

TWO TEACHING UNITS
A multicultural perspective of musical games across the Euro-Mediterranean region

TEACHING UNIT 2
Babá Elefante's musical journey to Spain
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Musical goals

The children are expected to:

1. Correctly sing phrases and words from the Spanish songs *El elefante*, *Al pasar la barca* and *Mi barba tiene tres pelos*.
2. Aurally distinguish contrasts: fast-slow, forte-piano, accelerando-ritardando.
3. Aurally distinguish and demonstrate with movements the phrases in “*El elefante*” and “*Al pasar la barca*”.
4. Demonstrate with lycra fabric, movements of fast-slow, forte-piano while listening to *El elefante*.
5. Demonstrate steady beats and strong beats in various creative ways bodily, verbally, instrumentally.
6. Express feelings, wishes and ideas musically.
7. Acquire rhythmic accuracy in certain body movements in relation to the music they hear.
8. Develop motor skills with body percussion, body movements in relation to the songs.

Socio cultural goals

The children are expected to:

1. Acknowledge and understand certain Spanish words.
2. Appreciate Spanish traditional music for children.
3. Include these Spanish songs in their group and individual musical repertoire in their daily lives, in free play activities and during lessons in school.

Educational goals

The children are expected to:

1. Improve their concentration and attention in performing music and during music learning activities.
2. As a group, develop a story based on the cultural and musical elements, respect each other's ideas and creatively develop them in imaginative ways.

Children's age

4-5 years old

Children's prior knowledge and skills

Children have experienced the first teaching unit. The evaluation of their contribution in the first teaching units should be fairly good to very good.

Materials

Song recordings, an elephant doll, a skipping rope, pictures of elephants and numbers, and posters which include words such as “*Beard*”, “*Three*”, “*Hairs*”, and “*No*” and photographs of Spanish folklore and traditions.

Lesson Plan 1: *Al pasar la barca*: the song for traveling by boat

Musical goals¹

The children are expected to:

1. Perform the strong and steady beats of the song *Al pasar la barca*.
2. Connect the song with the sea and with children's feelings that are demonstrated in their sailing.
3. Coordinate and control gestures so that they start the movement on time at the beginning of the song.
4. Perform the song with variations in tempo and intensity: fast-slow, *accelerando-ritardando*.
5. Sing ascending words/phrases from the song *Al pasar la barca*.
6. Acquire Spanish vocabulary of certain words found in the songs.
7. Acquire better diction, articulation and projection of voice in ascending melodies.

Description of the lesson plan

1. Tell the children that in order to leave from the island of Cyprus and go home to Spain our elephant Babá needs to use a boat to travel the Mediterranean Sea. However he is so heavy and clumsy that he cannot sail one. So again he needs the help of the children. Tell them that 'boat' in Spanish is called '*barca*'. Babá needs to catch it '*when the boat passes by*'. So the boat has a specific name which is "*Al pasar la barca*" (both rhythmic and melodic pattern). Ask the children to repeat this a few times in order to be able to sing it and rhythmically perform the name of the boat.
2. Initially invite the children to count in Spanish "*uno-dos-tres-barca(x2)-uno*" (which rhythmically represent two full measures of 4/4, plus the first beat of the song's first measure) while moving both arms and upper part of the body as in boat rowing. Repeat a few times. Use (a) initial note of the song, (b) melodic patterns of the song.
3. Invite them to perform this with different feelings in different contexts (e.g. happy as the boat is about to sail, afraid as there are high waves, angry as the sailors don't sail it well enough). Lastly, they perform it on the same initial note of the song and they continue singing "*Al pasar la barca*".
4. Show them a large paper boat and you invite several children to sit behind it in a row, one behind the other holding a rope. Children perform the rowing movements this time in close timely coordination with each other while listening to the recording or the teacher's singing. Listening to the recording of the song, they perform the sailing movement with different tempo and intensity (fast – slow as suddenly or gradually the sailor gets tired or has to make a bigger more effort during storm or go faster to avoid a danger, etc).
5. Gradually all children participate in the activity which combines steps 3&4 while you sing the rest of the song with 'la' or with the original lyrics.
6. Sing "*Al pasar la barca*", "*las ninas bonitas*" "*arriba la barca*" to the children, explain the meaning and invite them to sing along and to aurally discriminate phrases that have different words but the same melody.
7. Explain the meaning and ensure correct pronunciation.
8. Sing the song and stop when each phrase should be sung inviting the children to sing. Create drawings of each phrase with the children and divide the class in groups, one for each picture and phrase. Repeat the activity and change pictures several times. You can also work at a whole class level and show them one picture at a time.
9. Hold the lycra fabric and invite children to perform the steady beat of the first section of the song with up-down motion while the second section with left-right motion while singing the song.

¹If the children are native speakers of Spanish, then they can learn all the lyrics of the three songs.

Children would like to perform again both for enjoyment of speaking Spanish numbers, and demonstrate physically the end of the song.

Expected outcome

Pupils sing certain ascending phrases and sing them in the correct point in the song. Group cohesion in performing the movements.

Lesson Plan 2: *El elefante*, the song of *Babá Elefante* as he is approaching Spain.

Musical goals

The children are expected to:

1. Perform the steady beat of the song *El elefante* with gestures and body percussion.
2. Perform *El elefante* with creative movements.
3. Sing the song *El elefante* both with nonsense syllables and with original lyrics.
4. Sing with correct language the song *El elefante*.
5. Acquire new vocabulary in Spanish.
6. Acquire better diction, articulation and projection of voice.

Description of the lesson plan

Tell children that *Babá Elefante* is finally arriving to Spain. Now he needs to abandon his boat and continue his trip on foot. From afar he begins to hear a song that has part of his name in it. Put the recording of the song and invite the children to listen for the word “*elefante*”; they put their arm like an elephant’s trunk when they hear the word!

1. Continue by telling them that by following the song he arrives in a place with many spider webs. The song is heard louder inviting him to walk and swing on the web. He is happy that it is not difficult for him to do so despite the fact that he is big, fat and clumsy.
2. The teacher sings the song while improvising body movements with the children in order to express the song lyrics as they listen to the song.
3. On the floor (or on a large piece of paper), put lengths of wool (not too thick) as a web and invite several children to walk on top to go to the other side. Discuss the experience as they try not to fall or not to walk on the floor².
4. Because our elephant is very fat and old he has to go very slowly, so the teacher sings the song slower and swings in delicate way.
5. But the elephant wants to arrive home as soon as possible. So, the teacher sings the song gradually faster. Balancing changes are necessary.
6. Repeat this while observing children’s reactions.
7. Point to successful reactions, and implement them in the process.
8. Invite them to create new body movements based on different emotions such as being afraid to walk on a web or being happy for having accomplished it.
9. Explore body sounds and perform the steady beat of the song while listening to it. Make sounds for each 4/4/ pattern: clicking fingers, clapping, slapping knees and stamping feet or in reverse: feet, knees, palms, fingers. Four beats of each bar with a different body percussion, first fingers, then palms, knees and feet. Then feet, knees, palms, fingers. Eight bars and eight different body percussion in this order.

² We thank Kalia Anastasiou, a Cypriot trainee of the project, for this idea.

10. The teacher introduces the phrase '*un elefante*' inviting the children to repeat it and then sings the song without lyrics, only "la la" or other nonsense syllables that children find enjoyable. Children gradually join in.
11. Extend the song to more elephants. Use the lycra fabric and place one elephant doll on it. Invite the children to move the lycra in two different ways in order to depict the two phrases of the song in steady beat. Increase the number of elephants (*dos elefantes*, *tres elefantes*, etc) while singing the song with original lyrics. Gradually children will pick up more and more words and sing along. Children can draw and cut paper elephants and increase at same time numbers in the song and elephants inside the lycra.

Expected outcome

Pupils will learn the song, introducing gestures, body percussion and group cohesion will be improved. Sing the song with lycra movements

Lesson Plan 3: *Mi barba tiene tres pelos*, a musical game to celebrate *Babá Elefante*'s arrival home

Musical goals

The children are expected to:

1. Perform the song with gestures following the rhythm of the song.
2. Develop basic motor skills following indications of gesture.
3. Create new gestures.
4. Perform the song with different speeds, tempos and intensities.
5. Acquire new vocabulary.
6. Sing the song *Mi barba*.
7. Develop basic motor skills when using body percussion with palms and feet.
8. Reproduce and create rhythms with body sounds.
9. Coordinate and control rhythm with body sounds.
10. Perform the song playing a game.

Description of the lesson plan

1. Tell the children that our elephant *Babá* has arrived home in Spain. He is very happy and he wants to celebrate with the children playing a musical game called *Mi barba tiene tres pelos*.
2. Sing the song with gestures.
3. Explain the meaning of lyrics to the children and tell them what the words "*barba*" "*tres*" "*pelos*" and "*no*" mean. Create a gesture for these words, and sings the song with them rhythmically.
4. Children imitate the gestures and perform the lyrics of the song with gestures rhythmically.
5. Invite them to create new gestures.
6. Dance in lines facing each other, mirroring each other's' gestures. Children decide who the mirror is and then they change roles.
7. Draw pictures of "*barba*", "*pelos*", "*tres*" and "*no*".
8. The teacher sings the song without lyrics, only "la la". Children do the same.
9. Having successfully completed the previous step, the teacher sings the song with lyrics except the words "*barba*", "*pelos*" "*tres*" and "*no*". These words are sung by children. First the teacher begins "*Mi*", and children sing "*barba*". Teacher sings "*tiene*" and children sing "*tres pelos*". The

teacher chooses the words that he must omit in order that the children sing them. When children sing, the teacher shows the relevant drawings.

10. Having completed the two previous steps, the teacher shows them a game. Then they play a game with the song while they sing and perform gestures. This game involves gradually omitting words. Pupils sing then omit the word “*barba*”, then “*barba*” and “*pelos*”. When they make a mistake they are out of the game. Each child then picks up an instrument and contributes to the gradual orchestration of the song.
11. Then, children sing the song with body percussion using palms and feet. Coordinate an orchestration with these two body percussions.

Expected outcome

Students will perform the song, introducing gestures, body percussion, and group cohesion will improve. Children perform the song correctly and joyfully asking for repetitive performances.

Final expected outcome, evidence and sharing of this two teaching units

To end these two teaching units, there will be an open class for all those members of the school community who wish to attend, including relatives and other teachers. During this class the six songs will be treated in two pairs: first *Babá Elefante* has problems outside of Spain which are solved in this part with musical games from Cyprus, Greece and Italy. During the second part he is arriving home to Spain, and this is reflected with the Spanish songs.

Families will be asked to participate and, in this way, will be able to more fully appreciate the intercultural work that has taken place through these songs.