



Brain Beats Music



If I were a Tiger

Have fun moving like a variety of exciting animals in this energetic song. The animals have been chosen because mimicking their movements encourages children to move in ways that have been shown to enhance physical development and grow brains. A great choice for children who love role play.

Learning Opportunities:

- Engaging with music.
- Encouraging participation with music
- Movement in space (proprioception) (swinging/reaching, roaming/plodding, freezing)
- Midline development (crawling, galloping, hopping)
- Vestibular development (waddling/wobbling, gliding, galloping, upside-down, hopping, freezing)
- Repeating patterns (algebra)
- Following instructions
- Vocabulary development

Teaching Notes:

- Before playing the song, talk about the different animals that are featured in the song. Consider showing the children images of each animal. Discuss how the animal movements might look and feel.
- Invite the children to imagine that they are each animal in turn. Ask:
 - o What would it feel like to be a tiger/monkey/elephant/stingray/penguin/horse/frog?
 - o Can you move like a tiger/monkey/elephant/stingray/penguin/horse/frog?
- Talk about the concept of freezing very still and how it relates to camouflage. Encourage the children to practice holding their bodies very still. Remember that being still is the most complex form of balance, so this might be challenging for some children.
- Before standing up to move to the song, remember to negotiate the rules about how the children are going to move rapidly without hurting their friends by accident. Challenge them to find their own space and try to move without touching anybody or anything (except the floor).
- Have the children stand up and encourage them to move like the animals as the song directs.
 - o Tiger – crawling on all fours.
 - o Monkey – swinging arms and grasping at branches while moving boldly around the room.
 - o Elephant – plod slowly while holding one arm in front on you representing a trunk.
 - o Stingray – gliding smoothly with arms spread wide.
 - o Penguin – stiff arms and legs held close to their bodies, waddling/wobbling from side to side.
 - o Horse – place one foot in front of the other and keep it in front while moving around the room.
 - o Frog – spring about with two feet together.



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Lyrics:

If I were a tiger, I'd creep through the long grass (x3),
If I were a tiger, I'd creep through the long grass,
And pounce on a deer for my tea.

If I were a monkey, I'd swing through the jungle (x3),
If I were a monkey, I'd swing through the jungle,
And leap to snatch mangoes from a tree.

If I were an elephant, I'd roam the savannah (x3),
If I were an elephant, I'd roam the savannah,
Then use my trunk to throw dirt over me.

If I were a stingray, I'd glide through the ocean (x3),
If I were a stingray, I'd glide through the ocean,
And gulp down a fish or two for me.

If I were a penguin, I'd waddle on the ice shelf (x3),
If I were a penguin, I'd waddle on the ice shelf,
Then dive in the icy cold sea.

If I were a horse, I'd gallop up the mountain (x3),
If I were a horse, I'd gallop up the mountain,
Then bend down to eat grass for my tea.

If I were a frog, I'd hop near the water (x3),
If I were a frog, I'd hop near the water,
Then FREEZE...
Now I'm very hard to see.





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Planning for Further Learning:

Languages	• How do animals communicate with each other? Consider sounds, gestures and other body language. How can you tell what the animal is trying to communicate? How do humans communicate? How many gestures that humans use can you identify? • Discuss the vocabulary used in the song to describe how each animal moves and/or their habitats. What other words might you add?
Mathematics	• Compare the sizes of the different animals in the song (measurement). Consider height, length and weight. How could you record your findings in a graphical way (statistics)?
Science	• Discuss the habitats of each animal and how their habitats impact movement. • Discuss concepts such as camouflage, diet and predation. What comparisons can the children make between the animals? • Some of the species in the song are endangered. Discuss what the term 'endangered' means and what can be done about it. Consider getting involved with a charity that protects animals.
Technology	• Research the technologies that are used to film wildlife documentaries. • Consider letting children use cameras or pencil/paper to create images of wildlife in their local environment. What do they prioritise in the images they capture, and why?
Social Science	• Discuss which animals live in family groups and which are solitary. Why do certain animals live alone? How would it feel to be a solitary animal? What are the advantages and disadvantages of solitary/group life?
Health and PE	• Discuss the diets of each animal and how those diets compare with human food. What are the similarities and differences? • Animals eat what they do in order to stay healthy. Discuss human food groups, a colourful diet, and how humans keep themselves healthy.
The Arts	• Listen to the song and notice the subtle instrumentation changes for each animal. Experiment with using a variety of body percussion or percussion instruments to create different effects and moods that indicate different types of animals. Can you create a sound picture together? • Discuss the tracks that each animal might leave behind as it moves. Can you draw/paint these? • Discuss how camouflage works. Consider colour, shape, texture, markings and motion. Can the children draw the animals in ways that show their understanding of camouflage? • At the end of the song the frog stays very still to hide from prey. How would it feel to be that frog? Can the children show you with their bodies or faces how they think the frog might feel? Role play being a variety of animals.

