

piano

I Hear With My Little Ear

Key C, first note G(soh)

a cappella count-in: 1,2,3,4,1,...

Canada

2009

LJ Clare



I hear with my lit-tle ear, some-thing that sou - ounds lou - oud.
 I smell with my lit-tle nose, some-thing that sme - ells tas - ty.
 I spy with my lit-tle eye, some-thing that i - is fa - ast.
 I feel with my lit-tle thumb, some-thing that fe - eels so - off.
 I taste with my lit-tle tongue, some-thing that ta - astes swe - eet.



Could it be a _____? Yes, i - t cou - ld.

One syllable words may be slurred/sung over two pitches. When this is done, the convention in music is to print the word in full on the first note and follow it by a straight line. The words are stretched out above to help demonstrate the way they are sung.

Five variations of "I Spy" extends the game to all senses. Playing the game gives many opportunities for students to sing alone (often without really noticing that's what they're doing) while asking and answering the questions.

Video and Audio Variations

Variation 1

I hear with my little ear
something that sounds

1. loud - thunder
2. soft - snow
3. slow - turtle
4. fast - car
5. sad - baby crying

Variation 2 (no answers)

1. I hear - sounds scary
2. I smell - smells smoky
3. I spy - looks messy
4. I feel - feels sharp
5. I taste - tastes sour

Variation 3 (no answers)

1. I hear - sounds high
2. I smell - smells clean
3. I spy - looks new
4. I feel - feels slippery
5. I taste - tastes salty

Variation 4

I (blank) with my little (blank)
something that (blanks)
(blank -answer)

Variation 5

(instrumentalwith captions)
I hear with my little ear
something that sounds

- 1.
- 2.
- 3.
- 4.
- 5.

Once students have conquered singing solos bravely and coming up with ideas that fit the question --offer an alternative to mix up the game even more. Give students permission to "pick" an answer that is WRONG! The challenge is for all the students listening to choose the correct place to raise their hands in response to whatever the answer is.

e.g. I hear with my little ear
something that sounds soft
---Could it be the fire bell?

Learning Music Concepts

Pitch: High-Low

"I hear with my little ear, something that sounds ..."

Many students will have played the "I spy with my little eye" game. The game is expanded to include all the senses with built-in opportunities/reasons for solo singing. A plus for music concepts would be to use words that encourage thinking musically e.g.

hear: loud, quiet, noisy, gentle, happy, sad, busy
 see: fast, slow, high, low

There is no one correct answer -- any answer that fits the category is right!

This is another of the activities that requires a long explanation for teachers, but very little classroom time with students. Play the "I hear/spy" game for 3 or 4 minutes -- leave them wanting more!

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Explore the musical use of the words: HIGH and LOW

Something that looks ...

high

tree tops
 mountains
 ceiling
 attic
 bird
 giraffe's head

low

grass
 valleys
 floor
 basement
 worm
 mouse's tail

Something that sounds ...

high

bird song
 baby bear
 tinkerbelle
 flute
 shriek
 Mommy's voice

low

bear growl
 papa bear
 Santa's laugh
 drum
 moan/groan
 Daddy's voice

1

Begin with the familiar question singing, **"I spy with my little eye, something that looks fast."** Take an idea from a child, and sing it to the class e.g. child says "car"; teacher sings **"Could it be a car?"** Nod head as if thinking and sing, **"Yes, it could."** Take a second idea from a child and sing it to the class. **"It could be a cheetah."**

Sing a new question: **"I spy with my little eye, something that looks high."** Take several answers from the class as above.

Sing a new question: **"I spy with my little eye, something that looks slow."** This time, ask for a volunteer who can sing their idea answer. Don't worry at this point about the answer being sung to the exact tune above, simply encourage a singing response. Child sings, "Could it be my sister?", or "Is it a snail?" or even simply "turtle". Invite the class to sing the response: "Yes, it could." Repeat with another volunteer.

Sing a new question: **"I spy with my little eye, something that looks funny."** etc.

Something that looks

high

tree tops
mountains
ceiling
attic
bird

low

grass
valleys
floor
basement
worm
mouse's tail

Something that sounds

high

bird song
baby bear
tinkerbelle
ambulance siren
flute
shreak
Mommy's voice

low

bear growl
papa bear
Santa's laugh
big truck horn
drum
moan/groan
Daddy's voice

2

Now move to questions about **what things sound like.**

"I hear with my little ear, something that sounds noisy, quiet, high, low."

Don't be surprised if children confuse "high" with "loud". At home or in the car, sometimes the radio is too "high" re volume. In music, high refers to pitch. If a child gives a "loud" instead of "high" response, gently say "Mmmm, in music we'd call that "noisy" or "loud". Using a high voice say, "Can you hear something high?" As this is also a listening activity, remember that airplanes look high up, but their sound is noisy. English can be confusing eh?



Assessment Tip



Sing the game "I spy" or "I hear" provides many opportunities for students to sing alone and for teachers to hear student voices. The pitches in the sung version are primarily "so-mi" which is the easiest interval to sing. The game aspect to this singing encourages even reluctant singers to take part voluntarily. If needed, remind students the class standard is that all voices are accepted in music. After class, make a quick note of students who are still finding it a challenge to use their singing voices. As the year progresses, this game may be used to track students who are able to use their singing voices to sing in tune.

Music & Movement/Dance

"Every animal has its own way of moving and doing things. How have you seen animals move or do something? (cats wash with their paws, dogs scratch with a hind foot, rabbits hop, etc.) **Today in moving I will say the name of an animal. Your job is to think about how that animal moves, or does something. When the musical instrument starts to play, then you be an actor taking the part of the animal. When the musical instrument stops playing, freeze in place. Let's try one while you are sitting on the mat. The animal is a chicken.**" (Give a few moments then play a musical instrument. When you stop playing the instrument, comment positively on what one child was doing that matched the task.)

"When I say "Go," find a place in the classroom for moving time. "Go!"

Enjoy!

Explore the five senses with variations on the words.

I hear with my little ear
Something that sounds scary
(answer)
Who thinks yes? Who thinks no?

anser

Could it be a _____?

I smell with my little nose
Something that smells smoky
(answer)
Who thinks yes? Who thinks no?

I spy with my little eye
Something that looks messy
(answer)
Who thinks yes? Who thinks no?

I feel with my little thumb
Something that feels sharp
(answer)
Who thinks yes? Who thinks no?

I taste with my little tongue
Something that tastes sour
(answer)
Who thinks yes? Who thinks no?

sounds	feels	smells	tastes	looks
scary	sharp	smoky	sour	messy
high	slippery	clean	salty	big
loud	soft	yummy	sweet	tasty
musical	rough	stinky	bitter	funny
angry	warm	new	yummy	new