ANIMALS ©LYNNE PILBROW

Animals, animals, big and small,
Animals, animals, short and tall,
Animals, animals, jump and jive,
Turn around and give me five!

Teddy bears, kangaroos, big and small,
Elephants, monkeys, short and tall,
Fish, frogs, flying birds, jump and jive,
Turn around and give me five!

• Download the song/music from CD Baby or iTunes:
  http://www.cdbaby.com/cd/funmusicforlittlekids
  https://itunes.apple.com/au/album/animals/id463512051

• Purchase the hard copy CD (Australia only): http://www.funmusicforlittlekids.com/buy/

BEAT ACTIVITY

Beat: the underlying pulse of the music (like your heart beat it can be fast or slow but does not stop until you reach the end of the piece of music)

Age group: 3-4 year olds

Learning Outcome: Children will play instruments and perform movements to a steady beat

Resources needed: Untuned percussion instrument for each child (eg Drum, Rhythm Sticks)

Activity steps:
1. Play the recording – children move or dance to the beat as the song is played (turn around and give a high five to a friend at the correct time)
2. Children sit down on the floor: play the recording again – children sing along and tap knees to the beat. Change the actions to the beat at the end of each verse (eg.tap shoulders, clap).
3. Children play an untuned percussion instrument to the beat as the song is played again

OTHER MUSICAL SKILLS AND CONCEPTS COVERED IN THIS ACTIVITY:

• Singing (singing a thematic song with the class)
• Moving (creating movements individually to the recorded music, performing body movements to the beat)
• Playing (playing instruments using correct technique)
• Listening and Responding (following instructions, moving to the music)

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Please note: In Australia, the Early Years Learning Framework covers the ages from Birth to 5 years, and the Australian Curriculum applies from the first year of formal schooling (Foundation). The highlighted outcomes are covered in this music teaching activity.

### AUSTRALIAN EARLY YEARS LEARNING FRAMEWORK (EYLF) OUTCOMES

<table>
<thead>
<tr>
<th>1. Children have a strong sense of identity</th>
<th>2. Children are connected with and contribute to their world</th>
<th>3. Children have a strong sense of well-being</th>
<th>4. Children are confident and involved learners</th>
<th>5. Children are effective communicators</th>
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<tbody>
<tr>
<td>- Children feel safe, secure and supported</td>
<td>- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</td>
<td>- Children become strong in their social and emotional well-being</td>
<td>- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</td>
<td>- Children interact verbally and non-verbally with others for a range of purposes</td>
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<td>- Children develop their emerging autonomy, interdependence, resilience and sense of agency</td>
<td>- Children respond to diversity with respect</td>
<td>- Children take increasing responsibility for their own health and physical well-being</td>
<td>- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</td>
<td>- Children engage with a range of texts and gain meaning from these texts</td>
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| - Children develop knowledgeable and confident self-identities | - Children become aware of fairness | - Children transfer and adapt what they have learned from one context to another | - Children express ideas and make meaning using a range of media | - Children create and perform music to communicate
| - Children learn to interact in relation to others | - Children become socially responsible and show respect for the environment | - Children resource their own learning through connecting with people, place, technologies and natural and processed materials | - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity | - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity |

For further explanation, please refer to the FunMusic for Little Kids EYLF statement.

### TRANSITIONING TO... THE ARTS AUSTRALIAN CURRICULUM - MUSIC OUTCOMES (FOUNDATION TO YEAR 2)

<table>
<thead>
<tr>
<th>2.1 Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion</th>
<th>2.2 Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community</th>
<th>2.3 Create compositions and perform music to communicate ideas to an audience</th>
<th>2.4 Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples</th>
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<tr>
<td>- Matching pitch to sing in tune and experimenting with speaking and singing to voice to recognise the differences</td>
<td>- Practising and performing music, reading from notation (invented and learnt symbols)</td>
<td>- Choosing and combining sounds to create compositions, for example, combining pitch and rhythm patterns</td>
<td>- Identifying where they might experience music in their lives and communities, for example, considering how music sustains and communicates cultural knowledge</td>
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<td>- Imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping and call and response singing</td>
<td>- Practising techniques for singing songs and playing classroom instruments</td>
<td>- Considering viewpoints – forms and elements: For example – What sounds or musical phrases are in my composition? What instruments were used in the music and how was their sound different? How was their sound made?</td>
<td>- Identifying viewpoints – societies and cultures: For example – Where is this music from and why was it made?</td>
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<td>- Using voices and body percussion to experiment with the elements of music to identify same and different, for example, sound and silence, fast and slow, long and short, high and low, loud and soft, happy and sad</td>
<td>- Singing and playing music to explore the expressive possibilities of their voices and instruments</td>
<td>- Improvising patterns of body movement, such as clapping or stamping, and creating accompaniments to familiar music</td>
<td>- Identifying the roles of an active performer and a reflective listener</td>
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<td>- Recording music ideas using technologies and graphic notation</td>
<td>- Considering viewpoints – meanings and interpretations: For example – What did this music make you think about and why?</td>
<td>- Improvising with voices and sound sources to express actions, thoughts and feelings</td>
<td>- Sharing constructive observations about music from a range of cultures as a performer and audience member</td>
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<td>- Practising and performing music using accessible technologies</td>
<td>- Recording music using notation and technologies so others can read the notation and listen to the recording</td>
<td>- Describing shapes, patterns, form or mood of pieces of music using their own words and learnt music terminology</td>
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<td>- Creating and improvising music using technologies</td>
<td>- Listening to and talking about music and musical instruments from different contexts and cultures</td>
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