

1.1) Age group: 2-3 Years Old (Nursery 1) Concept: Tempo Topic: Animals
1.2) Rationale: <p>The children showed interest in animals. When playing with the animals figurines in class, they were seen happily imitating the movements of animals like frogs, rabbits, dogs and turtles. Thus, I chose to incorporate how fast and slow different animals move to draw their interest in learning the concept of Tempo.</p> <p>The concept of Tempo was chosen to work on the children's aural discrimination so as to help them better appreciate music (Haines & Gerber, 1992). Tempo is appropriate to be taught as 2-3 year olds are forming basic understanding of fast-slow and generally can move to different tempi if imitating an adult (Edwards, 2010).</p> <p>In the activities, children will experience different ways of expressing tempo such as by walking, crawling, hopping and singing. Using their body to express changes in tempo can help them to acquire the concept of tempo in a more concrete manner.</p>
1.3) Objectives: Children will be able to: <ul style="list-style-type: none">• Move their bodies at different speed in response to the tempo of the music.• Verbalise words like "fast" and "slow" to describe the tempo.
1.4) Describe the environment setup: <p>The lesson would be held with 10 children in the large group area of the classroom, which consist of a whiteboard and magnetic strips. There is a large space where the children have seats labelled with their name on the floor, in a semicircle formation. All materials would be placed beside the teacher, under the whiteboard.</p> <p><u>Materials/Props used:</u> Mystery Bag, Visual Rules, 1 Metronome, 1 Portable Speaker, 10 Rabbit Masks, 10 Turtle Masks.</p>

Songs used:**Hello Song** (Refer to Appendix B1)Tune: *You are my Sunshine* - www.youtube.com/watch?v=B4c7WaFAAUc**Some Little Animals** (Refer to Appendix C)Tune: *Are you Sleeping?* [Instrumental] - www.youtube.com/watch?v=jatgDiRR8q0**Music Appreciation Song** (Refer to Appendix D1)“Carnival of Animals - Tortoise” - www.youtube.com/watch?v=wPHqJTpg0-U**Recap & Goodbye Song** (Refer to Appendix D2)Tune: *Lightly Row* - www.youtube.com/watch?v=dD3Yw_NcHVE

During tune-in, the children will sit on their fixed seats. The visual rules (Refer to Appendix B) will be secured by magnetic strips onto the whiteboard and the mystery bag with metronome will be placed at the centre of the large group area (Refer to Appendix A1).

During lesson development, the children will move freely in the large group area. One set of animal masks (Refer to Appendix E) would be worn at a time. The speakers will be used by the teacher to play the instrumental track for *Some Little Animals* (Refer to Appendix C). The other set of animals masks will be placed on the floor, below the whiteboard (Refer to Appendix A2).

During closure, the children will be seated. The speakers will be used to play *Carnival of Animals: Tortoise* for musical appreciation (Refer to Appendix D).

1.5) Procedures:**1.5.1) Tune in & Introductory Activity (10 minutes)**

All 10 children will sit at the large group area and the teacher will sing a tune-in song to greet them. Then, they will be reminded of expected behaviours, through visual rules. Thereafter, they will be introduced to the concept of tempo, with the keywords “fast” and “slow” as they listen to the metronome at 2 contrasting tempo. Lastly, they will practice recognising the tempo as they walk on the spot in response to the ticking of the metronome at the given tempo, with consistent demonstrations by the teacher.

1. Invite children to sit on their name tags.
2. Sing the *Hello Song* (refer to Appendix B1) with greeting movements.
3. Go through visual rules (refer to Appendix B2) on the whiteboard.
 - a) Use listening ears to listen to instructions b) raise your hand to talk
4. Pique interest with the mystery bag containing the metronome.
5. Introduce the metronome and ask children to listen to the ticking sound.
6. Tell the children that we will be learning about fast and slow today.
7. Play the metronome at a fast tempo and then a slow tempo.
8. After showing each tempo, introduce keywords “fast” or “slow” respectively.
9. Invite the children to stand up for a short activity.
10. Give instructions for children to listen to the ticking sound of the metronome and walk on the spot according to the tempo.
 - When we hear that the ticking sound is very fast, we walk very fast.
 - When we hear that the ticking sound is very slow, we walk very slow.
11. Play the metronome and ask children to start walking to the tempo. Increase the tempo 2-3 times.
12. Demonstrate walking to the tempo throughout for children to follow.
13. When the tempo is changed, guide the children to change their speed of movements.
 - Oh! Did the ticking sound become faster? [Yes] Let's walk faster!

1.5.2) Lesson development (15 minutes)

In the lesson development, the children will sit on their fixed seats. They will be introduced to the speed of movements of 2 animals: rabbits and turtles. Then, they will imitate the movements of the animals and learn to sing 2 songs: *Some Little Turtles* and *Some Little Rabbits* which are of contrasting speed, and talk about how fast and slow the animals move. Lastly, they will get to wear both the animal masks, sing the respective animal song and move freely around the class in the respective animal's movement, according to the tempo of the music.

1. Invite children to sit down on their seats.
2. Show the rabbit and turtle mask (Refer to Appendix E) to the children.
3. Discuss with children and get them to imitate how the animals move.
 - How does the rabbit/turtle move? Can you show it to me?
 - Does the rabbit move very fast or slow? How about the turtle?
4. Show the children the actions for both rabbits and turtles, emphasize that the turtles move really slow and rabbits move really fast.
5. Tell the children that they will be a) singing while b) moving like the animals.
6. Tell children that we will first sing the slow version: *Some Little Turtle* (Refer to Appendix C1)
7. Help all the children to put on the Turtle mask.
8. Sing *Some Little Turtle* once and get children to repeat after every line.
9. Demonstrate crawling slowly on the floor, while singing *Some Little Turtles* with the instrumental background music at 0.5x speed.
10. Give instructions for the children to follow and crawl slowly around the area.
11. Tell children that we will be singing the fast version: *Some Little Rabbits* (Refer to Appendix C2)
12. Help the children to remove the Turtle masks and put on the Rabbit masks.
13. Sing *Some Little Rabbits* once and get children to repeat after every line.
14. Demonstrate hopping, while singing *Some Little Rabbit* with the instrumental background music at 1x speed.
15. Give instructions for the children to follow and hop around the area.

1.5.3) Cool Down & Closure (5 minutes)

Children will cool down from the previous activity through the breathing techniques. Then, they will listen to short snippet of a slow song, *Carnival of Animals: Tortoise*, and verbally state “fast” or “slow” to describe the tempo of the song. Afterwards, through a discussion, children will get to express how they feel about the music of fast and slow tempo. To end the session off, the *Recap & Goodbye Song* will be sung.

1. Invite the children to stand on their nametags.
2. To cool down, demonstrate breathing techniques and give instructions for children to do it together.
 - Breathe in through nose, breathe out through mouth for 3 times.
3. Invite the children to sit down.
4. Tell them that we will be listening to a song.
5. Play a 30-seconds snippet of a slow song, *Carnival of Animals: Tortoise* (Refer to Appendix D1)
6. After the song, ask a question to check children’s understanding of Tempo.
 - Was the music fast or slow?
7. Prompt children to express their thoughts and feelings about the different tempo learnt.
 - How did you feel about the music that you’ve just heard?
 - Do you like fast or slow music better?
8. Sing the *Recap & Goodbye Song* to wrap up the session (Refer to Appendix D2)

Reference

Child raising his hands [clipart image]. Retrieved from http://worldartsme.com/raise-your-hand-clipart.html#gal_post_17381_raise-your-hand-clipart-1.jpg

Listening ears [clipart image]. Retrieved from <https://www.qualitycareforchildren.org/gpp/gpp-listening-ears-vocabulary>

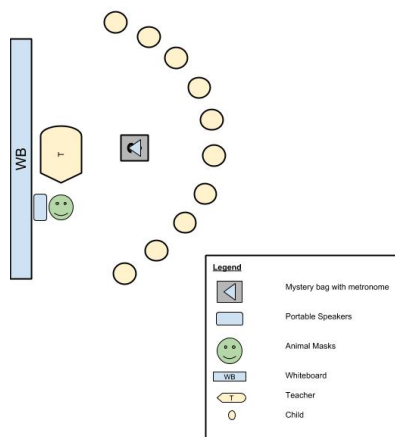
Talking Icon [clipart image]. Retrieved from <https://www.iconspng.com/image/89329/talking>

Edwards, L. C. (2006). *The creative arts: A process approach for teachers and children* (4th ed.). Upper Saddle River, NJ: Merrill.

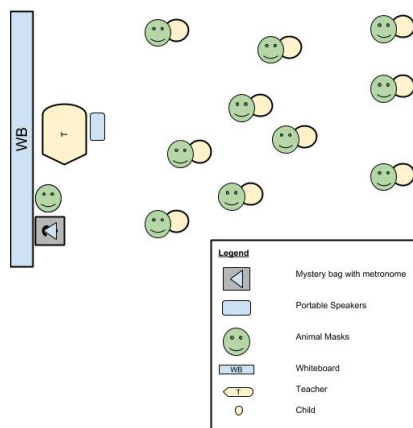
Haines, B.J.E., Gerber, L.L. (1992). *Leading Young Children to Music*. New York: Merrill.

Appendix A – Environmental Layout

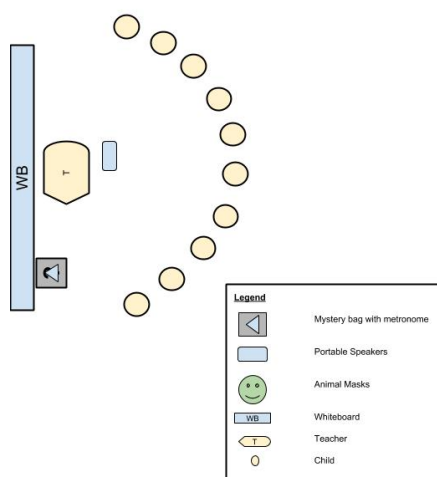
A1: Tune-in



A2: Lesson Development



A3: Closure



Appendix B – Tune in & Introductory Activity

B1: Tune in Song

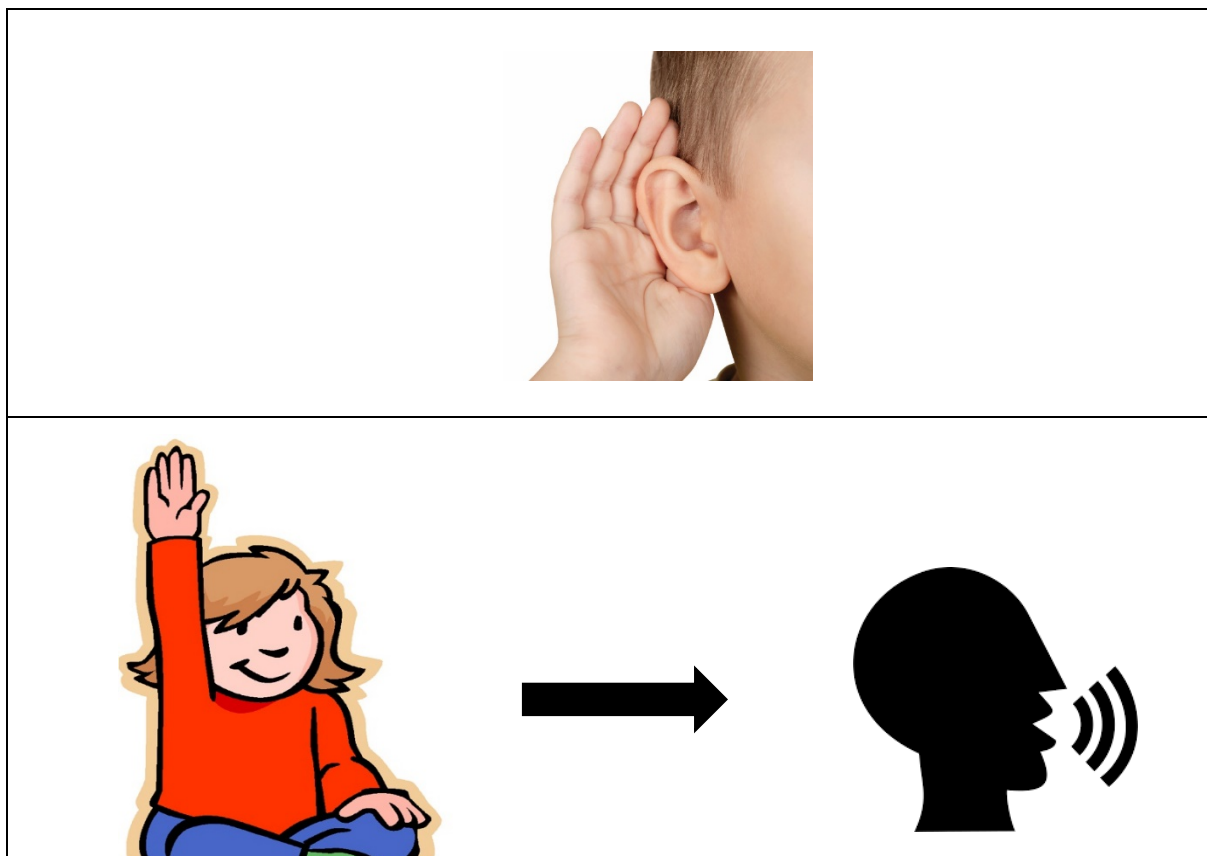
Source: <https://www.youtube.com/watch?v=B4c7WaFAAUc>

Hello Song

Tune: “You are my Sunshine”

Good Morning __ ,
Good Morning ____.
It’s nice to see you,
In class today.
Are you ready,
for music cla-ss?
Yes, I’m ready to sing and dance.
x5

B2: Visual Rules



Appendix C – Lesson Development Song

Source: <https://www.youtube.com/watch?v=jatgDiRR8q0>

Some Little Animals

Tune: “Are you sleeping?”

C1: Some Little Rabbit (Fast)

Some little rabbits, some little rabbits.

Hop so fast, Hop so fast.

Fast Fast Fast Fast Fast Fast

Fast Fast Fast Fast Fast Fast

So so fast, so so fast!

x2

C2: Some Little Turtles (Slow)

Some little turtle, some little turtle.

Crawl so sloooooow, Crawl so slooow.

Sloooooooooooooow

Sloooooooooooooow

So so slow, so so slow!

X2

Appendix D – Closure Songs

D1: Music Appreciation

“Carnival of Animals - Tortoise”

Source: <https://www.youtube.com/watch?v=wPHqJTpg0-U>

D2: Goodbye Song

Source: https://www.youtube.com/watch?v=dD3Yw_NcHVE

Recap & Goodbye Song

Tune: “*Lightly Row*”

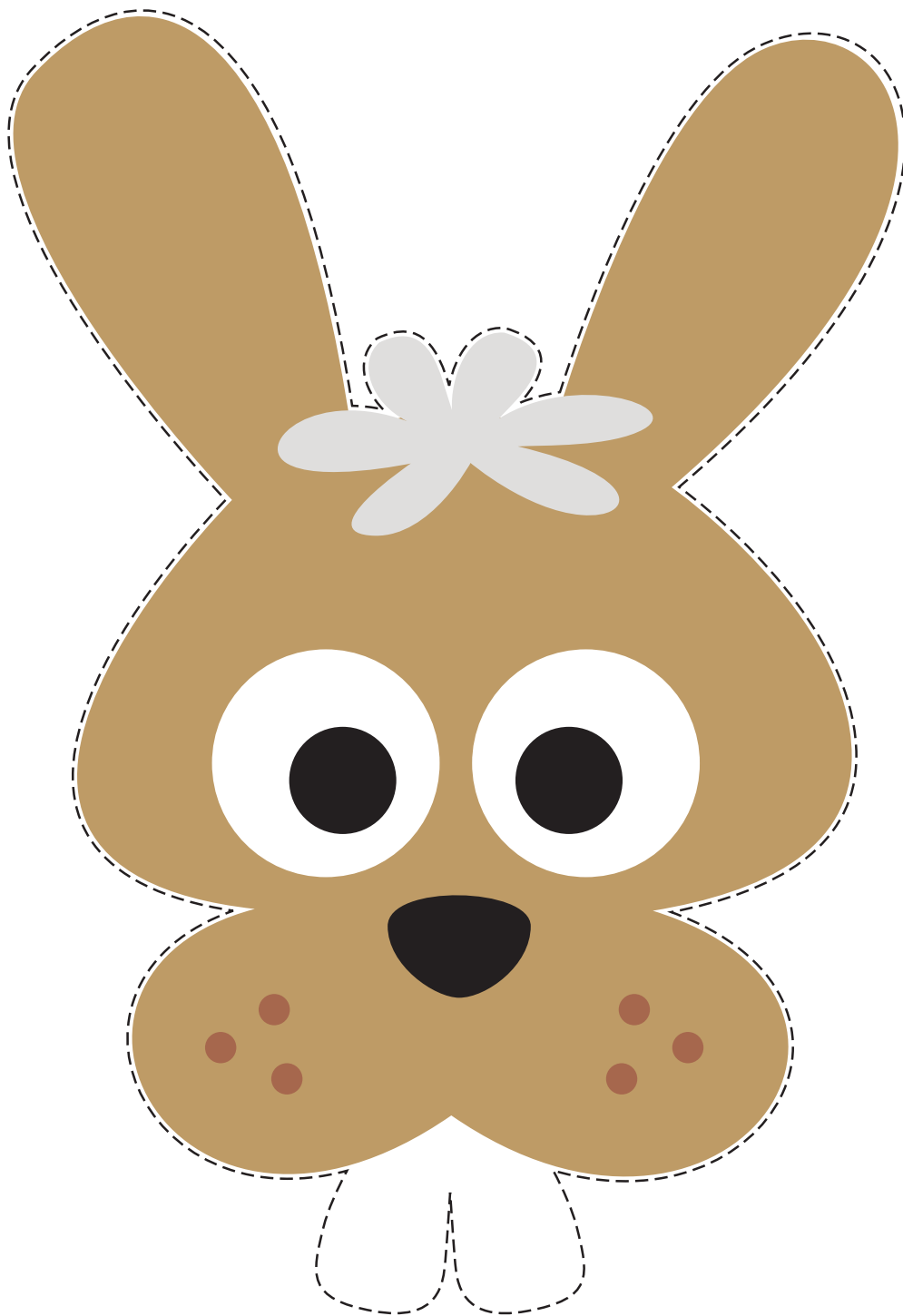
Today we,
Learnt about,
Fast, Fast, Fast, Fast
Sloow and Sloooow.
This is what we call tempo,
It is something new.

Say Thank you
Say Goodbye
Now we will be going back
See you teacher
See you friends,
See you soon again!

Appendix E – Animal Mask

E1 – Rabbit Mask

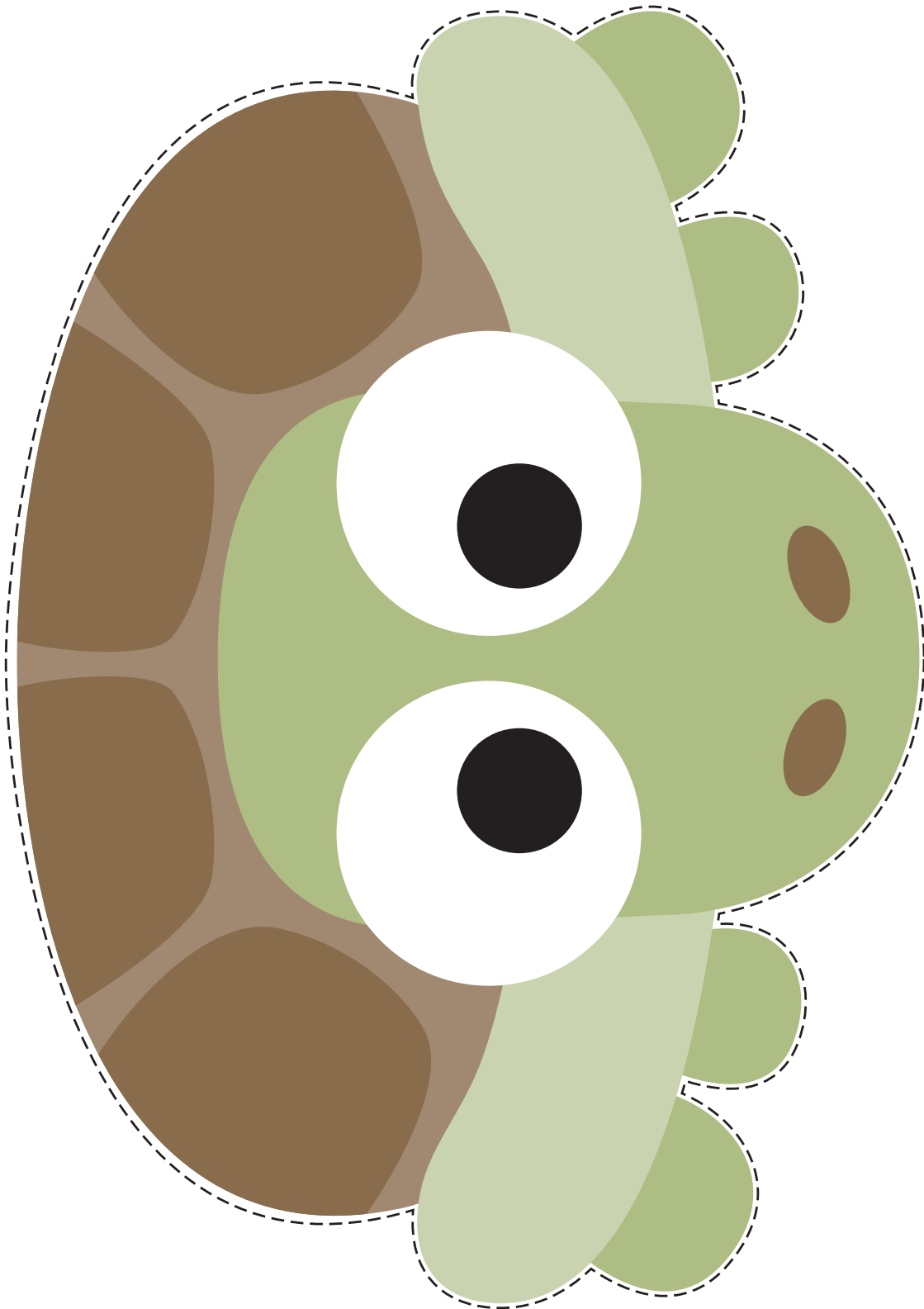
Source: <http://www.masketeers.com>



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E2 – Turtle Mask

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