



A Virtual Visit to the Zoo

Peta Harper
Killara Public School
Peta.Harper@det.nsw.edu.au

The current situation in Australia is that every state has a different model for schooling. Some are completely online, others are completely at school with social distancing measures in place. Our situation in New South Wales is that most of our students are learning online, and those who are at school are doing the same online learning as those at home.

Some challenges we've encountered (particularly with the younger students) are lack of easy access to a device, and parents who struggle to help the children due to English not being their native language.

This series of activities was created for my Kindergarten and Year 1 students who have enjoyed still being able to have music and movement experiences whilst in social isolation.

Age and special characteristics of the target group

Infants children (age 4-7 years old) of mixed ability, including students with special needs.

Theme

- Observing the qualities of animal movements and using these as a stimulus for movement
- responding to music with drawing
- responding to music with movement

Considerations on the design of teaching

- Do the students have enough space to move freely?
- Access to drawing materials
- Access to recordings and device to play them on
- The students are not yet able to read so are reliant on parents transmitting the instructions. I created a video with the instructions but have written them out below. The majority of our parents are not native English speakers, so I uploaded the written instructions so they could be translated in order to help the children.

Procedure and feedback

This term we're exploring **contrasts** - high/low, fast/slow, heavy/light, etc. through movement, drawing, listening and making music. Our local zoo, Taronga Zoo in Sydney, has Taronga TV at the moment - a live-feed of the animal enclosures. I'm using this plus 'Carnival of the Animals' and 'In the Hall of the Mountain King' as my stimuli. The sequence is as follows:



- Watch several animals at Taronga Zoo via Taronga TV. See if you can find the following animals/qualities: big, small, fast, slow, fly, crawl, slide/slither, crawl, heavy, light, jump, prowl, walk. (Alternatively, students could observe any animals they have access to from their homes.)
- Can you copy some of the qualities/ideas in the way you move?
- Draw a map around your room. Walk the pathway of your map the following ways:
 - o Fast
 - o Slow
 - o Heavy
 - o Light
 - o Crawling
 - o Sliding
 - o Jumping
 - o prowling
- Listen to selected movements from 'Carnival of the Animals'. Find a way of moving that matches features of the music. What were these? Have a parent help you write down what you heard/thought/felt. See if you can video some of your movements to send to me.
- Listen to the recordings again and draw what the music sounds like to you. It could be a picture, patterns, shapes, etc. Why did you choose those shapes/colours/pictures? Have a parent help write down why you made those choices. Take a picture and send to me.
- Listen to 'In the Hall of the Mountain King'. Draw your response to the music (as before).
- What stood out in the music to you? Why?
- Find a place to keep the beat in your body as you listen to the music. What did you notice about the beat? (accelerates)
- This time, change the place on your body that you keep the beat each time you hear a change (dynamics, tempo, instrumentation).
- Create a simple movement you can perform to this music. Can you continue it as the tempo increases?
- Change something in your movement each time you hear a change in the music. e.g. switch arms, move forwards/backwards/sideways, move the movement to your legs/arms/head/etc.
- Are there any patterns/repetition in the music? Where?
- Draw a map of the music showing changes in the pattern/melody (dynamics, tempo, instrumentation).
- Create your own body percussion pattern. Perform it and find a way to make a contrast – dynamics, tempo, timbre, etc. See if you can make a recording and send it to me.
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Other activities we have done include:

- Recounting chants and changing words and actions which the students have shared with me.
- Creating their own vocal, body percussion and found sound ostinati to accompany a chant I've recorded for them
- Going on a musical scavenger hunt - find things in your home/backyard that make the following sounds:
 - Loud
 - Quiet
 - Long
 - Short
 - High
 - Low
 - Wood
 - Metal
 - Muffled