are they able to demonstrate the meaning of “tempo” by speeding up or slowing down the music?

Extension: Students can listen to other types of music on the radio or CD playing and evaluate if the tempo is fast or slow. The teacher can ask how the tempo of a piece makes them feel, and what they think the music means (is it a lullaby, is it music for dancing or marching, is it supposed to be sad). The teacher can connect pieces of music with different kinds of insects, perhaps flute music for butterflies, *Flight of the Bumblebee* by Rimsky-Korsakov for bees, etc.

Vocabulary:

Tempo: the speed of a piece of music

Little Peter Rabbit

Little Peter Rabbit had a fly upon his nose

waves hands sticking up on top of their heads, flaps their arms, mimics a fly landing on their noses

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Little Peter Rabbit had a fly upon his nose

waves hands sticking up on top of their heads, flaps their arms, mimics a fly landing on their noses

and he flipped and he flopped it and it flew right away!

pretends to swat fly away, then flaps arms

I'm Bringing Home a Baby Bumblebee

The teacher introduces *I'm Bringing Home a Baby Bumblebee* and teaches movements:

I'm bringing home a baby bumble bee, won't my mommy be so proud of me, I'm bringing home a baby bumble bee

Use "marching" arms as if you are walking

Ouch! He stung me!

"pinch" arm

I'm squishing up a baby bumble bee, won't my mommy be so proud of me, I'm squishing up a baby bumble bee

simulate "squishing" between palms

Eww, it's yucky!

Show "dirty" palms

I'm wiping off a baby bumble bee, won't my mommy be so proud of me, I'm wiping off a baby bumble bee

Wipe hands on pants

Now my mommy won't be mad at me!

Big smile

The Ants Go Marching

The teacher introduces students to *The Ants Go Marching*. While singing the song, students can take turns leading the class around the room.

*The ants go marching one by one
Hurrah, hurrah
The ants go marching one by one
Hurrah, hurrah
The ants go marching one by one
The little one stops to suck his thumb*

The ants go marching ten by ten...

The little one stops to do it again...

*And they all go marching down
In the ground
To get out
of the rain*

*The ants go marching two by two...
The little one stops to tie his shoe...*

*The ants go marching three by three...
The little one stops to hug a tree...*

*The ants go marching four by four...
The little one stops to shut the door...*

*The ants go marching five by five...
The little one stops to do a jive...*

*The ants go marching six by six...
The little one stops to pick up sticks...*

*The ants go marching seven by seven...
The little one stops to look at heaven...*

*The ants go marching eight by eight...
The little one stops to shut the gate...*

*The ants go marching nine by nine...
The little one stops to check the time...*