SWIM SWIM LITTLE FISH (VOCAL & INSTRUMENTAL)

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Swim, swim little fish,
Swim around the ocean,

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Swim, swim little fish,
Swim around the sea.

- Download the song 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/

SINGING ACTIVITY

Skill Development: Matching pitch, singing in tune, differentiating between singing/speaking voices

**Age group:** 3-4 year olds

**Learning Outcome:** Children will sing a song with the class, using their ‘singing’ voices

**Resources needed:** Scarf for each child

**Activity steps:**
1. Play the vocal recording of the song – children sing the song, adding in some appropriate ‘swimming’ movements to the music.
2. Listen carefully to the song – do we use a ‘speaking’ or ‘singing’ voice? When does the singing start? How many beats do we count before we start to sing? How many times do we sing the song?
3. Play the instrumental version of the song: listen carefully to the music and start to sing at the correct time, using a ‘singing’ voice.
4. Move around the room with a scarf, singing the song and waving at other ‘fish’ as you pass by.

OTHER MUSICAL SKILLS AND CONCEPTS COVERED IN THIS ACTIVITY:

- Moving and creating (creating movements to the music)
- Listening and Responding (following instructions, listening for the start of the song)

More teaching ideas available from: www.funmusicforlittlekids.com

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**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, co-operation, 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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<td>• Children develop knowledgeable and confident self-identities</td>
<td>• Children become aware of fairness</td>
<td>• Children transfer and adapt what they have learned from one context to another</td>
<td>• Children express ideas and make meaning using a range of media</td>
<td>• Children use information and communication technologies to access information, investigate ideas and represent their thinking</td>
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<td>• Children learn to interact in relation to others</td>
<td>• Children become socially responsible and show respect for the environment</td>
<td>• Children resource their own learning through connecting with people, place, technologies and natural and processed materials</td>
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