

## **TWO TEACHING UNITS**

### **A multicultural perspective of musical games across the Euro-Mediterranean Region**

#### **TEACHING UNIT 1**

##### ***Babá Elefante adventures in the Mediterranean*** *Avra Pieridou Skoutella and Amaya Epelde Larrañaga*

#### **Musical goals**

The children are expected to:

1. Perform the steady beat of the musical games *Simario*, *Sardina*, and *Poúnto poúnto to dhachtílídhí* while listening to them.
2. Perform the strong beats of the above musical material while listening to them (1<sup>st</sup> and 3<sup>rd</sup> beat), using their body, school material and musical instruments.
3. Perform the musical games *Simario* and *Sardina* in the traditional ways.
4. Invent other ways to perform them more relevant to the specific children.
5. Develop creative orchestrations and body percussion for *Simario*.
6. Perform *El elefante* with suitable body movement and voice in contrast of fast-slow and forte-piano was of performing.
7. Sing with correct language the game *Simario*.
8. Perform in varied creative ways the melodic and rhythmic parts of *Simario*.
9. Sing the Italian, Cypriot and Greek musical games in correct intonation, rhythmic precision, language diction and pronunciation.
10. Sing the beginning verse of each musical game in correct intonation and entering on the right beat.
11. Develop body movement that depicts the melodic line of *Sardina*.
12. Develop from large motion movements to smaller articulated ones.
13. Develop different musical identities through the performance of the musical material of the teaching unit.
14. Develop musical communication in coordinating their musical behaviours for the successful performance of the musical games.

#### **Sociocultural goals**

The children are expected to:

1. Respect the other group members' personal boundaries when participating in the games.
2. Cooperate with others for successful performance of the musical games.
3. Produce with confidence different musical games from Cyprus, Greece and Italy interchangeably acknowledging the geographical region of their origin and the different languages.
4. Perform these games which share the same rhythmic meter but develop differently demonstrating the self-esteem that such efficient accomplishment provides to them as individuals and in groups.

#### **Educational goals**

The children are expected to:

1. Participate and enjoy group communicating and sharing in musical games.
2. Retain high levels of motivation towards intercultural musical experiences through the use of such musical games.
3. Be active and useful members of the group during the process of learning multicultural musical games.
4. Improve their concentration and attention in learning, performing and improving the quality of the musical games.

5. Develop as a group a story based on the cultural and musical stimuli of each lesson.
6. Make decisions as individuals and in groups in terms of music making and performing.

### **Children's age**

4-5 year olds

### **Children's prior knowledge**

Children have had 1-2 years' experience of formal music education, and this might include:

- The relationship between sound and silence.
- Knowledge of the sound and expression properties of the body.
- Knowledge of the sounds of the immediate surroundings.
- Exploration of body percussion and body touch.
- Production of sounds and silence.
- Singing repertoire of a variety of local and national traditional songs, rhymes and games for young children.

### **Materials**

The musical games *Simario*, *Sardina*, *Póinto póinto to dhachtílídhi El elefante*.

Recordings of the musical games, Orff instruments and classroom instruments, pictures, a rope, an elephant doll, picture of a ring, a treasure box, and a ring.

## **Lesson Plan 1 & 2: *Babá Elefánte* seeks out for help**

### *Musical goals*

The children are expected to:

1. Perform the steady beat of the musical games *Simario* and *Sardina* while listening to them.
2. Perform the strong beats of the above musical material while listening to them (1<sup>st</sup> and 3<sup>rd</sup> beat), using their body, school material and musical instruments.
3. Play the musical games *Simario* and *Sardina* in progressively creative ways.
4. Play the musical games *Simario* and *Sardina* in the traditional way.
5. Sing with correct language the musical game *Simario*.
6. Perform in different creative ways the melodic and rhythmic parts of the musical game *Simario*.
7. Begin singing both songs in correct intonation and rhythmic precision.

### *Description of the lesson plans<sup>1</sup>*

1. Introduce to the children an elephant doll with the name *Babá Elefánte*. Tell them it is a special kind of elephant because he has a bear with three hairs. Tell them that he is facing a problem. He has lost the treasure box and its ring and he needs them to find his way home to Spain. For that he needs children to help him. He likes games so he invites the children to play with him and chose who will help him find his way home.
2. Sing *Simario* to the children while passing by and touching their head on the steady beat. Perform the last phrase “*di di di*” by lightly tapping the last child's head three times.
3. Repeat this while observing children's reactions.
4. Pick up on their reactions and perform the song again taking elements from their input.

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<sup>1</sup> The two lesson plans have not been separated in order to allow the teacher to make choices if she/he uses all steps select or omit stages according to on-going evaluation of children's responses.

5. Have the children standing and march on the steady beat to a chosen direction while singing the first melodic phrase. Children march to a different direction while singing the second phrase. During the rhythmic part ask them to tap in various ways such as on the floor, on their body, on the chair etc.
6. Ask children to try to sing the song while moving as in previous step. This time in the rhythmic part, they make a game with their hands clapping with their partner opposite them. They follow the rhythm of the phrase on the steady beat, but when comes to “*di di di*” they must clap to each other with open palm three times.
7. Ask the children to return to their sits in a circle and invite them to pass from one child to the other the doll of *Babá Elefante* while listening to the song. Tell them that *Babá Elefante* is an old elephant so he cannot move very fast.
8. Sing the song assisting the children to pass from each one of them in the strong beats of the song (1<sup>st</sup> and 3<sup>rd</sup>) while touching the shoulders of each children in the same rhythmic manner.
9. During the rhythmic phrase “*di di di*” invite the child to tap three times the doll to the lap of the other child. Allow practice.
10. Repeat steps 8 & 9 but this time to the steady beat telling the children that *Babá Elefante* wants to go home without any delay.
11. Tell the children that this musical game brings a lot of joy to *Babá Elefante*. So he proposes another game with a lot tickling for fun.
12. Ask the children to count with you *Sar-dina-ina-ina* (1-2-3-4-) while they clap-pat-clap-pat. They repeat several times while you start singing the Italian musical game *Sardina*.
13. They keep executing the motions and you tickle one child each time in their head. On the last ascending melodic phrase in the syllabus “ra” you ask the child for other parts of the body. The child says for example “the nose”. The second time you tickle one child each time in their nose. The child who coincides with the syllable "ra" chooses and the teacher uses a different one each time.
14. Carry out the same activity but tickling just during “*cri cri cri*” and “*cra cra cra*”.
15. Repeat step 12 and 13 several times according to children’s enjoyment. Ask the children for their suggestions for the 1-2-3-4 counting before the start of the song and while they listen to it. Ask them to sing with you the ‘tickling’ phrases while step 12 and 13 are repeated. Give to several children bars from Orff melodic instruments for the notes of 'cri cri cri' and 'cra cra cra'.
16. On the last ascending melodic phrase you ask the children for their suggestions. Choose and a particular most suitable movement and ask them to sing along with nonsense syllable (or ‘la’) making sure of the correct rising voice.
17. Ask the children if they remember the first game. Ask them to sing with you making sure that they pronounce the words correctly. Use body movements to show the step-wise ascending melodic line of the word “*Simario*” and “do re mi”. Make sure of the correct singing of the ascending melodic pattern.
18. Have the children in a row, one in front of the other and show them how to pat each other shoulder with their right hand in steady tempo. Perform the game in this manner. Each time the song is over the last child who is been patted is out.
19. Invite each counted-out child to choose a way to accompany the players in their singing and help *Babá Elefante*. They, in pairs, clap with the partner. They follow the steady tempo and clap three times in “*di di di*”. Or they can invent another kind of accompaniment.
20. Make sure in the coordination of this mini-performance both by the children who are in the game as well as by the children who are out and improvising, that each child’s musical behaviour reflects his/her potential and preference. Once the last two children are left in the game, show how to execute it according to the traditional way of finishing the game.

21. Having successfully completed the previous steps, introduce the game in the traditional way as explain in the cultural information of the manual and inform the children of its country of origin. Have them try it out a few times.
22. You can introduce the traditional way of performing *Simario* once you are sure that children can perform the handclapping pattern. Initially you can introduce it to the most capable children in slower tempo than normal and gradually (a) invite other children who will be watching on the periphery of the activity and (b) speed up the performance tempo. The excitement of who goes out is contagious to all children and this significantly helps its learning.

#### *Expected outcome*

Children perform successfully and with confidence the song and handclapping pattern of *Simario* with fine coordination of movements and musical communication with each other.

#### *Evidence of learning*

Learners perform successfully the musical game *Simario* while they have manifestly enjoyed them. Objectives related to rhythm, lyrics and melody have been attained as well as a correct performance, musical collaboration and development of creativity.

### **Lesson Plan 3: *Babá Elephánte* and the precious ring**

#### *Musical goals*

The children are expected to:

1. Improve their performance of the musical games *Simario* and *Sardina* in progressively creative ways.
2. Improve their performance of the musical games *Simario* and *Sardina* in the traditional way.
3. Perform the steady beat of the musical game *Poúnto poúnto to dhachtílídhi* while listening to it.
4. Perform the strong beats of the above musical material while listening to it (1<sup>st</sup> and 3<sup>rd</sup> beat), using their body, school material and musical instruments.
5. Develop body movement that depicts the melodic line of *Sardina*.

#### *Description of lesson*

1. Ask children to narrate the story introduced to them in the previous lesson.
2. Invite them to play the game *Simario* with creative improvisations/in the traditional way as proposed in the previous lesson plan.
3. The last child, the winner of the game needs to help *Babá* find the treasure box and its missing item.
4. Ask children to perform *Sardina* while you sing it or put the recording (as in steps 12 and 13 in previous lesson).
5. For the first phrase invite the children to put their hand above their eyes and walk as if looking for something.
6. In the high notes of B they raise their heads higher in their searching.
7. The winner of the previous game holds sticks and performs the steady beat to help the children find the box. In the tickling phrases the children tickle their right palm and then their left palm. Initially their own palm and later the right palm of the child they meet at this point of the song.
8. The treasure box is not found so the children sit down in the circle to play *Sardina* in the traditional way which is similar to *Simario* round-the-circle clapping with the exception of the tickling part. Each child needs to tickle the palm of the child in his left.

9. The two winners of the two games get the treasure box, open it and find the picture of the missing ring.
10. You inform children that they will play another game with a lost ring that has to be found. Ask the children to sit and hold the palms closed together. Take the ring and perform with them *Poúnto poúnto to dhachtílídhí*. However do not leave the ring into the hands of any child yet.
11. Ask the children to listen to the song and devise movements or body percussion for the (a) steady beat (b) the strong beats. Perform the song.
12. Isolate the descending 3<sup>rd</sup> intervals from the song and sing them “*poúnto poúnto*”, “*psáxe psáxe*”.
13. Invite the children to devise movements that demonstrate these word-intervals (such as clap-pat, clap-pat). Sing the intervals with the movements. Try a variety of movements and body percussion with the children.
14. Isolate the melodic patterns of ‘*to dhachtílídhí*’ ‘*dhe tha do vreis*’ which both contain repetitive notes with a descending 3rd interval at the end. Practice them with hand movements that indicate this melodic contour while singing the song. Allow ample practice and invite variations of suitable movements.
15. Children can sing the part of the song where they experienced intervals coordinating intervals and movements that they choose.
16. Ask the children to help you sing the song. You start singing the melody with ‘la’ and invite the children to finish the melodic line of the first phrase. Initially stop just before the intervals inviting the children to sing them either with ‘la’ or with the actual words. Chose to stop at different spots each time to improve the difficulty of the task. Make sure that children sing correctly “*to dhachtílídhí*” and connect it with a special movement. Sing the rest of the words yourself.
17. Use the same manner in step 23 inviting this time the children to sing the words.

#### *Expected outcome*

The children perform the musical game *Sardina* with fine motor coordination, correct phrasing, singing intonation and language pronunciation. Children use percussion instruments for steady beat and strong beat and Orff melodic instruments for certain words such as ‘*cri cri cri*’, ‘*cra cra cra*’ and ‘*dril-lu-la*’. Children sing the song *Poúnto poúnto to dhachtílídhí* correctly. Learners perform successfully both games, they have manifestly enjoyed them. Objectives related to rhythm and melody, have been attained as well as a correct performance and development of body movements.

### **Lesson plan 4: Musical games from Italy, Greece and Cyprus.**

#### *Musical goals*

The children are expected to:

1. Improve their performance of the musical games of this teaching unit.
2. Develop and narrate the story with adding the musical material in the right places.
3. Develop different musical identities through the performance of the musical material of the teaching unit.
4. Demonstrate critical thinking and musical communication in raising awareness of their musical behaviors for the successful performance of the games.



The children with their musical games embrace the Mediterranean Sea.  
(From the 14<sup>th</sup> kindergarten of Corfu with the kindergarten teacher Penelope Pezarou)

### *Description of lesson plan*

1. Invite the children to narrate the story and add their own elements.
2. In the right places of the story invite the children to perform *Simario* and *Sardina* in (a) the traditional ways and (b) in creative ways that they might suggest. Certainly children's creative propositions might take the lesson in new creative ends that you have not planned. You need to be ready to elaborate on this and following the relevant and suitable to the music material and to the musical behaviors of the children.
3. Invite the children to play *Póunto póunto to dhachtílidhi* initially as a song, confirming the correct intonation and language pronunciation to the words.
4. Repeat the singing several times incorporating meaningful movements and body percussions to the melodic line and rhythmic patterns of the song.
5. Invite the new winners of *Simario* and *Sardina* in this lesson to perform one after the other with the rest of the children the musical game *Póunto póunto to dhachtílidhi* holding the ring and letting it in the close palms of a child as the song comes to an end.
6. Give the opportunity to other children, who would also like to perform the game in the traditional way.
7. Tell the children that since the ring is found it is placed in the treasure box and now *Babá Elefante* is ready to go home. And its journey begins.
8. Invite the children to brainstorm ideas and adventures about its journey to Spain or to a particular place in Spain.
9. Ask them to draw these ideas and promise to them that in the next lesson they will travel with *Babá Elefante* because his journey will not be easy.

### *Expected outcome*

The children interchangeably perform these three musical games of this teaching unit fluently with confidence, coordination, and good intonation. Children with their teacher produce a series of drawings of the story and of the three musical games. Place them in order and interchange it accordingly. Children retell the story adding their own elements if they wish and perform the musical games in different orders.