**Barnaby Bear Travels to Hot and Cold Places**

**A Music Project for Years 1 and 2**

**By Kate Knight (MKMF)**

 **Barnaby Bear Travels to Hot and Cold Places**

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| **Week** | **Learning Intentions**Children learn… | **Activities** | **Learning Outcomes**Children can… |
| **1** | About the EquatorTo sing some new songsAbout African drummingAbout rhythmic notation | **Intro:** Sing, ‘Hello children’ (GEGE)and talk to the children about the Equator and show them where it is on a globe. Describe some of the countries that lie on the Equator and their general characteristics.Introduce Barnaby Bear and sing his song (Tune: Girls and Boys/starting note G)*Barnaby the Bear’s my name**Travelling is my game**Where we’re going is hot and dry**Come with me and we will fly***Main:** Sing, ‘The Welcome Song’ and end with the Swahili word for ‘Hello’-‘Jamboh’. Three of the countries along the equator speak Swahili. They are Kenya, Uganda and the Democratic Republic of Congo.Listen to the War Drums of Uganda and ask the children the questions on the ‘resources sheet’.Introduce the four rhythm cards, one by one and ask the children to say and clap them (see resources).Now play each card on a different instrument in groups War Drums sh sh – large drumsSnake camel snake camel- small drums/tambourinesCamel snake camel snake- maracasDrums are beating drums are beating- jinglesSwap round instruments four times until all groups have played.Try putting two rhythms together***Notice who can maintain their part*****Plenary:** Hold up the cards and turn them over to show the children the rhythmic notation on the back. Ask volunteers to play from the notation and then encourage the other children to join in. | Talk about countries that lie on the EquatorSing tunefully and confidentlyPlay rhythmic patterns accuratelyRead from graphic notation |
| **2** | A new songAbout Q&A formA playground game/action song | **Intro:** Sing the welcome song with the Swahili word ‘Jambo’ (hello) at the end and sing the ‘Jambo Song’ (see resources).**Main:** Talk to the children about how the song is made up of Q&A phrases and ask them to clap ‘Hello…’back when you sing, ‘Hello Year 1’. Everyone’s answer is the same.Use ‘What is your name?’ as the next question. Each answer need to start with ‘My name is…’ but each one will be different. Clap and say and then just clap, these Q&A’s.**Yr 1:** Continue to make up Q&A’s as a class.**Yr 2:** In pairs within the circle the children should think of a Q&A and clap and play them.***Notice who can make up a Q&A phrase (Yr 2) or clap patterns accurately (Yr 1)*****Plenary:** Yr 1: Listen to the Karamajong Children’s song from Uganda and play the game using the Swahili words**Yr 2:** Listen to examples and then teach the children the Q&A song, ‘Fumje Alafia’ | Create Q&A phrasesYr 2- work in pairsCopy the pattern of words accuratelyYr 1- sing responses confidentlyYr 2- maintain a steady pulse whilst singing |
| **3** | About the rainforestTo listen to recorded musicTo respond to specific sounds/timbreTo use vocal/body percussion To sequence sounds (Yr 1)To sequence and combine soundsTo talk about the sounds | **Intro:** Sing the welcome song with the Portugese word ‘Ola’ (hello) at the end and sing Barnaby Bear’s new song (Tune: Boys and Girls/starting note G)*Barnaby the Bear’s my name**Travelling is my game**Where we’re going you can’t have guessed**I’m taking you to the rainforest***Main:** Listen to ‘Rainforest Dream’ by Joji Hirota, talk to the children about the music (see resources) and about where in the world Brazil is.Listen for a second time and ask them to raise their hands when they can’t hear the deep drum anymore and to listen out for sounds of water, birdsong and insects.Explore them following as a class (**Yr 1)** in groups **(Yr 2)** following the cards (see resources) using vocal and body sounds* Bird song
* Rain, raindrops and twigs breaking
* Insects buzzing and ants digging
* Snakes and sloths
* Panthers and monkeys

Listen to ideas and talk about how ideas might be organised or combinedAsk the children to suggest an order of cards to stick on the board **(Yr1)**  and a combination of sounds (**Yr 2)****Plenary:** Ask the children which their favourite sounds were | Sing tunefully and confidentlyListen attentivelyIdentify the specific soundsWork creatively and co-operatively as a class (Yr 1)/group (Yr 2)Explore vocal and body soundsTalk about their likes and dislikes |
| **4** | To explore dynamicsTo work in a large group (Yr 1)To work in a small group (Yr 2)To play rhythmic patternsTo share their likes and dislikes | **Intro:** Sing the Welcome song and then ask the children to copy your fingers (singly and then together), tapping hands on legs, and tapping hands on the floor, as you say the words, ‘Drip drop’, ‘Pitter Patter’, ‘Humming Drumming’ and ‘Splashing Lashing’.*What is happening to the sound?*Try these sounds in a sequence (**Yr 1)/** in four groups in layers (**Yr 2).****Main:** Introduce the following rhythms and ask the children to use appropriate body/percussion when following them* Rainforest, rainforest
* Drip drop on the leaves
* Croaking frogs, buzzing bees
* Slithering snakes, prowling panthers
* Singing birds, swinging monkeys

***Notice who can select/use vocal, body or instrumental sounds with awareness of effect***Record the class/groups playing these rhythms and listen to each in turn. Add ‘live’ sound effects to each and record again.**Plenary:** *What is their favourite part of the Rainforest piece and why?**What is their favourite sound/effect?* | Control graduations in volume with controlWork creatively and co-operatively as a class (Yr 1) as part of a group (Yr2)Play rhythmic patterns accuratelySelect and use their voices/bodies/instruments with care and awareness of effectExpress their preferences with reference to musical language |
| **5** | New words to a songAbout the Polar regionsTo say, clap and play rhythmic patternsTo play in groupsAbout durationTo listen attentively | **Intro:** Sing Barnaby’ s new travelling song*Barnaby the Bear’s my name**Travelling is my game**Wrap up warm and hold my hand**We are visiting icy lands*Introduce the North and South Poles and show the children where they are on the globe.Explain some of the similarities and differences between the two Poles (see resources) and use rhythmic patterns to help (see resources)**Main:** Try clapping all the patterns from each pole in turn and then put two of them together (**Yr1)/**three or four of them together **(Yr2).**Repeat this using percussion instruments.*What sort of sounds should we choose?**Long or short sounds?**Metal, wood or skin? (Most will choose metal)*When the children have played the rhythms ask them how they would make their long sounds short.Ask all the children to explore their sounds and find ways of changing them.Choose volunteers to show what they have found.**Plenary:** Listen to ‘La Neige’ from Debussy’s Children’s Corner or ‘Snow Fall Meditation’ by Nature of the Soul and talk about the sounds ***Notice who can talk about the music using musical language*** | Sing tunefully and confidentlyClap and play rhythmic patterns accuratelyExplore and change soundsIdentify long/short sounds in recorded music |
| **6** | About pitchA new songAbout ascending and descending soundsTo pick out melodic phrases by earTo play phrases as part of a group | **Intro:** Sing Barnaby’ song and ask the children to follow some imaginary seals and penguins as they slide over the ice and up and down icebergs with a ‘whee’Teach the children ‘The Penguin Song’ (Once a man Fell in a Well with the following words)*Once a Penguin climbed up high (CDEFGGG)**Flip flap flop he sounded (CDEFGG)**Then he slid into the sea (CDEFGGG)**Splish splash splosh he landed (GFEDCC)*Ask the children to watch as I show them how the penguin might move during this song (up, up, up and down) and repeat it with the children joining in with these hand movements.Remind the children of the of the rhythms from the South Pole**Yr 1-**divide the class into three groups.1. Will sing the song and show the movement of pitch
2. Will play the repeated pattern or **ostinato** ‘avalanche’ on C and G chime bars simultaneously or on jingles
3. Will play the beat or **drone** ‘iceberg’ on C and G or triangles/bells

Give the children the opportunity to swap and round group twice and record who can ***keep a steady beat or maintain a repeated pattern*****Yr 2-** Divide the children into four groups and give each group a selection of tuned percussion (C-G) and the following rhythm cards (see resources)1. Penguin, penguin glacier/Once a penguin climbed up high
2. Penguin, penguin iceberg/flip, flap, flop he sounded
3. Penguin, penguin glacier/ Then he slid into the sea
4. Penguin, penguin iceberg/ Splish, splash, splosh he sounded

Ask children to play the rhythms on one note e.g. C or G (LA)Ask children to play the rhythm of their line on the notes C-G or G-C (MA)Ask children to play all the lines (HA)**Plenary:** Ask groups to perform and notice who ***can pick out melodic phrases using ascending and descending sounds (Yr 2)***Ask the children if they can remember where Barnaby has taken them to on his travels and which their favourite country was? | Can follow hand signals in order to explore their vocal range Show the movement of pitch using their handsPlay repeated patterns within a large group (Yr 1)Use their knowledge of ascending and descending sounds to play melodic phrases (Yr 2) |
|  | **Resources** | Welcome Song: Bingo Lingo (A & C Black)‘War Drums’, ‘The Karamajong Children’s Song’ and ‘Rainforest Dream’: Listen to This KS1Fumje Alafia: Young Voice works (Faber)‘La Neige’ from The Children’s Corner by Debussy (found in Let’s go Zudie-o) or Snow Fall Meditation by Nature of the Soul (You Tube)Un-tuned percussionTuned percussion (as many sets of C,D,E,F and G as possible) |  |

**War Drums**

**Questions to ask the children**

What instruments were playing?

Did they start loudly or quietly?

Did they play the same rhythm/pattern throughout?

Do you think they were playing inside or outside?

For what occasion do you think they were playing? (A happy or sad)

**Rainforest Dream**

**Questions to ask the children**

What made you think this music was illustrating a rain forest?

What unusual sounds did you hear?

What was your favourite sound?

What creatures do you think were in the forest?

Can you hold your hand in the air when you cannot hear the low drum anymore?

Snake ca-mel snake ca-mel

     

Ca-mel snake ca-mel snake

     

War Drums sh sh

 - -

Drums are bea-ting drums are bea-ting



**Birds of the Rainforest**



**Rain and raindrops; twigs and trees**



**Insects and Frogs**



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**Snakes and Sloths**



**Panthers and Monkeys**



**Drip drop drip drop**

**Pitter Patter Pitter Patter**

**Humming drumming humming drumming**

**Splashing lashing splashing lashing**

**Humming drumming humming drumming**

**Pitter Patter Pitter Patter**

**Drip drop drip drop**

**rain-forest, rain-forest**



**drip, drop on the leaves**



**Croaking frogs, buzzing bees**



**Sli-the-ring snakes, prowling panthers**



**Swing-ing mon-keys, sing-ing birds**



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| Natural Features |
| **Antarctic*** The Antarctic is a continent surrounded by ocean.
* Icebergs are calved from glaciers and shelf ice year round, and may measure in excess of 25 cubic miles.
* The sea ice accumulates annually and more than doubles the size of the continent.
* Over 97% of the Antarctic landmass is covered by the unbroken South Polar ice sheet.
* Elevation at the South Pole is 9300 feet above sea level, although the bedrock is only 100 feet above sea level the annual mean temperature at the South Pole is -58°F.
 | **Arctic*** The Arctic is an ocean surrounded by continents.
* Icebergs are calved from glaciers and are seasonal. The icebergs are measured in cubic yards.
* Sea ice accumulates over several years.
* Land ice is found in limited areas, the largest being the Greenland ice sheet.
* The elevation at the North Pole is 3 feet of sea ice. The bedrock is located 1400 feet below sea level.
* The annual mean temperature at the North Pole is 0°F.
 |
| Plants and Animals |
| **Antarctic*** No tundra or tree lines. The subantarctic zone is marked by the Antarctic Convergence.
* No terrestrial mammals.
* Marine mammals include whales, porpoises and seals.
 | **Arctic*** The Tundra is well developed and marked by a tree shrubline.
* Terrestrial mammals include musk ox, reindeer, caribou, fox, hare, wolf, lemming, bears, and more.
* Marine mammals include whales, porpoises, seals, and amphibious mammals.
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| Human Activities |
| **Antarctic*** No record of primitive humans and no native groups.
* The population south of 60°S is sparse and occurs at scattered scientific stations.
* There is no exploitation of terrestrial resources.
* First crossing of the Antarctic Circle was by James Cook on January 17, 1773.
 | **Arctic**There are native people with a long cultural record and ethnic groups on continents all around the Arctic.*
* Human population north of 60°N is in excess of 2 million with modern settlements.
* There is widespread exploitation of natural resources and technological development.
* The first crossing of the Arctic Circle is prehistoric.
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**Creatures of the North Pole**

Seals - - -

Nar - whal -

Wal rus wal rus

Polar bear polar bear

**Creatures of the South Pole**

Seals - - -

Ice - berg -

Pen guins pen guins

Glaci er glaci er

Penguin, penguin gla- ci- er

   

Once a penguin climbed up high

Penguin, penguin ice- berg

  

Flip, flap, flop he sounded

Penguin, penguin gla- ci- er

   

 Then he slid into the sea

Penguin, penguin ice-berg

  

 Splish, splash, splosh he sounded

**Barnaby Bear Travels to Hot and Cold Countries**

**Year 1 Assessment Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of child** | **Can maintain a steady beat or repeated pattern** | **Can clap patterns accurately**  | **Can select/use vocal, body or instrumental sounds with awareness of effect** | **Can talk about the music using musical language** |
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**3 = emerging 2 = achieving 1 = exceeding**

**Barnaby Bear Travels to Hot and Cold Countries**

**Year 2 Assessment Sheet**

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| --- | --- | --- | --- | --- | --- |
| **Name of child** | **Can maintain a steady beat or repeated pattern** | **Can create Q&A phrases** | **Can select/use vocal, body or instrumental sounds with awareness of effect** | **Can respond to and play ascending and descending sounds** | **Can talk about the music using musical language** |
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**3 = emerging 2 = achieving 1 = exceeding**