

Grade K Lesson 1 *Cows in the kitchen*



Experience the song and sing it, then learn a simple body percussion pattern to play in time with it.



Video 1 - Introduction and singing

Begin by watching the video, or hold your own class discussion about farms.

Who has been to a farm?

What farm animals have you seen before?

Do you know any songs about farm animals?

What sounds do farm animals make?

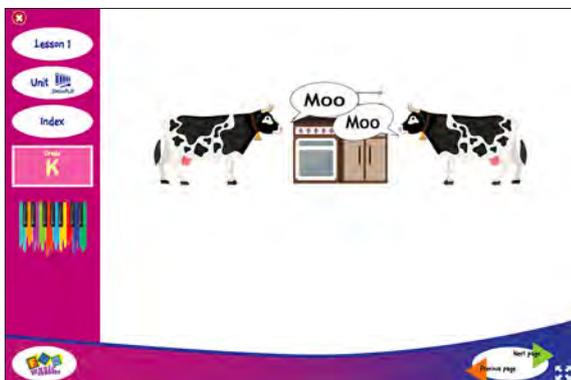
Show pictures of farm animals and ask children if they can make the sounds.

Printable farm animal pictures are provided in the teacher resources area for this lesson.

Then sing the song unaccompanied while keeping the beat gently with your hands in your lap, and encourage the children to do the same.

You can then discuss the song, and talk about how things have got a bit mixed up at the farm of Tom Farmer!

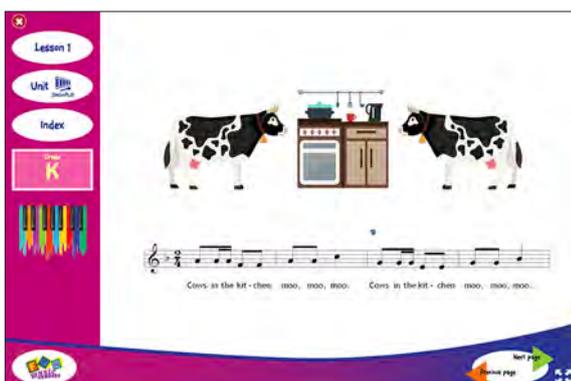
If you are comfortable doing this live in the classroom then you can perform the above steps and then go straight to the singing video.



Video 2 - Singing

This video is provided with images on the screen to help the children remember the words.

Encourage the students to join in with the animal sounds in the bridge between verses. There is a visual and auditory cue to assist with this.

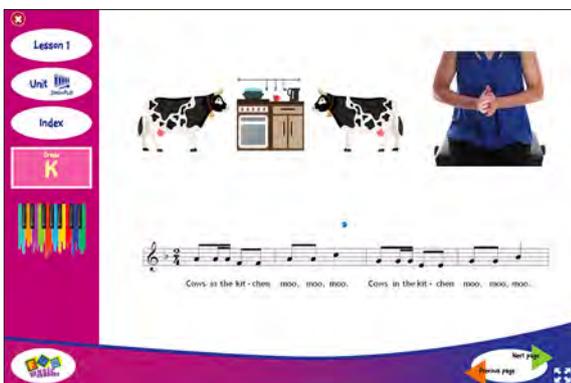
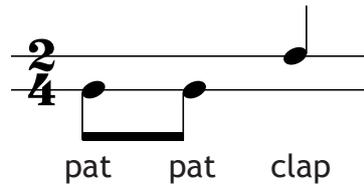




Video 3 - Learning body percussion

Students will learn a body percussion pattern: two pats on their lap and one clap, which they will perform throughout the song, only stopping between verses.

We will later transfer this rhythm to instruments, so it is an important step.



Video 4 - Body percussion

Students perform the body percussion pattern with the song, stopping in the bridge each time and making the animal sound from the verse they have just sung.

Visual cues are given on the video to assist with when to start and stop.

Once confident with the body percussion and making the animal sounds, encourage the children to sing along as well.



After singing the song you could order your printed farm animal pictures in the order that they appear in the song, to help the students retain the words.

Grade K Lesson 2 *Cows in the kitchen*

Sing and play the song with body percussion, and then transfer the body percussion patterns to instruments.

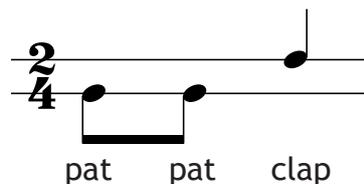


Video 1 - Singing

Sing the song and ask the students to join in with as much as they can remember. Visual cues are provided on the screen to help them remember the words.

Video 2 - Body percussion

Revise the body percussion pattern learned in the previous lesson: two pats on the lap, and one clap.



Video 3 - Learning untuned percussion

Learn the castanet part first - taking the two pats from the rhythm and putting them onto an instrument.

Instruments used are only ever a guideline. If you don't have castanets, you can use woodblocks, claves or any other instrument.

Students should learn the rhythm with body percussion first, before getting out the actual instruments.

For castanets students can simply tap their fingers with their thumb, pretending to play a castanet.



Video 3 - Learning untuned percussion cont.

Again, students will learn the tambourine part with body percussion first. Have them hold their left hand flat, like they are holding a tambourine and tap it on top with the other hand. You can call this body percussion “pretend tambourines”.

When playing tambourine, focus first on getting children to hold the tambourine correctly.



Have them hold over the hole, where there are no jingles, and hold the instrument flat so that they can play on top with the other hand. If you only have headless tambourines that is fine, but still hold them flat and hit with the other hand on the edge. Students should always hit with their hand rather than shaking the tambourines at this stage.



Video 4 - Untuned percussion

In this video we just have the sheet music, along with pictures to help the children remember the words.

Students should stop playing at the end of each verse and make the animal sounds, and there is a visual cue on the video to remind the students to do that.

Encourage children to sing as well as playing, or have some children sing and some children play.

Then expand the song by encouraging the children to come up with new verse ideas and sing them.

Examples might include:

Tractor in the trees, brum, brum, brum.

Goats in the greenhouse, maa, maa, maa.



Please note: There is a tuned percussion part for Cows in the kitchen, however we recommend returning to it after learning some of the other SING & PLAY songs, so we have presented it in Lesson 10 in this program.

Cows in the kitchen

SING & PLAY arrangement

Traditional folk tune
arr. Fun Music Company

♩=90

6 verses.

Musical notation for the first four measures of the song. It includes a vocal line (treble clef, 2/4 time) and three percussion parts: Tambourine, Castanet, and Tuned percussion (treble clef, 2/4 time). All parts are currently silent, indicated by rests.

5

Musical notation for measures 5-8. The vocal line includes the lyrics: "Cows in the kit - chen moo, moo, moo. Cows in the kit - chen moo, moo, moo." The accompaniment includes Tambourine (Tamb.), Castanet (Cast.), and Tuned percussion (Tuned) parts. The Tuned percussion part has green dots on the first four measures and red dots on the last four measures.

9

Musical notation for measures 9-12. The vocal line includes the lyrics: "Cows in the kit - chen, moo, moo, moo. What shall we do Tom Far mer?" The accompaniment includes Tambourine (Tamb.), Castanet (Cast.), and Tuned percussion (Tuned) parts. The Tuned percussion part has green dots on measures 9-10 and red dots on measures 11-12.