

Age:

4-year-olds 5-year-olds 6-year-olds 7-year-olds

Learning goals:

- The students explore their voices with the help of animal sounds.
- They can:
- Make sounds on the basis of hand gestures
- Carry out spoken text in a steady rhythm and think of appropriate sounds
- Play a percussion instrument in the rhythm of the spoken text
- Carry out various movements at the right time with dramatic feeling.

Duration:

- Appr. 40 minutes

Further reading or sources:

- Donaldson, J. Monk L. "Wat het lieveheersbeestje hoorde" (What the ladybird heard), Publisher Gottmer 2010, ISBN 9789025746407
- De Paddentrek", (the Toad Migration) Harry Sacksioni

Preparation:

- Read the picture book (see Further reading or sources)
- Listen to the recording of 'Dierenband' / 'Animal Band' (link in the lesson)
- Put out rhythm instruments
- Collect pictures of four different animals and have them ready
- Listen to 'De Paddentrek' / 'the Toad Migration'; set up the audio track
- Extension: put out pictures for the guessing game animal sounds.

Goals:

- Moving
- Playing
- Singing

Equipment:

- Picture book " what the ladybird heard"; see further reading or sources
- A minimum of four different percussion instruments such as egg shakers, rhythm sticks, bells, hand drums, one for every child
- Pictures of four different animals
- Listening track 'De Paddentrek'/The Toad Migration (Harry Sacksioni; see further reading or sources)
- Form scheme for De Paddentrek / The Toad Migration (link in the lesson)
- Pictures of various animals for the guessing game animal sounds.

Area:

- Classroom or playroom for more space

Genre:

- Nature, animals.

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Illustrations: Lydia Monk, cover of 'Wat het lieverheersbeestje hoorde' ('What the ladybird heard')

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Young children sing in unison. In this way they learn to sing at the correct pitch and learn their own voice and learn to sing together. They are nowhere near polyphonic singing but we do prepare the children for this with various musical activities. In this lesson we make the children practise to play together and alone, loudly and softly and to keep in time around the story "What the ladybird heard".

The children will experience that the animals can sound together or alone and have different voice sounds. They listen to the animal sounds that they themselves and the other children make with their voice, they have their own text and they play the same or different instruments. In the recording the guitar sounds in unison, the thieves in polyphony and the animals tutti.

In an extension for 7- and 8-year-olds this comes into its own much better: every animal sings a different theme.
This extension can be found at the end of the lesson.

Structure of the lesson

1. *Vocal exercises*
2. *Spoken text and improvisation "Dierenband" (Animal Band)*
3. *Play the beat*
4. *Together or alone: listening and moving*
 - a. *Form scheme "De Paddentrek" (the Toad Migration)*
5. *Closing: the animals go to sleep*
6. *Extension: Guess the animal*
7. *Extension for 7- and 8-year-olds*

1.Vocal exercises

Start by asking "What sound does a horse make? What sound does a cow make? How does that sound with you? And with you?" Ask the children to make the sounds of various animals. "Shall we do this together?" Indicate with a hand gesture when the animals start and stop. Pay attention to pitch and dynamic differences (loud/soft) and articulation.

Extend as much as you like, or do the reverse "Who makes this sound?" Make different sounds and let the children guess. "What is the sound made by a goose (or any other animal) called?" (honking, mooing, chirping etc.).

Read the picture book "Wat het lieverheersbeestje hoorde" (What the ladybird heard) or watch the clip on YouTube (see the link in Tips and Sources) and explain what the story is about.

Summary

The animals on the farm all make different sounds, all but one: the ladybird. One day the ladybird accidentally heard that two thieves wanted to steal the cow. The thieves pointed out on a map where the different animals are located. When it gets dark they can easily find the cow because from the sounds of all the animals they hear which direction to take.

The ladybird asks all the animals to make the sound of a different animal that night. The thieves will then not be able to find the cow because they're following the wrong sounds. So the dog bleats, the geese bark, etc. The thieves get lost and fall into the pond. The farmer wakes up from all that noise and calls the police. The cow is not stolen and all the animals are happy. The ladybird may not be able to make a sound, but she heard everything!

Tip

Let the children make animal sounds during reading.

2. Spoken text and improvisation "Dierenband" (Animal Band)

Make the sound of a random animal, for example a frog. Then carry out the spoken text "Dierenband" (Animal Band) at a leisurely pace.

I am a frog, I croak all day,

Not because I must, but because I may.

Hey, what is this, am I croaking alone?

Please croak along,

You can't go wrong.

Allow all the children to join in at the end. Assign one child to make a different sound, carry out the adjusted spoken text and make the others join in with a hand gesture. Adjust the text in such a way that the metre and word stress are correct.

Ask "Have you all listened to the example? Did that which we did together sound the same? Why or why not? Which do you prefer: everyone their own unique sound or everyone the same sound? Try it."

Tips

It is simple to accompany this song with a slap or finger snap on the 1st and 3rd beat or alternating between a slap on the knees and a handclap. During the improvisation part the accompanying chords can be played on the guitar or piano.

3. Play the beat

Repeat the spoken text and ask the children to clap their hands on the beat. When this goes well, divide the children into four groups by saying "Now our classroom is the farm"; indicate this is the chicken coop, there is the stable, frog pond, cow shed or choose different or more animals. Each group of animals get their own instrument.

For example:

Chickens: Rhythm sticks

Horses: bells

etc

Hand out the instruments and let the children play. Manage this with hand gestures play or silent (polyphony). Let the children play the various animal groups one after the other by assigning (in unison).

Get out the pictures of the four animals. For example the chickens first. All the children in the classroom say the spoken text for the chickens, the children in the chicken coop can also play their instruments on the beat. Similar with the other animals. Listen if this is on the beat and correct if necessary.

When all the animals have had their turn, hold up two pictures at the same time. Or maybe even three. And what does the 'Animal Band' sound together?

4. Together or alone: listening and moving

Explain "The two thieves are trying to steal the cow. It is quiet, so they are sneaking around quietly and carefully. How do you do that? Look around you". Let the children sneak around the classroom.

After practice make the children sit on the floor and explain that you are going to depict the ladybird, the thieves and the other animals, on music. The thieves are sneaking around, the ladybird is listening in her place and the animals are merrily walking in time.

The audio track "[De Paddentrek](#)" (the Toad Migration) by Harry Sacksioni has a recognisable pompous chorus on which the children walk around as different animals. You can use the animals from exercise 3 above. For example: "How does a horse move" etc.

Structure “De Paddentrek” (the Toad Migration)

Form scheme for 4 Together or alone, listening and moving

Intro

A. Solo guitar: the ladybird hears the plan: hands on your ear. Gently vary between left and right.

A' 'Tutti': all animals walk in time

B. Intermezzo: sneak around as thieves.

A' 'Tutti': all animals walk in time

C. Intermezzo: sneak around as thieves.

A' 'Tutti': all animals walk in time

D. Intermezzo: sneak around as thieves.

A. Solo guitar: the ladybird hears the plan: hands on your ear. Gently vary between left and right.

A' 'Tutti': all animals walk in time

E. Intermezzo: sneak around as thieves.

A' 'Tutti': all animals walk in time

Coda

To practise this you can start by sneaking around with the entire group. Or you choose two ‘thieves’ who can sneak around while the other children are asleep/stand still in their place.

Play the audio track (without images), move along with the children. They will recognise the chorus pretty soon. Walking around will be in time quite quickly by the nature of the music and because of the earlier practice. You can point this out to the children.

The total length of the recording is 3:44 minutes. You can finish earlier if you like.

Tip

No room for sneaking around? Then sneak around with your hands on the spot. And clap along in the tutti-pieces.

5. Closing – the animals go to sleep

Allow the thief to sneak back to their own places. Explain that the animals have become tired by this adventure. Support this by yawning and stretching. The children choose themselves which animal sound they want to make with their voice. Your hands are wide apart and continually move closer together. The sound becomes increasingly more quiet. When your hands touch it is silent and you put your head on both hands to go to sleep.

6. Extension: guess the animal

The children are back in their seats. Hand out cards with pictures of various animals; make sure there are more cards with pictures than audio tracks, including pictures of animals for which there is no audio, so that you can offer the children plenty to choose from.

Play the animal sound guessing game with recordings of real animals. In case you use the digital board: make sure only the sound can be heard without the accompanying image.

7. Extension for 7- and 8-year-olds

For 7- and 8-year-olds or in case the children (and you) are more experienced in music lessons: you can offer the spoken text in a different, more elaborate form, after which you can make different animals make sounds at the same time. This is a preparation for polyphonic singing (mainly for middle or upper primary school). Suggestions: see below the score.

[Download the sheet music here](#)

Pay attention:

This is not intended to teach all the sounds in one go, possibly the first time just the duck. Gradually you can add animals during which you can prepare for polyphonic singing by stacking (sing one after the other). Not until the sounds are really going well could you combine a duck group with a cat group, for example. The advantage of the sound of a horse or a bird is that it is not directly linked to pitch.

You can leave out or extend as much as you like. Choose from the suggestions in the sheet music a few that suit you, allow the children to make suggestions. Find ways that sound well together and make them into an Animal Band, and should it turn out to be an animal gang, that's fine too!

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We wholeheartedly recommend the professional magazine "De Pyramide" (The Pyramid) – no doubt you'll be as thrilled as we are.

By way of exception we copy an example in the PowerPoint so that you can take note of this.

Use the magazine in the library or better still: subscribe yourself or ask your school about the possibilities (this is not a weird question).

<https://www.gehrelsmuziekeducatie.nl/>