

## TEACHING UNITS

### The crab's wedding

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#### **Musical goals**

The children are expected to:

1. Sing selected songs and singing games in their original lyrics.
2. Get acquainted with keeping the strong beat in songs and singing games along clapping, stepping, body percussion, etc.
3. Sing with instrumental accompaniment on percussion classroom instruments based on steady beat or children's ideas for rhythmic/ melodic patterns.

#### **Socio cultural goals**

The children are expected to:

1. Sing and play songs referring to animals that remind of the allegoric meaning of animal-related songs in many Mediterranean cultures.
2. Get acquainted with three languages, practice pronunciation and songs' cultural elements and meaning (Italian, Spanish, Greek).
3. Explore and practice irregular dance rhythm from kalamatianos or sirtos dances.
4. Create an artistic holistic event of a wedding (crab's wedding), based on the selected songs.
5. Explain the semiotics of various customs of traditional weddings in the Mediterranean Sea.
6. Explore possible connections between various songs, combining music, art, dance and other topics.

#### **Educational goals**

The children are expected to:

1. Sing songs in original lyrics (Italian/ Spanish/ Greek).
2. Develop their imagination and explore connections, allegories and the playful nature of the songs.
3. Practice counting syllabication of the lyrics as an introduction to grammar, mathematics and rhythmic music reading and writing.
4. Learn to collaborate as a team through the singing games and expressive movement.
5. Demonstrate co-ordination of the body movements and synchronisation with the rest of the group while singing and dancing.
6. Understand the allegoric meaning found in children's songs.
7. Welcome ideas and proposal from classmates, looking for a shared solution.

#### **Children's age**

5-6 years old

#### **Children's prior knowledge and skills**

- Knowledge of difference between singing and speaking a song.
- Basic clapping and stepping skills on a given rhythm.
- Basic body co-ordination.
- Classroom co-operation skills.
- Cognitive ability to relate different disciplines.
- Accuracy in instruments use.
- Ability to represent shapes and moving with the body.

## Materials

Sound material: *Sardina, Una pulga y un raton, Pantrévoune ton kávoudra*<sup>1</sup>.

Map of Mediterranean countries, handcrafts and drawings of the mentioned animals, beanbags.

Instruments: small percussions, boom whackers, shakers.

### **Lesson Plan 1: The crab is looking for its love; it meets a sardine which agrees to help it find its love**

#### *Musical goals*

The children are expected to:

1. Sing the last sentence of the song with clear text, head voice in its original language (Italian).
2. Demonstrate rhythmic accuracy by expressing the beat of the songs in different ways.
3. Exhibit body co-ordination by various styles of clapping on neighbor's palms on *Sardina*.
4. Demonstrate initial competence to proper syllabication of the words and to rhythmic notation writing.

#### *Description of the lesson plan, its processes and strategies*

1. The teacher narrates the story of the crab, which has lost its love and is looking for it throughout the Mediterranean Sea, calling children to help it. The crab (the teacher could be a puppet and the kids may give it a name) meets a sardine on a coast and shares its problem with it. *Sardina* is offered to help the crab, but the crab must learn sardine's song first. Students are asked to help the crab by learning the *Sardina* song.
2. Children explore imitating with their hands sardine's swimming movements, while improvising fish and sea sounds with their voice<sup>2</sup>. They could stay under a blue lycra TELO as the sea, some children exploring the sea movement and some children exploring sardine's fish movement.
3. Children listen to the song *Sardina* (sung by the teacher or in listening to its recording) while stepping on its pulse. In this way they get acquainted with the language and the rhythm of the song. They listen to the song in its original lyrics (the most part is nonsense words) and they freely participate in singing them. On the ending syllable "rà" they find a partner/small group of friends and hug him/her/them. Repeating the game, children have the opportunity to listen to the last sentence in Italian ("Chi fuori resterà") and they will be able to repeat that during the counting game.
4. Children stand in couples while facing each other. They clap their own hands or clap hands with each other, and on the syllables "E cri cri cri" and "E crà crà crà" they improvise on their own style of clapping or tickling or perform other body movements of their imagination. Children will change the role in the experience (each child must have the opportunity to propose his own ideas and to find a shared solution with the peer, a satisfactory solution for both).
5. Children stand on a circle and sing the song while passing on an object hand to hand (a beanbag or a shaker) on the beat, the teacher can help the rhythmic accuracy keeping a steady beat with a drum.
6. Children learn the game rules: they stand on a circle with palms facing up, lying on each other's palms (right hand on top of left hand throughout the circle). One kid starts singing by a clapping his/her right palm to the palm of the kid on his/her left side. On the syllables "E cri cri cri" and "E crà crà crà" the kid tickles the palm of his/her left mate. On the final syllable "rà" the kid tries to avoid the final clap. Alternatively if this kind of clapping is too difficult for children, they can stand with their palms united facing upwards, and each kid claps both hands

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1 Possible additional listening: Saint-Saens' *Aquarium* from *Animals' Carnival*, natural sounds of fish and sea.

2 Possible listening to natural fish' sounds, and/or Saint-Saens' *Aquarium*.

of his/her neighbor on the left.

7. Children draw one small and/or one large fish each; they cut and collect them in two piles altogether. The teacher writes the lyrics with clear syllables on a paper board and children attempt to symbolise the rhythmic notation of the song (the small fish represents one eighth, and the big fish represents a quarter). They sing the song while hanging/gluing their fish on the paper board according to the rhythm of the melody. Alternatively they could add rhythmic notation to some words only (e.g. “*Sar-di-na,-i-na,-i-na, Chi fuo-ri re-ste-rà*”) With this activity they begin to realise the short and long beats of the melody (eighths and quarters).
8. Classroom discussion: children discuss about the enjoyment they had in the classroom and what activity they liked most. Discussion about the story of the crab who has not found its love yet; so the journey continues to the next lesson.

#### *Expected outcome*

The children are expected to:

- Play and sing the song tune and lyrics of last sentence correctly.
- Get familiar with singing in Italian
- Adopt rhythmic elements of the song through body percussion (clapping, various ways of clapping patching, stepping, etc.)
- Find a satisfactory solution to express a shared creativity work.

#### *Evidence of learning*

- Memorisation of some Italian lyrics.
- Accuracy on rhythmic patterns and beat.
- Enjoyment through playing the song.
- Ability to connect correct symbolisation (fish) to the short or long beat.

### **Lesson Plan 2: The crab makes two new friends, a flea and a mouse**

#### *Musical goals*

The children are expected to:

1. Sing a part of the song *Una pulga y un raton* with clear text, head voice in its original language (Spanish).
2. Demonstrate rhythmic accuracy by moving the body or by different ways (clapping, legs percussion...) the steady beat of the song.
3. Achieve good body co-ordination by rhythmically pretending the missing step and leaning on the right side on *Una pulga y un raton*.
4. Play melodic percussion instruments along singing (boom whackers or other).

#### *Description of the lesson plan, its processes and strategies*

1. The class is reminded of the story of the crab which lost its love and is searching for it throughout the Mediterranean Sea, asking other animals for help. They remind themselves of the crab's journey in Lesson 1. Revision of the melodies and lyrics of the singing game *Sardina*.
2. Listening to the song *Una pulga y un raton*, freely moving like a flea (jumping) and like a rat (running), practicing the steady beat and the micro beat. Then they can start to use some body gestures like clapping, legs percussion, or pulsing with the whole body. A flea and a rat are now offering to help the crab find his love, provided it learns to sing their song.
3. Singing *Una pulga y un raton* in its original language by the teacher while children sing the animals names at the beginning and the nonsense words ‘*parapachin*’. The teacher may alter his/her voice to give a dramatic performance of the song, sounding like a very quiet flea

(piano) and a noisy mouse (forte) or a very high pitch voice flea and a low pitch voice mouse, etc.

4. Sing *Una pulga y un raton* in the original language, while the children sing the names of the animals at the beginning and the nonsense word '*parapachin*'. The teacher can change his voice to dramatize the song: like a flea (piano), a mouse (forte) or a cockroach (with the heavy voice) or in any other way the teacher wishes.
5. Sing the song with free walking around the class; on every syllable '*chin*' children have to keep in contact a different body part with a different classmate each time. Otherwise, they could have two claves (one for each one) and play together each time they meet a classmate on the syllable.
6. Practice the song while walking rhythmically on a circle and on the syllable '*chin*' of the nonsense word '*parapachin*' they pretend they miss a step leaning on their right side (if started walking with right foot) and immediately catch the beat of walking again.
7. Sing the song while using boom whackers in tune (F, E and F) in every '*chin*' syllable.
8. Classroom discussion: children discuss about the enjoyment they had in the classroom and what activity they liked most. They are reminded of the story of the crab, which met the sardine. Children met the flea and the mouse, but they have yet not found the crab's love. Children express their ideas of which animal they consider that the crab loves.
9. Ask children and teacher to draw the crab's friend or to find images about them.

#### *Expected outcome*

The children are expected to:

- Play and sing the song's tunes and lyrics part correctly.
- Get familiar with listening and singing in Spanish.
- Adopt rhythmic elements of the song through body percussion or instruments use

#### *Evidence of learning*

- Memorisation of the songs' lyrics.
- Accuracy on rhythmic patterns and steady beat of the song.
- Synchronisation on the pre-set movements accompanying the song.
- Accuracy in the meeting sound with classmates.
- Enjoyment through participating with movement and rhythm expression while singing the songs.

### **Lesson Plan 3&4: The crab finally meets its beloved turtle and they get married in a wedding party with all the other animals**

#### *Musical goals*

The children are expected to:

1. Coordinate the movements associated with the lyrics of the song, while singing it.
2. Learn the first verse and refrain of the song.
3. Practice starting their singing on the upbeat.
4. Get familiar with irregular rhythms (7/8).
5. Step on the 7/8 beat rhythm (1<sup>st</sup>, 4<sup>th</sup> 6<sup>th</sup> beat) along the music, or (only for Greek children) try to dance the 7/8 kalamatianos dance.

#### *Description of the lesson plan, its processes and strategies*

1. Reminding of the story: the crab and his friends are looking for his love. Who is his love?
2. Listen to the recording of the song *Pantrévoune ton kávoudra*, and every time the words "*ntrágka ntrouégka t' árghana oré t' árghana*" are heard, children are asked to express a

movement. In this way they are expected to understand the strophic form of the song.

3. Listen to the song while indicating the sequence of the animal-characters on pre-selected drawings (crab, turtle, mouse, hedgehog, cicada, donkey, ant, fox, and frog). This activity helps in memorising the song through the iconic representation of the lyrics.
4. Learn to sing only the first verse of the song (*Pantrévoune ton kávousa ooo*, and *Kalésan kai ton...*) and the refrain ("*ntrágka ntroúgka t' árghana oré t' árghana*"). They sing the second line of the first verse of the song or they move to it. They can choose nonsense syllables. They learn to sing only the names of the animals or only the refrain.
5. Sing the mentioned lyrics of song, while stepping upon the strong beats of the rhythm (1<sup>st</sup>, 4<sup>th</sup> 6<sup>th</sup> beat) along the music (using animals postures or steps or to pretend to cross a little river on some stones or to walk on a bridge not very balanced...), or (in case of Greek children) try to dance the 7/8 kalamatianos dance (start with the right foot, make 8 steps forward on the strong beats of music and 2 backward). This will lead towards dancing kalamatianos dance (7/8= 3+2+2) which Greek people dance during the wedding celebration.
6. A group of children play percussion instruments on the steady beat of the song, while the teacher sings the song, and another group walks pretending they are the animal-characters of the song (crab, turtle, mouse, hedgehog, cicada, donkey, ant, fox, frog). It is important that children have the opportunity for ample practicing of the way the different animals walk.
7. In small groups, children improvise and create their own choreographies based on the 7-beat dance and then they can show to the classmates.
8. Discuss with the children about the activity, sharing opinion and feeling, regarding the activity in the group. Discussion on the arrangement of handmade book.
9. Finally the crab met its love and they can arrange for a wedding in music...

#### *Expected outcome*

The children are expected to:

- Sing the melody and the refrain of the song.
- Get familiar with singing in Greek language.
- Dance the kalamatianos (7/8) dance or express irregular rhythm through the body movement.
- Practice their memory skills through the lyrics of the song.

#### *Evidence of learning*

- Memorisation of the sequence of the songs' lyrics with the help of drawing representations.
- Accuracy on rhythmic patterns and beat.
- Dancing the kalamatianos dance, or step on the 7/8 beat rhythm (1<sup>st</sup>, 4<sup>th</sup> 6<sup>th</sup> beat).
- Enjoyment through singing and playing and moving.
- Playing an instrument, synchronising themselves with classmates' movement.

#### *Final expected outcome, evidence and sharing*

1. Handmade book where children write the story in their own words (the teacher writes the words following their narration), illustrate each episode and bring it all together in a book or on a board.
2. Performing the story through narration, singing and playing. The performance can end up in a holistic event of an allegoric marriage of the crab with the turtle in which children use all music materials they practiced in the lesson plans.