

TEACHING UNIT
An imaginary journey across the Mediterranean sea
The elf and the lost hat
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Musical goals

The children are expected to:

1. Sing correctly the intervals of rising 3rd and 4th and falling 3rd in the songs *Il mio cappello* and *Corre el trencito*.
2. Sing correctly the songs *Il mio cappello*, *Corre el trencito* (or certain words and phrases) in their original language.
3. Execute the steady beat (pulse) and the strong beat (emphasis) of the songs *Il mio capello*, *Corre el trencito* with body percussion and with instruments.
4. Demonstrate symbolic representations of the pulse (quarter notes) and the strong beat (emphasis) in their performances.
5. Cultivate attentive listening and inner hearing.
6. Sing correctly the ascending interval of 3rd during the beginning of each phrase of the song *Perná Perná I mélissa* while singing the whole song with nonsense syllables.
7. Assume fluid and contextual musical identities and switch creatively between different roles that are connected with musical elements from the sound material.
8. Aurally discriminate the phrase 'ya voy, ya voy' in *Corre el trencito* and creatively connect it with movement.
9. Create an imaginary musical journey assuming multiple and contextual musical identities.
10. Incorporate these songs in their daily musical vocabulary in school and at home.

Socio cultural goals

The children are expected to:

1. Locate the different countries on the map.
2. Create an imaginative journey across different Mediterranean countries and participate in it assuming different roles.
3. Connect each song to its country and language of origin.
4. Connect the three countries and their sound material in a holistic integrated musical event.
5. Locate Italy on the map, talk about this country's characteristics and the Italian language.
6. Discuss the meaning of the song *Il mio cappello*.
7. Learn the meaning of particular words such as 'mio', 'cappello', 'tre punte'.
8. Find Spain on the map and talk about this country's characteristics.
9. Know that the song *Corre el trencito* is in the Spanish language and discuss its meaning.
10. Learn the meaning of certain words such as 'trencito', 'campo', 'frente a la estación', 'ya voy' 'señior'.
11. Understand the geographical journey to the three countries of Cyprus, Italy and Spain.
12. Play the game of the song *Perná Perná I mélissa*.
13. Integrate the three songs in one holistic event.
14. Perform the songs following a self-created song book.
15. Develop multiple musical identities.

Educational goals

The children are expected to:

1. Discuss the concept of ownership and the emotions connected with it.

2. Present cases of ownership in their lives and verbally express the reasons for such ownership, the feelings connected with the loss of an important item for them, the reasons for choosing it.
3. Cooperate, assuming the roles of leaders and followers accordingly, in order to achieve a common goal.
4. Creatively propose and take on roles, tasks and identities.
5. Participate efficiently in musical play.
6. Develop a song book with their drawings of the song *Il mio cappello* and the story of the elf and then take it home and share it with their families.
7. Develop a song-book with their drawings of the three songs. The first part will represent the song *Il mio cappello*, the second part will show a picture from *Perná Perná I mélissa* with an iconic representation of the last phrase's rhythmic pattern and the third part will represent the song *Corre el trencito*, followed by another part with the same picture from *Perná Perná I mélissa* and a last part with *Il mio capello* (ABCBA form).

Children's age

4-5 years old

Children's prior knowledge and Skills

Children are familiar with the Greek song *Perná Perná I mélissa*.

They can execute the steady beat and the strong beat while singing a song or listening to a recording.

Materials (sound material, objects, teaching aids, etc)

Sound recordings of the songs *Il mio cappello*, *Corre el trencito*, *Perná Perná I mélissa*.

Elf hats, bee picture, many small paper hats for creating the melodic contour of the song *Il mio cappello*, paper trains, reindeer's horns, bells, wooden sticks (percussions), pictorial cards.

Lesson Plan 1: *Il mio cappello ha tre punte*

Musical goals

The children are expected to:

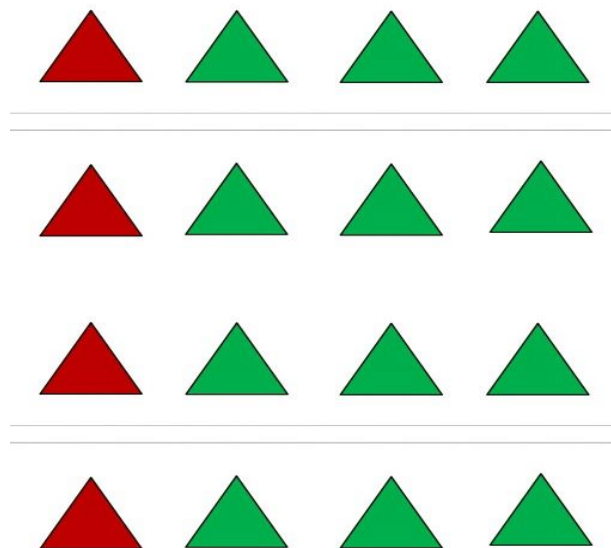
1. Sing correctly the intervals of rising 3rd and 4th and falling 3rd in the song *Il mio capello*.
2. Sing *Il mio capello* correctly in Italian.
3. Demonstrate the melodic contour with hand movements and visualization materials such as small paper hats and/or pieces of rope.
4. Demonstrate a pictorial representation of steady beat and strong beat during the song performance and/or recording/listening.

Description of the lesson plan

1. Show an elf-doll to the children and tell them that he lost his hat. The children give the elf another elf hat, found in their classroom. However the elf doesn't like it and becomes very sad, because he wants his own hat. The children ask why he doesn't want the new hat and the elf explains that his hat is different because.....
2. Play the recording or sing the song *Il mio capello* yourself. The song explains why the elf wants only his hat.
3. Sing the song again and this time demonstrate the movements that depict the meaning of the lyrics:

Touch the heart with your palm,
show with the fingers of both hands a triangle shape on the top of the head,
show number three with the fingers of the left or the right hand,
show number three with the fingers of the left or the right hand,
touch the heart with your palm,
show with the fingers of both hands a triangle shape on the top of the head,
point with the index finger and move it in a 'No' gesture,
show number three with the fingers of the left or the right hand,
point with the index finger and move it in a 'No' gesture,
touch the heart with your palm,
show with the fingers of both hands a triangle shape on the top of the head.

4. Ask the children about the possible meaning of the song. Explain to them the meaning of the song.
5. Discuss with them the issue of ownership and uniqueness of our possessions and their emotional connection to them. Ask them "why does the elf touch his heart when the song lyrics refer to 'my hat'? Children talk about the love and care of an item that is special to them.
6. Invite the children to imitate the movements as they listen to the song.
7. Invite the children to devise a rhythmic phrase to comfort the elf in 12/8 singing it on the first note of the song. In this way you tune the children to the song both rhythmically and musically.
8. Tell the children that you will play a little game with them. Let them know that you will start singing and acting out the movements and that you will stop at some point and the children will be expected to finish the phrase. For example the teacher sings: '*Il mio cappello*' and the children complete the singing with '*ha tre punte*'. Repeat the game as deemed necessary and/or stop in other parts of the song.
9. Correct any mispronunciations.
10. Present to them a card with a pictorial representation of the steady beat and the strong beat (emphasis). For example, the pictorial representation can be comprised of four rows with 4 hats in each row. The first hat of each row is red while the rest are green.



11. Execute the card while listening to the song. In cooperation with the children, choose different ways to perform the steady beat and/or the steady beat versus the strong beat, either with body percussion or instruments. Repeat several times.
12. Repeat step 11 this time by inviting the children to also join in by singing.

Expected outcome- Evidence of learning

The children realize that they need to perform the song in the best of their abilities in order to help the elf find his hat. They sing the song in tune with correct pronunciation. The class is divided in groups or individuals, acquiring different musical roles in singing, orchestrating and demonstrating the movements of the song. Another group of children might move around the classroom moving their hands in the flow of the song searching for the elf's hat.

Lesson Plan 2: *Corre el trencito* - The Mediterranean train

Musical goals

The children are expected to:

1. Sing the song *Corre el trencito* in correct tune, language and interpretation.
2. Create appropriate motions to demonstrate the train's musical journey.
3. Create appropriate motions to demonstrate the train's musical journey using different tempo; slow – fast – moderate and joyful (not too fast, not too slow) with their feet walking in the steady beat.
4. Demonstrate correct singing and rhythmic motion of the phrase '*ya voy, ya voy*'.

Description of the lesson plan, its processes and strategies

1. Tell them that the elf is very worried because he cannot meet the other elves and collect the toys for the children in time for Christmas. He must travel to distant lands to find the hat and he does not know how to do so. He cannot travel by plane and he cannot travel by boat because he gets seasick.
2. Discuss the elf problem with the children and tell them that he must travel with a magical way. Your discussion with the children should conclude that you need the help of *Corre el trencito*, the magic train of the Mediterranean.
3. You play the recording so the children can listen to the *Corre el trencito* song for the first time.
4. You play the recording repetitively and you ask the children to listen to the words.
5. You invite them to share their reactions and reflections. You explain certain words such as '*trencito*', '*campo*', '*frente a la estación*', '*ya voy*' '*señor*'. Make sure that children can pronounce these words correctly.
6. You sing the song yourself. You apply echo singing in teaching verse by verse to the children
7. Teach the melodic line by using hand motions while everybody sings the song.
8. Tell the children that you will play a memory game. As you sing, you will 'forget' some words and you will stop. The children will come in and fill out the missing singing parts.
9. You have prepared a big paper train front picture. You put classroom chairs behind the paper picture and placed one behind the other representing the train's coaches. You invite the children to sit in a line, one behind the other, and hold a rope across this line and sing the song. In the phrase *ya voy ya voy* you pull the rope twice in tempo and in a rhythmically correct manner. You allow the children to sense this and then invite them to follow.
10. Play the recording or invite the children to sing it and ask them to move and find a way to perform the phrase '*ya voy, ya voy*' with body movement. Select the correct ways and invite the children to follow and creatively expand.
11. Divide the children into groups. Give each child in one group a glockenspiel bar of high C each and to another group of children one glockenspiel bar of A each. Give to another group of children non-pitched percussion instruments. The rest of the children remain seated on the train acting as the choir of the song. The children sing the song, play the steady beat and play the C-A interval of *ya voy, ya voy*.

Expected outcome -Evidence of learning

Initially the children sing the song seated on their chairs. Gradually they form a train, with the leader (the train driver) tapping the steady beat on a tambourine. Every time the song ends, one child rhythmically taps his name, takes his ticket with his/her name and gets on board. In order to take his/her ticket, each child must sing or tell his/her name in a rhythmic way. Each child has to find his/her own way to do it. The rest of the train passengers repeat the name and the child takes his/her ticket and goes on board. The train runs in different tempo, with different emotions and states (joyful, sad, in a hurry), with full engines or even running out of fuel.

Lesson Plan 3: The musical journey

Musical goals

The children are expected to:

1. Sing correctly the songs *Perná Perná I mélissa* (for the Greek speaking children), *Il mio cappello*, *Corre el trencito*.
2. Perform the pulse and the strong beat (emphasis) of the songs *Il mio cappello*, *Corre el trencito*, *Perná Perná I mélissa* with body percussion and with instruments.
3. Reproduce the pulse and strong beat based on iconic and symbolic representations.
4. Apply attentive listening and inner hearing.

Description of the lesson plan

1. You narrate the story of the elf with the help of the children.
2. You ask the children to sing the song *Il mio cappello*. You count 1-2-3-4- while singing the first note of the song in order to prepare them to sing it correctly.
3. You remind them the song *Perná Perná I mélissa* that they learnt in previous lessons and you invite them to sing it either acapella or with the recording.
4. You demonstrate to them the game of the song *Perná Perná I mélissa*.
5. With the help of the recording, invite them to play the musical game.
6. Explain to them that they will modify the game a little. Present to them two rhythmic cards, one for each of the two children-leaders. Each child needs to clap a word that matches on one of those cards (for example see below).



7. Allow children to experiment and choose the words. Each time in the game, a child is selected she/he must choose one of the two cards and one physical way (with his body, language or with instrument) to perform the rhythm of the word. Once she/he successfully accomplishes the task then she/he takes his/her ticket and goes on the train. Otherwise she/he stays in the game and waits for another turn.
8. Invite the children to play the game. Correct any misconceptions.
9. As soon as all the children are on the train, they can choose if they will hang on their necks a picture of a train and thus execute rhythmic and musical accompaniment. Otherwise, they can

choose to be train passengers and they put on their heads the paper hats and travel around singing *Corre el trencito*.

Expected outcome - Evidence of learning

In the following lesson and in other related subject lessons of their kindergarten time, children develop a song book with their drawings of the three songs. In the book, the first part will represent the song *Il mio cappello*, the second part will show a picture from *Perná Perná I mélissa* with an iconic representation of the last phrase, the third part will represent the song *Corre el trencito*, the fourth part will have the picture from *Perná Perná I mélissa* and the last part the picture of *Il mio cappello*. (ABCBA).



Final holistic event

One child ‘drives’ the train and will be the leader that has to clap the pulse. Santa’s reindeers will travel with him too and will be behind the leader. Behind the reindeers will be other passengers that will depart from Spain looking for the hat. All children will loudly stomp their feet on the ground, so everyone can hear the pulse. When children hear the words, with the pause, in the song ‘*ya voy, ya voy*’ they have to jump to the words’ rhythmic motif. The reindeers will gallop instead. The driver keeps clapping the pulse.

In a station of the classroom, the ‘Cyprus’ station, there is another group of children, the ‘Cypriots’. These children sing a familiar Cypriot song¹. After singing the song, Cypriots enter the train and continue the journey with them. All of them are singing *Corre el trencito* again employing some activities as in step 8.

In the second station, the ‘Greek’ one, some other children know about the hat and will sing the song *Il mio cappello*, when the train arrives there. They also sing or execute a listening activity with the Greek musical game *Perná Perná I mélissa*².

Finally, the train arrives in ‘Italy’ where the hat is. They are singing ‘*cappello*’ and they are receiving an answer from the Italians ‘*cappello*’, too. They are very happy about it and the Italians are singing the song ‘*Il mio cappello*’ and the rest of the children are singing along with them. The

¹ Another option would be the Cypriot song for children ‘the snake and the hedgehog’ found in the Cypriot publication *Cypriot traditional Songs for Children; through the discipline of music education* (2008) <http://www.ccrsm.org.cy/activities/id/15>

² Another option would be the use of the Greek traditional song “I trata” which is also part of our sound material. The children use this song to travel around the Mediterranean region.

'Italians' give the hat to the children and they throw a party to celebrate their achievement. So they hear the song '*Il mio cappello*' in the recording and they dance in pairs in improvisatory ways.

