



Find this activity in Musical Families.

Knowledge Organiser: Around the World



Get Set 4 Education

Can you try this at home?

Use a table top or an upside down container and chant this at home.

refrain after every verse

Verse 1

Verse 2

Verse 3

Verse 4

(stop playing)

We're going on a lion hunt,
We hope to see a big one,
Binoculars by my side,
Camera too!

We're coming to some long grass,
We can't go over it,
We can't go under it,
We've got to go through it,

Swish, swish, swish, swish.

We're coming to a muddy swamp,
We can't go over it,
We can't go under it,
We've got to go through it,

Squelch, squelch, squelch, squelch.

We're coming to a wide river,
We can't go over it,
We can't go under it,
We've got to go through it,

Swim, swim, swim, swim.

We're coming to a cave now,
It's very dark inside,
There's something big and furry,

AHHHHH it's a lion!



Musical Knowledge

titi



ta



Titi (officially paired quavers) and ta (officially a crotchet) indicate the duration of a note in music. They take up the same amount of space when we say, sing or play them.

They both equal one beat.

Key Instruments



castanets



maracas



djembe drum



steel drums



guitar

woodblock



accordion

Listening Pieces

- Flamenco Dance Song - Spain: Flamenco Music of Andalusia - Ethnic Folkways Library, Folkways Records
- The Races - Jing Ying Soloists from the Album Like Waves Against the Sand
- Hava Nagila - From Traditional Jewish Music and Songs by The Jewish Starlight Orchestra
- Reve Gourmand from Fleur Du Jura: French Accordion Music
- Tropical Island, Go Itsy - Asheba's music for kids, Caribbean Style
- La Bamba, Carnival Steel Band



Key Vocabulary

• beat • count • fast

• instrument • listen • loud • pulse

• quiet • rhythm • slow • speed

Teacher Glossary

dynamics: how loud or quiet a sound is

pulse: the heartbeat of the music

rhythm: patterns of sound consisting of shorter and longer notes

tempo: how fast or slow the music is

timbre: the unique sound of an instrument or piece of music

