

Learning objectives

- Create a story through sound
- Create a short musical pattern
- Draw pictures and patterns to represent sounds
- Think and talk about the elements of music loud and soft/slow and quick/rhythm and beat





Equipment & resources

Print, cut and laminate bird cards (a series of cards with birds and their calls on them).

Main activity

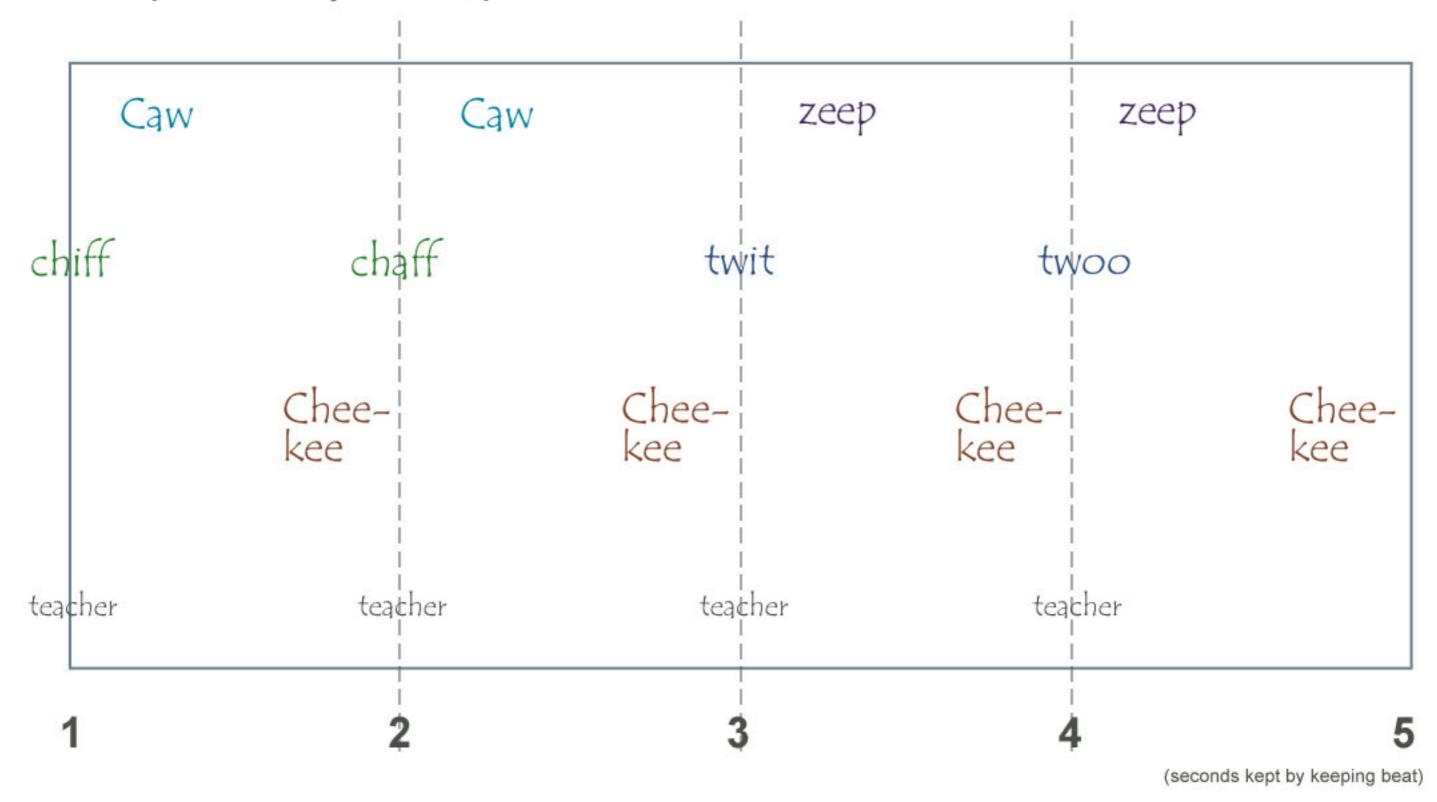
Create a bird rhythm in class. Use percussion instruments or simply the children's voices.

- 1. Talk about rhythm and play various examples.
- 2. Construct a rhythm map.
- 3. Explain what a rhythm map is and how it works.
 - Children can read it to help them remember when they come in.
- 4. Spend time allocating each 'bird' a time to join in the rhythm.
- 5. Begin by setting a simple beat to keep time using an instrument, tapping the desk or clapping.
- 6. Let each 'bird' practice where they come in the rhythm on their own.
 - Eg. In the rhythm below, 'chee-kee' is called out just before the beat. Emphasise this by saying chee-kee (clap), chee-kee (clap).
 - 'Caw' on the other hand would be (clap) caw, (clap) caw.
- 7. Have children follow the map and create their "Bird Beats".
 - When you reach the end, the rhythm can begin again and be done as a loop.





Example of a rhythm map



This rhythm (omitting 'teacher' for now) would be:

chiff, caw, chee-kee chaff, caw, chee-kee, twit, zeep, chee-kee, twoo, zeep, chee-kee...



Example bird calls

Mallard	quack-quack	Coot	Coot-coot
Chiffchaff	chiff-chaff	Chaffinch	Pink pink
Cuckoo	cuck-oo	Redwing	zeep zeep
Owl	twit-twoo	Goose	honk-honk
Jackdaw	jack-jack	Blue tit	Tweet-tweet
Great tit	teacher-teacher	Crow	Caw-caw
Collar Dove	cooo -cooo	Robin	chirp chirp
Lapwing	pee-wit	Kingfisher	chee- kee



