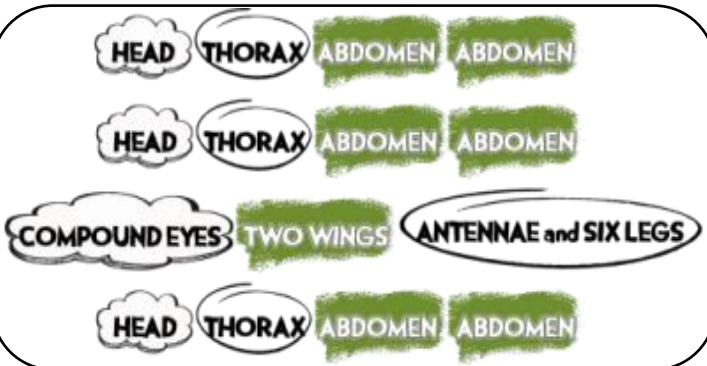


# LET'S GO BUGS

Sue Harvie: F-U-N 'n Games Galore © 2014  
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## LEARNING INTENTIONS

- Exploration and experience of rhythm through speech and body percussion
- Experiences with speech ostinato transferred to body percussion → instrumentation



## PROCESS

1. Teach poem phrase by phrase pointing to body parts to anchor text.
2. Isolate indicated words and 'swallow' substituting only the action. Transfer isolated words to body percussion (as per student suggestion) → found sound or Non-Pitched Percussion instruments. Continue process until all indicated words are orchestrated.

### Extension:

1. Introduce ostinati one at a time against spoken and/or orchestrated poem.
2. Once secure, layer in adding instrumentation

# TICKLE

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## LEARNING INTENTIONS

- Singing
- Experiences with 16<sup>th</sup> notes
- Experiences with fermata
- Experience with watching a conductor.
- Experiences with Simple and Compound meter

## PROCESS

1. Teach song phrase by phrase using covid friendly actions to anchor text.
2. Present fermata. Experience, and label.
3. Isolate Tickle, Tickle. How many sounds on 1 beat? 16<sup>th</sup> notes: Tickle-tickle=Tika-Tika
4. Take B section for an 8 beat walk between each repeat of A. In non-Covid times, consider pairing with a new partner with each repeat.
5. Extension: Introduce iconic representation of sixteenth note/ eighth note combinations.

**Fermata**  
Fermata. Fermata.  
hold it longer than you outta



**A** Voice: Ho Ho Ho He He He Don't you tic - kle me!

Body Percussion: Pat Pat Pat Clap Clap Clap (Waggle a warning finger)  
(With a partner)

Voice: Tic-kle, Tic-kle, Tic-kle, Tic-kle, Tic-kle, Tic-kle, Tic-kle, Tic-kle, Ho Ho He He He!

Body Percussion: Slide Palms back and forth (Partners tickle one another) Pat Pat Clap Clap Clap (With a partner)

**B** Speech: Tic-kle a But-ter-fly, Tic-kle a Bee! Tic-kle a Bee-tle, but Don't tic-kle me!

